

WALNUT HILL EARLY CHILDHOOD CENTER PROGRAMMING POLICIES

The following are **best practices** concerning the care and early education of young children. Complete adherence is expected for the purpose of ensuring the highest quality possible. Teachers employed at Walnut Hill are professionals working as a team to provide early activities intentionally designed to lead individual children to their full potential before entering kindergarten.

Policies are written to facilitate stated short and long-term goals for children as stated in the center's written Early Education Philosophy. A clear connection is recognized between all center practices and the possibility of attaining those goals.

Changes in this document are made when state and accreditation standards change and to accommodate ideas for improved programming.

Programming and policies are inclusive and do not discriminate on the basis of race, color, national origin, age, gender, religion, marital status, or on disability when center services are determined the least restrictive environment.

MISSION

Walnut Hill Early Childhood supports the community children and parents, by providing high quality affordable early childhood education, to help them grow both socially and academically.

Program policies apply to all staff in all classrooms unless stated otherwise

PO – PROGRAM DESIGN

Policy PO-1: Goshen Day Care Board, Inc. was established in 1968 to plan an early education center to meet the needs of community families with all adults working outside the home. Emphasis was placed on three benchmarks:

1. Professional lead teachers would lead each classroom to ensure a high quality environment.
2. The program would be made available to all families with the creation of a Sliding Fee Scale based on family size and income
3. Recognizing the meeting the needs of families would remain a priority with a strong emphasis on family engagement.

Policy PO-2: Goshen Day Care Board hires and evaluates the Executive Director, approves Personnel Policies, establishes wages and oversees financial systems to ensure quality services.

Policy PO-3: Goshen Day Care Board is incorporated and adheres to By-Laws written to guide their practices.

Policy PO-4: An Executive Director is hired to provide overall leadership of the program, including the hiring, training and evaluating of key programming and administrative staff. The Executive Director is the person who relates to Goshen Day Care Board, represents the program to the community and identifies partnerships and donors for program and financial stability.

Policy PO-5: The Executive Director hires, supervises and evaluates a Center Director to ensure practices made in the best interest of families. The Center Director provides in-house consultation and referral to other helping organizations to help families solve problems for the benefit of their young children.

Policy PO-6: The Center Director hires, supervises and evaluates Lead Teachers for each age group. Lead Teachers provides overall leadership for children assigned to the room, their families and the assistant teaching staff. The Lead guides her team towards efficient work practices, improved

understanding of children’s developmental levels and knowledge for planning developmentally appropriate activities.

Lead teachers create and implement lesson plans and practices to assist developing young children towards their full potential emotionally, socially, physically and cognitively.

Policy PO-7: The Center Director hires teacher assistants to work in a specific classroom. The Lead teacher oversees their training, provides supervision and writes an annual evaluation for each team member. Whenever possible, Assistants are hired with input from the Lead Teacher.

Policy PO-8: The Executive Director hires, trains and supervises the Kitchen Manager. The Kitchen Manager oversees all aspects of the program’s nutrition program in adherence to standards of CACFP, state licensing, and NAEYC.

Policy PO-9: A Kitchen Assistant is hired to work with the Kitchen Manager. The Kitchen Manager provides input regarding the person hired and his or her duties.

Policy PO-10: An Office Manager is hired and supervised by the Executive Director. This person maintains the physical space and supplies, works with the Executive Director and Board of Directors to prepare for meetings and events and carries out duties assigned by the Executive Director. She receives and pays bills and enters debits and receipts into the business system. She works cooperatively with the Board and all other staff to ensure quality operations.

Policy PO-11: Custodial staff are hired to complete daily cleaning assignments, give notification of the need for janitorial supplies with special emphasis on floor maintenance.

Policy PO-12: Personnel Policies are written describing the hiring and employment practices of the organization as approved by Goshen Day Care Board.

R-RELATIONSHIPS

Policy R1: Classroom environments are welcoming, nurturing and safe for children with daily opportunities for positive interactions. Relationships are the first consideration during the problem-solving process that takes place daily and especially during class meetings.

1. Children and families are verbally acknowledged upon arrival and departure.
2. Lead teachers and her team are alert to the needs of parents and offer assistance as needed.
3. Children with special needs are met at the bus and move beside the staff if mobile
 - a. Staff talk cordially with the child during the trip to the classroom.
 - b. Staff assist with garments including diapering as needed to make child comfortable.
 - c. Other children are provided an opportunity to greet the child with special needs.
 - d. Child with special needs enters the same activities as other children with modifications as needed.
4. The Lead Teacher ensures respect for children’s feelings, ideas, interests and chosen plans.
 1. Staff listen and restate each child’s plan gaining information about materials needed
 2. Staff allow children to use materials they request to carry out their plan
 3. Staff ask questions to stimulate children’s thinking about the plan

4. Staff allow children to save their project if requested whenever possible
5. The Lead Teacher ensures attention for the social/emotional needs of individual children including those with difficult behaviors.
 - a. Teachers smile at children
 - b. Teachers plan varied activities around individual children's interests
 - c. Conversation with children is pleasant and supporting
 - d. Staff help individual children form positive relationships with other children
 - e. Children's plans are encouraged and enhanced to provide for complex play
 - f. Staff model manners by saying *please* and *thank-you* when giving directives.
 - g. Staff talk to children about topics of interest to the child while diapering, eating with them and working with them throughout the day.
 - h. Teachers assist children who have removed themselves from the group
 - i. Crying children are comforted and held as needed. Feelings are acknowledged

Policy R2: Teachers receive information about the family of any newly enrolled child:

1. Ethnicity and language spoken in the home
2. Family customs including religious practices, celebrations and restrictions
3. Persons who live in the same home with the child
4. Custody arrangements with copies of court documents if available
5. Other caregivers the child has when not at the center
6. Persons to call for emergencies and the order in which each is called.
7. Persons authorized to pick up the child and any warnings existing about others who may attempt to pick up.
8. Any health conditions with complete instructions for warning signs and treatment.

Policy R3: In an effort to make learning meaningful for all children, teachers make every effort to work with families to harmonize center activities with differing values and traditions of the home and family. The Lead Teacher reminds staff of changes required throughout the year to honor each family's traditions and beliefs.

Policy R3: The Center's Discipline Policy is read during Enrollment with copies in the Family Handbook: *Teaching staff refrain from physical punishment such as shaking, hitting and do not engage in psychological abuse or coercion. Threats or derogatory remarks are not used. Threats to withhold love or food are strictly prohibited. Children are not reprimanded or disciplined for bathroom accidents. Parents are informed about ongoing discipline problems that are not resolved with the center's customary practices.*

1. Teachers recognize the clear connection between positive and inventive programming and ongoing behavior from the children. Prevention strategies are utilized every day with weekly review during the classroom meeting as part of the problem-solving process to help children gain skills including

improved behaviors.

- a. Children are dismissed gradually and after all other options have been exhausted.
- b. Staff are strategically placed for optimal guidance of children
- c. Children are seated with ample space between themselves and other children
- d. Children who need additional adult support are identified and assisted
- e. Children with challenging behaviors sit by an adult whenever possible
- f. Children with challenging behaviors received additional surveillance
- g. Children do not wait for long periods of time either in lines or when changing activities
- h. The number and membership of groups is well considered
- i. Teachers are forward-thinking by preventing problems before they occur
- j. Teachers plan a second activity for children who finish their small group project earlier than others.
- k. Teachers stay alert to the tone of the room as a whole and make changes before children become restless.
- l. Teachers organize the schedule so challenging times of the day occur when all teaching staff are present.
- m. Teachers analyze challenging periods of the day and make changes to meet the needs of children. (i.e. holding Greeting Time when all three staff are present if children are having trouble sitting on carpet squares).
- n. When ongoing discipline issues prevail, teachers review programming practices:
- o. Teachers first build positive relationships with children with challenging behaviors
- p. Teachers analyze each day's plans.
 - i. Do they fascinate and relevant to children? Do they address children's interests?
 - ii. Do they contain the element of surprise through variation? Animation?
 - iii. Do they allow children to be creative? Do children feel they are learning?
- q. Children have opportunities frequently for large motor activities (music and movement, Minds in Motion, outside play, active games during large or small group times)
- r. Children are involved in complex play with approval to expand their plan.
- s. Centers are changed regularly to reflect the theme of the week.
- t. Individual children are aware of their own progress.
- u. Children with interest and ability have opportunities to learn more about a topic.
- v. Children have four opportunities to hear stories every day.
- w. The paint easel is available throughout the day every day complete with paper, paints and a variety of brushes.
- x. Books and some materials that coordinate with the week's theme are introduced to children

at the beginning of the week.

- y.. Lesson Plans contain measurable goals that are meaningful and appropriate for classroom children.
 - z. Active conversations between children and between children and adults are encouraged at snacks and mealtimes. Appropriate volume is maintained.
 - aa. Transitions are well-planned
 - i). Transitions are announced to children before they are instructed to make a change
 - ii). Transitions include a plan for moving children individually or in small group.
 - iii). Transitions include a plan to immediately involve children who have arrived at the next activity or location.
 - iv). Teachers expect and maintain a level of self-regulation appropriate for the age or development of classroom children during transitions
 - v). Transitions include a plan for asking children to return to their former area when a large number demonstrate a lack of self-regulation
3. Lead teachers and team members use naptime and the weekly classroom meeting to discuss strategies to resolve misconduct that can be addressed within the classroom routine:
- a. Adding something of high interest to peak the child's curiosity and induce cooperation.
 - b. Appointing a staff person to hold the child during teacher-centered activities.
 - c. Increasing effort to build relationship with the child at other times of the day
 - d. Redirecting the child if misconduct occurs during child-directed programming
 - e. Knowing individual child and understand what works and what doesn't work with that child.
 - f. Using logical consequences such as restricting choices for a period of time that is discussed with the child. (i.e. You are banging into friends. You may not use the bike for the rest of the day). Reminders about expectations are helpful in most cases.
4. Teachers, families, and the Center Director meet to resolve continuing misbehaviors that cause harm, disrupt the classroom and/or hinder the progress of a child himself or others. **Lead teachers use one of two center systems** to formulate and implement a written individualized plan that supports the child's inclusion and success.
- a. The Lead meets with the Center Director to determine resolution with written report made and filed for the child and family:
 - 1). Family dynamics are reviewed
 - 2). The child's probable goals for misbehaving are discussed
 - 3). Current strategies being used are discussed
 - 4). Family notification completed is discussed
 - 5). Any changes in strategies to be taken by classroom staff are written

- 6). Goals are written that are attainable and measurable. A time line is determined
 - 7). Notification of family is determined including when and by whom
 - 8). Date of review is determined with lead teacher providing prompts
- b. The Lead meets with the Center Director and outside consultants (with the family's approval) with a written report made and retained in center file.
- 1). Family provides consent or first names only are used
 - 2). Family dynamics are reviewed using first names only
 - 3). The child's probable goals for misbehaving are discussed
 - 4). Current strategies being used are discussed
 - 5). Family notification previously completed is discussed
 - 6). Any changes in strategies to be taken by classroom staff are written
 - 7). Goals are written that are attainable and measurable. A time line is determined
 - 8). Notification of family is determined including when and by whom
 - 9). Date of review is determined with lead teacher providing prompts

CC – CONTINUITY OF CARE:

Policy CC-1: The ratio of staff to children adhere to the state licensing regulations with improvements in recognition of the needs of young children including the need for adult-child interaction and constructive activity among children. The following are the minimum ratios when children are present:

Infants (Age 6 weeks – 12 months)	Number of Children: 8	Number of Staff: 2
Toddlers (Age 1 – 2 year olds)	Number of Children: 10	Number of Staff: 2
Young Preschool (Age 3-4 year olds)	Number of Children: 20	Number of Staff: 2
Older Preschool (Age 4-6)	Number of Children: 24	Number of Staff: 2

Policy CC-2: When the number of children within a classroom is reduced as they leave for the day, classrooms are combined with group sizes followed for the youngest child in the group.

1. Children ages 6 weeks – 2 years can be combined
2. Children ages 3-5 may be combined
3. Children ages 4-6 may be combined

Policy CC-3: The afternoon schedule is constant providing both inside and outside play opportunities. Day-to-day staff assignments are constant. Staff working in the afternoon are fully trained and prepared to offer positive interaction and constructive activities children enjoy. All classroom materials are made available throughout the day.

Policy CC-4: Children remain in their assigned classroom throughout the day. Children may combine in the early morning (5:15 – 6:30) and at afternoon (4:00 – 5:40) within the above groups (See Policy CC-2)

Policy CC-6: The staff schedule is created intentionally by the Center Director to maintain relationships between children and adults. Staff are generally assigned to one classroom for the entire day, but may be asked to substitute in other classes when absences occur. Some staff are intentionally scheduled to arrive mid-morning so they remain with the children in their assigned classroom throughout the late afternoon.

1. A Lead Teacher is appointed to make schedule changes to accommodate staff absences for the hours of 5:15 am to 1:30 pm. She also approves time-off requests for classroom staff to accommodate the need for continuity of care and communicates with the Center Director about staff scheduling.
2. The Center Director works to accommodate the needs of children and staff who stay late in the day. She ensures quality programming and continuity of care and regularly discusses hours and absences with the morning staffing coordinator.
3. When a classroom of children transitions to another classroom for the last part of the day, a teacher in the new room meets with them for the purpose of planning before they move to centers.
4. A class list is required for each classroom showing which children are still present. Children's names are deleted as they are picked up. This practice provides a list of children who must be accounted for in case of emergency.
5. Children who remain for the last 45 minutes of the day are provided with opportunities for reading with adults in small groups or one-on-one interactions. Teachers interact directly with children until families arrive.
6. The center has specific plans for occasions when a child is left at the center after closing time:
 - a. Children are reassured when a parent is late. Discussions about possible reasons for the parent's late arrival or any concerns or related problems do not take place within the child's range of hearing.
 - b. One staff stays with children while the second staff goes to the office to call the late parent
 - c. The Center Director is notified when a child remains past 6:10 p.m. or when a parent cannot be located. The Center Director makes decisions regarding additional calls to relatives not on the pick-up list or calling CPS. Every effort is made to locate a responsible adult to pick-up before calling CPS. The Center Director decide to stay with the child at the center. No staff is ever allowed to take the child home.

Policy CC-7: A permanent move to the another classroom requires family and staff notification. Decisions are made jointly by the Center Director and both Lead Teachers in partnership with family The Center Director takes a leadership role to ensure a smooth transition as follows:

1. **The child makes a visit to the new room to meet teachers, children and to be shown where his belongings will be kept.**
2. **Labeling of hook, cot and cubby are made before the child makes a permanent move.**
3. **The former Lead transfers the child's portfolio, assessment forms including the child's assessment information and anecdotal notes as needed. She sends the child's current Desk Card until a new one is created,**
 - i. **The Permission to Treat form and enrollment pieces provided to Lead Teachers. An IEP from ECSEC is passed up and ECSEC is notified of the room change.**

4. The Lead Teacher receiving the child has opportunity to meet with the child's former Lead Teacher to ask questions related to the child's care and needs as well as those of his or her family.
5. The Center Director notifies the new classroom staff of children who arrive before 7:30 a.m.

Policy CC-8: When children are to be permanently moved to the next classroom, a short visit to the new room is planned to help the child acclimate to new space, new classmates and new staff before the move becomes permanent. Children may begin visiting another room 2 weeks before their birthday.

1. The child's new Lead Teachers introduces the child to the other children. Teachers use this as an opportunity to teach classroom children the skills of welcoming and including new friends.
2. The child's new Lead shows the child where his or her cubby and hook are to be located.
3. The child's new Lead shows classroom materials.
4. The child's Portfolio and Assessment Results are sent to the new lead.
5. A new desk card, Permission to Treat, Health Alerts accompany the child on the first day of the permanent move. Leads notify the Center Director if forms are not provided on the first day.
6. When a child is permanently moved to the another classroom, the Lead meets the child's family face to face and welcomes them and tells them to contact her if they have questions or concerns. If the family does not come to the center, a letter of introduction and welcome is sent within 3 days by the Lead Teacher.
7. Children with special needs are generally not moved mid-year. If necessary, the family's authorization is required and special notifications are required:
 - a. New center teacher needs IEP, anecdotal notes, portfolio and assessment results including the developmental assessments.
 - b. ECSEC special education teacher needs the name of the new center teacher with whom she will coordinate services
 - c. The public school transportation department is notified of all changes of staff
Staff must be assigned and trained regarding taking and receiving child back from the bus,

Policy CC-9: When the family of a child with special needs relocate to another city, the Center Director facilitates the need for specialized care.

1. The Center Director checks with the family to ensure good connections with special education services in the new place.
2. For families who require additional assistance, the Center Director makes phone calls to learn the system in the new place and ensures firm connections between that system and the family.
3. The Center Director calls ECSEC for notification of all changes for the child and his family.

Policy CC-10: The Center Director contacts families who are moving away from the Goshen area to learn about any needs the family has for housing, employment, child care and early education and makes phone calls to connect the family with social services as required.

Policy CC-11: For children leaving Walnut Hill to enter kindergarten, the Center Director may request family's authorization to send to the school the child's assessment tool results. Additional materials to help future teachers require authorization from the family before sending.

Policy CC-12: Two staff from the child's classroom are present when a classroom takes a walk or visits the park. One staff may take a group of 3-4 on a walk with authorization from the Lead Teacher. The first aid kit, Permission to Treat forms and Desk Cards are taken.

1. One adult leads the group taking a walk and one adult is positioned at the end to guarantee the safety and well-being of all children.
2. Adults stay directly with children playing at the park
3. Each adult staff person is assigned to a specific group within the classroom of children and takes a headcount at least every 30 minutes.
4. Picnics may be taken to the park with strict adherence to CACFP guidelines for sanitizing Vinyl tabletops and food and beverage choices. CACFP Participation Charts are completed at the time of meal service.
5. Children have access to water at all times when away from the center
6. Children's bathroom needs are considered when the group is leaving the center.
7. Staff must have a cell phone on walks or visits to parks etc. Staff contact the center regarding unexpected weather, injuries requiring more than the first aid kit, or any other emergency.
8. Staff call 9-1-1 from the park when a child or staff have serious injuries or illness requiring immediate medical assistance. A call to the center is placed after the 9-1-1 call.

Policy CC-13 When possible Walnut Hill will staff classrooms so that the infant, toddlers, and two year olds have consistent staff for a min of 9 months.

Policy CC-14 IF a staff member contracts a contagious illness or has a fever over 100.4 degrees Fahrenheit they are expected to stay home in order to prevent further spread of the illness. They may return to work after taking medication directed by a doctor and or when the fever is under 100.4 degrees Fahrenheit.

Policy CC-15 When a staff member feels unable to perform their duties they may request an immediate break for a short period of time to collect themselves before returning to the class. If they are unable to feel able to perform then they must request to leave for the day to an administrator.

OD – OUTDOOR ENVIRONMENTAL DESIGN

Policy OD-1: 75 Square Feet of outside playground space for each child outside at any one time is available or one-third of the total enrollment.

Policy OD-2: The playground is assessed (*audited*) by the Licensing Consultant who is a Certified Playground Safety Inspector with written results maintained in center files.

1. The playground is inspected once every 2 years by a CPSI.
2. Any remedial action required is completed within 30 days from the inspection
3. The CPSI ensures accommodations for the center children enrolled based on age, needs and interests of children actually served.

ID-INDOOR ENVIRONMENTAL DESIGN

Policy ID-1: A minimum of 35 square feet of usable space is available to children within each classroom. Space includes hard surface space not included in restrooms and carpeting area not included in the loft or staircase

- Policy ID-2:** Building space in place before 1992 was renovated and new construction built in 1992 with purposeful accessibility planned for persons with handicaps made available through large, flush entrances into classroom, to the outdoors and into restrooms, wheelchair accessibility under hand-washing sinks, wooden frames protruding from hook areas to prevent injuries to sight impaired individuals as well as braille lettering on restrooms used by adults with sight impairments.
- Policy ID-3:** Routine cleaning is completed with full compliance with the Cleaning, Sanitation and Disinfecting Frequency Table.
1. A Laundry Log is maintained to demonstrate weekly cleaning of bedding
 2. Bi-weekly Time Sheets are maintained for janitorial staff
 3. Potty chairs are not used.
 4. Bills for Carpeting Cleaning or records for any volunteer carpet cleaning demonstrate cleaning of center carpets when soiled.
 5. Bills for stripping hard surfaces and re-waxing or records of voluntary service demonstrate appropriate maintenance of hard surfaces in classrooms and lobbies.
 6. Children do not use outside playground space or go on walks or to parks during O-Zone Alerts
- Policy ID-4:** Written record is maintained in center files regarding professional checks for lead. Assembly Church is notified of test results.
- Policy ID-5:** Classroom have Carbon Monoxide detectors which are monitored with written record monthly.
- Policy ID-6:** The entire center, inside and outside are smoke-free. Parents and visitors have cigarette depositories outside the building. Staff do not smoke in the parking lot but may use the alley west of the building for smoking (off-grounds).
- Policy ID-7:** Only tame and gentle animals are allowed in the building. Visits by animals require a leash or cage to protect both children and the animal. Snakes, turtles, frogs or any potentially dangerous animals are not brought to Walnut Hill.
- Policy ID-8:** Pest Control measures use Integrated Pest Management which is noted on all billings.
- Policy ID-9:** Pest Control measures include the following:
1. Trash containers are emptied daily during the week.
 2. Trash containers are cleaned and disinfected weekly as noted on classroom forms.
 3. Trash bags are tied closed before disposing them in the outside dumpster
 4. Tight fitting lids remain firmly in place.
 5. Lids on the outside dumpster are kept closed
 6. Kitchen appliances (toasters, ovens, microwaves, ovens, stovetops and refrigerators) are wiped down daily during the dishwashing process. Ovens and refrigerators are cleaned out weekly with outdated items or left-overs that haven't left the kitchen cleaned out weekly.
 7. Applications of pesticides are done by a professional company with billings to track applications.
- Policy ID-10:** The center completes and maintains the results for tests related to lead and asbestos

C- CURRICULUM

- Policy C1:** A written, updated Program Philosophy is made available to all parents at enrollment and can be requested by families considering the Walnut Hill program for their child.
- Policy C2:** Lead teachers plan a Daily Routine that provides for active movement at least hourly.
- Policy C3:** Lead teachers write a Daily Schedule that alternates quiet and active participation.
- Policy C4:** Curriculum is play-based with intentional plans for all parts. Lead teachers use movement, hands-on materials, communication between children and between children and adults, freedom to use materials to discover answers for themselves. Lead teachers have a goal for all activities which are tied to curriculum goals
- Policy C5:** Teachers know Long-Term Goals as stated in the Program Philosophy and work these value-centered goals into every-day programming. Leads train assistants so they know these values are key and know methods for helping children gain these values for a life-time.
- Policy C6:** The Daily Routine Tool is created showing the established daily schedule for each part of the day:
1. Greeting Time
 2. Large Group Time (Music and Movement, group games and activities etc.)
 3. Small Groups for language and literacy, early math, and one teacher's choice
 4. Planning/Center/Clean-up and Review Time
 5. Large Motor time (outside play, Minds in Motion or inside large motor)
 6. Naptime
 7. Hand-washing/Meals and Snacks/Face-Washing
- Policy C7:** Curriculum is written for the domains of language and literacy, early math, science, social studies, large and small motor development. Modifications accommodate varying abilities through the offering of four levels of skills and activities written for language and literacy and early math. The Elkhart County Special Education Cooperative provides assistance with modifications needed for children with identified special needs.
1. Written Curriculum coordinates with the Standardized Assessment Tool which offers a skill building list to guide planning for children of varying abilities and interests.
 2. Teacher choice is written into the Curriculum Framework to facilitate responsiveness to individual family values, beliefs, experiences and language.
 3. A direct connection to the Standardized Assessment Tool facilitates the assessment of skills.
 4. An Informal Assessment Tool is created to assist teachers in tracking ongoing progress and as a family-friendly method for reporting progress concerning kindergarten readiness targets.
 5. Ongoing effort is made to understand current skill expectations of area kindergarten teachers; although the primary aim is for individual children to reach their full potential before their kindergarten year.

6. Families for whom English is the secondary language are given an opportunity during Enrollment to discuss their own language goals for their child including methods used for the acquisition of English.
7. Written Curriculum includes training in fire and storm safety measures. Center preparedness for fire and storms is tested and recorded monthly.
8. Written Curriculum includes training and assessment of skills related to self-regulation related to kindergarten readiness. (i.e. coming in from outside in an orderly fashion and the use of inside voices in the classroom).

Policy C8: Materials and equipment provide the framework for quality programming

1. Books, music, dress-up materials reflect the lives of the classroom children and their families.
2. Books and other materials reflect the diverse gender, language and abilities of classroom children.
3. Provide for daily hands-on exploration, experimentation and discovery.
4. Promote interaction with other children and adults
5. Materials are organized for children's independent acquisition and use
6. Materials are rotated to reflect changing interests and skill levels
7. Children are permitted a wide choice of materials
8. Storage containers are labeled so children can 'read' contents.
9. Storage containers are placed on labeled shelves to facilitate independent clean-up
10. Materials accommodate children's special interests and abilities.
11. Materials support and build on existing skills
12. Materials enhance interest and skills
13. Teachers give permission for children to work with tools such as various types of tape, scissors, hole punchers, staplers as appropriate for each age group.
14. Teachers permit and encourage expanded (complex) play.
15. A wide variety of art materials are available to children throughout the day
16. An art easel is stocked with paper and paint and made available to children throughout the day.
17. Teachers maintain an Art Box with a variety of papers, fabric, embroidery and other sewing materials, cotton balls, a variety of tapes children can choose to use for creative art projects.

Policy C9: Group activities avoid the use of competition but instead, feature methods for children to measure their own individual progress. Winners are not named but instead, everyone is congratulated for participating with enthusiasm. Activities do not include children being "out" or losing.

Policy C10: Lead teachers submit weekly lesson plans by Monday morning.

1. Lead teachers write weekly lesson plans around a theme that is science or social studies related.
2. Teachers write weekly goals that are measurable and attainable by all classroom children. Modifications are included for children requiring a different approach.

3. Lesson Plans provide a sequenced plan to give children optimal opportunity to gain Self-Help/Kindergarten Readiness Skills
4. Lesson Plans provide a clear indication concerning the activities to be gathered for inclusion in children's Portfolios.

IS– INITIAL SCREENING of CHILDREN

Policy IS-1: During enrollment, parents are asked about previous services the child has received.

1. Children who were previously served by First Steps and have an IEP will, in most cases, continue receiving services of ECSEC. The IEP must be located in the classroom in which the child is served. The IEP is based on formal testing done by professionals. Services to the center by professionals could include:
 - a. being transported to a public school once or twice weekly for special services
 - b. a Special Education Teacher assigned to help the center teacher with modifications to enable the child to fully participate in center activities
 - c. enrollment in speech classes staffed by ECSEC and held at the center weekly.
2. Children who were not served by First Steps before age 3, but show physical or developmental concerns are referred to ECSEC:
 - a. ECSEC will observe the child to determine his or her need for services
 - b. If ECSEC cannot serve a child, the lead reports any concerns to the director so a determination can be made about community referral.

Policy IS-2: The Lead Teacher sends home an Interest Inventory for every newly enrolled child. The Inventory checks the child's interests, any behaviors currently being addressed at home, the family's goals for the child and a suggestion for the child's first IEP goal. The Inventory also invites families to tell the lead about any talent or skill any family member or friend has that could be shared with classroom children. The Inventory becomes a guide as the teacher develops an individualized program for each child including setting up materials related to his interests and needs.

Policy IS-3: Children's development is screened informally within the first two months from the child's date of enrollment to determine the need for any type of early intervention. Early intervention is one of the center's primary goals for young children. The lead teachers reports to the director any findings that could indicate the need for referral. The tool requires observation and reports related to:

1. Sensory Development
2. Language Development
3. Cognitive Skills
4. Gross Motor Strength
5. Fine Motor skills
6. Social/Emotional Development

Policy IS-4: Children with observed delays/concerns are referred to ECSEC or other professional businesses for formalized assessment and a determination concerning the need for therapy.

A – ASSESSMENT

- Policy A-1:** **The Assessment Process is an integral part of Walnut Hill’s Early Education Program. Achievement of goals guide decisions about curriculum and teaching techniques for both the typical developing child and the child with special needs. The overall goal of assessment processes is comprehensive:**
1. Ensuring Kindergarten Readiness
 2. Ensuring each child’s attainment of full potential
 3. Ensuring each child’s attainment of long-term goals as listed in the center’s Philosophy Booklet.
- Policy A-2:** **Annual assessment goals are set for each age group: 2’s, 3’s, 4’s and 5’s with results showing the percentage of children achieving a one-year gain of skills as demonstrated formally on the I-STAR KR and informally with the child’s IEP written in the areas of self-help, conflict resolution and kindergarten readiness.**
1. I-STAR-KR measures growth in the domains of Early Language and Literacy and Early Math. The state of Indiana reports methods used for cross section sampling and validity determination.
 2. IEP goals are written in the areas of self-help, social/emotional growth and general kindergarten readiness for each child individually based on his or her strengths, needs and level of development.
 - a. Informal tools are used to verify progress: Self-Help List, Social/Emotional Skills List and Kindergarten Readiness List.
 - b. Lead Teachers determine the tools to show parents at Parent/Teacher Conferences based on what is known about the family’s desire for information and other key factors. The FSC translates the tool as needed and attends the two annual P/T Conferences as necessary. The goal is to clearly communicate the child’s achievements.
 3. Determination of progress on informal tools requires the use of checklists, anecdotal notes, photos with captions and work samples maintained in each child’s portfolio.
 4. Individual progress is based on teacher observations during the normal day-to-day activities.
 5. Progress on developmental milestones is reported to families on informal certificates sent as soon as the child attains target skills. Teachers ensure a form of reporting to families occurs at least quarterly. The FSC/Spanish Coordinator translates certificates as needed for parents who speak only Spanish.
- Policy A3:** **A Portfolio is maintained for each child. Evidence is enclosed to demonstrate the child’s ongoing progress. The director calls for a classroom’s portfolios from time to time to ensure an adequate number of collections, to check dates showing a child’s progress over time and a wide range of collections. Parents are invited to view their child’s portfolio at least quarterly. Teachers lay out portfolios in the manner determined (i.e. on tables in classroom or in hallway). The FSC is available to hear questions when teachers leave for the day and to interpret for Spanish-speaking families.**
- Policy A4:** **Lead Teachers provide for their team members a clear indication about which activities each week are to be gathered for the children’s portfolios.**
1. Lead teachers gather evidence of Language and Literacy skills at least weekly
 2. Lead teachers gather evidence of early math skills at least weekly
 3. Lead teachers gather evidence of small motor skills at least weekly
 4. Lead teacher gather evidence of children’s progress toward self-regulation at least weekly

5. Lead teachers may allocate to team members the task of gathering evidence of large motor skills with clear guidelines about recording current skills. Evidence is required at least monthly.

Policy A5: Only Lead Teachers complete the I-STAR KR and informal tools used to determine progress on each child's IEP before fall Parent/Teacher conferences and again before spring P/T conferences. A one-step progression of skills on the formal tool indicates a one-year progression of individual skills. Attainment of the IEP Goal requires the child's complete success on the goal as written.

Policy A6: Results for each age group are fully disclosed at the end of each school year.

1. Individual results and a summary for each classroom is provided to the director.
 - a. Individual children's assessment tools are maintained in their record located in the office of the FSC. Records are in a locked cabinet and are considered confidential. Parental authorization is required before assessment records are sent to schools or other agencies.
 - b. Classroom and center results guide decisions about future curriculum and assessment processes.
2. Annual reports of each age group's level of success are provided to Goshen Day Care Board, The United Way of Elkhart County, and to the community through the written Annual Report. Results are also used in grants as evidence of the program's level of success.

R-REFFERALS

Policy RF-1: Center staff are informed about center processes for referring children and families to outside professionals.

- a. Processes for determining the need for referral
- b. Who talks to parents
- c. Support for Teachers
- d. Confidentiality
- e. Parent authorization for conferring with outside professionals or sending center assessments
- f. Maintenance of records related to referrals

Policy RF-2: The center maintains a current list of area professional services available to families when testing and/or therapy is indicated. The list contains professional play therapists, psychologists and psychiatrists.

Policy RF-3: Center staff do not suggest a diagnosis or possible diagnosis when referring children to their pediatrician or other professionals. Center staff do not suggest the need for medicine.

Policy RF-4: The center administrator may require additional community assessment and therapy as a condition for future service when a child's serious misbehaviors poses a risk to other children or him/herself.

1. The director may place a child with serious misbehaviors that pose a risk on probation with terms of immediate dismissal at any time the child's needs exceed the center's level of expertise.
2. The director will, at the parent's request or authorization, refer the child to Child and Parent Services, a center working with children whose behaviors pose a risk. The center has no obligation to retain the child if CAPS has no current openings. Every effort will be made to notify ECSEC to check other possibilities for services.

Policy RF-5: The center administrator and/or lead teachers send documentation of the child's behavior, delays or conditions observed while at Walnut Hill. Reports may be sent with the parent. Written parental authorization is a prerequisite before sending reports about their child and/or family directly to outside professionals.

Policy RF-6: The director's authorization is required before reports of a child's progress are sent to another agency. No other staff are permitted to write or send reports about a child's progress or lack of progress, about any delay or physical condition or any behavior observed at Walnut Hill.

Policy RF-7: All reports sent about a child either in-house or to other professionals are considered confidential. Walnut Hill staff are not permitted to mention any child, his family or the child's progress or lack of progress or behavior on any social media or verbally or in writing to any other person outside Walnut Hill's employ.

Policy RF-8: All reports indicate to whom copies are released and where a report is filed. All reports are considered confidential and are stored inside locked offices and/or files.

{SEE F-22 FOR INFORMATION ABOUT IN-HOUSE CONSULTATION FOR CHILDREN'S CONCERNS}

T - TEACHING STAFF

Policy T1: Lead teachers maintain overall responsibility for the team and all classroom functions:

1. Portions of the classroom responsibilities may be allocated to other team members but the lead teacher retains full, overall responsibility for completion of all tasks according to center policy. Any written *Employment Concern* pertaining to classroom duties is assigned to the Lead Teacher.
2. Lead Teachers write and implement lesson plans that provide a clear pathway for children developing skills provided on the I-STAR-KR Skill Building List and on the Self Help Skills/Kindergarten Readiness Checklist.
3. Lead Teachers plan for children's ongoing development of skills by scaffolding learning experiences with opportunities for practice and frequent checks for improvement.
4. Lead Teachers build relationships with families without attempting to formulate friendships that could influence the teacher's professional responsibilities.
5. Lead Teachers work with a specific group of teacher assistants who comprise her team.
 - a. Ground Rules are written showing how classroom duties, breaks, phone calls etc. will be handled.
 - b. A Duty Roster is created showing who will do laundry, set out lunch, do classroom cleaning and whether duties are constant or rotated.
 - c. Team building is a conscience effort to create a trusting, cooperative group that functions openly and positively for the sake of adults and children.
 - i. High Scope's Team Building materials are used
 - ii. Training is provided to lead teachers who then train their team members.
 - iii. Team building assessment occurs once annually for the purpose of noting growth or the need for changes.

Policy T2: Classroom staff numbers and qualifications adhere to state Licensing and NAEYC requirements with genuine consideration for the needs of individual classroom children.

Policy T3: Continuity of Care is provided for by limiting the occasions when classroom staff move from their assigned classroom to help in another area and by avoiding frequent classroom assignment changes.

Policy T4: Lead Teachers are provided with paid time away from the classroom during their regular work hours for the purpose of planning.

Policy T5: A person is hired to advocate for parents and to offer assistance through in-house consultations and referrals to other helping organizations. This person enrolls children and supplies information to Lead Teachers related to the family structure and routines including contact information as well as specific details related to the child's health and care. This staff translates written material and is available to interpret for families who speak only Spanish.

HS-HIRING OF STAFF

Policy HS-1: Walnut Hill advertises when staff positions become available:

- a. In the local newspaper which includes posting on-line
- b. By calling the Goshen Ministerial Association president who sends out information
- c. By calling universities with respected programs in early education and asking for a list of graduates.

Policy HS-2: Walnut Hill calls references before hiring any new staff for any position

- a. A minimum of two reference calls are made
- b. Notations of responses from references are written and included with the application or resume.

Policy HS-3: FBI Fingerprinting is required for all new staff before the hiring process is completed.

Policy HS-4: An Employment Packet is provided to all newly hired staff including forms to be completed and returned to the Office Manager and information pieces to be maintained by staff. See Personnel Policies.

Policy HS-5: A list is maintained of any training that must be completed before the hiring process is completed

Policy HS-6: Initial Training requires a certificate for each topic which is maintained in the Employee's Training Notebook

Policy HS-7: Walnut Hill has board approved Personnel Policies included in both Initial Training and Annual Training.

1. A written plan is included for attracting and retaining qualified staff and for reducing staff turn-over.
2. A Statement of Intention regarding the hiring of staff to match the ethnicity of enrolled children and their families including those who speak the same language.
3. Staff assignments, including the role of the lead teacher for each age group and teacher assistants are included. Educational qualifications and requirements for all staff are listed.
4. Each staff position is assigned the categories of salaried or *hourly* and *Exempt* or *Non-exempt* for overtime payments for hours worked over 40 hours within the identified *Work Week*.

5. Work Benefits are outlined for salaried and hourly staff and include paid time off for vacation, personal time and sick time. Paid holidays are also identified.
6. Training requirements are listed for salaried and hourly staff
7. Immediate supervisors are listed for each staff position and include how each type of staff is evaluated annually.
8. The process for assigning wages and providing salary increases is included.
9. A list of required documents for each staff and how they are maintained is included.
10. The length of time for maintaining staff records is included.

Policy HS-8: Newly hired staff are required to have a physical, a Mantoux TB Skin Test or X-ray if the TB test poses a health risk.

Policy HS-9: New Staff receive a list of possible Health Risks for individuals working in a child care facility

Policy HS-10: New staff read, and sign their agreement to adhere to the center's Confidentiality Requirement.

Policy HS-11: New staff read, and sign their agreement to adhere to the NAEYC Code of Ethics

Policy HS-12: New staff provide to the center their primary physician, any health conditions and the person to call in case of emergency as well as authorization for transporting to a hospital if unable to give verbal permission at the time of an emergency situation.

Policy HS-13: New staff receive a job description that outlines educational requirements, reporting details (who they supervise and evaluate and who supervises and evaluates them), a list of job responsibilities.

Policy HS-14: Staff receive a Staff Schedule whenever changes are made and at least in the fall and summer.

1. Persons assigned to each classroom
2. Work time for each person
3. Planning times
4. Leadership Meeting and Team Meeting times
5. Outside Times, Meal and snack Time, Minds in Motion Time
6. Plan when ratios are not met

Policy HS-15: A temporary written schedule is created as needed when staff are absent.

EMP – EARLY MORNING PROCEDURES

Policy EMP-1: Two staff are scheduled to put out cots before opening doors at 5:15 a.m.

Policy EMP-2: Doors are unlocked promptly at 5:15 a.m. and not earlier or later unless authorized by director

Policy EMP-3: Double doors leading into the MP room are left open from 5:15-8:30 a.m. so parents can enter the center without using the office.

Policy EMP-4: Children are carried by a parent to his or her individual cot.

Policy EMP-5: Children who are frightened or are otherwise distressed are held by staff.

Policy EMP-6: Ongoing concerns are reported to the director

Policy EMP-7: At 6:30 a.m. (unless the time is changed by the director), a third staff is scheduled to open the Intermediate Classroom.

1. Children who are awake are permitted to go to the Intermediate Classroom
2. Children who arrive at or after 6:30 go to the Intermediate Classroom unless they want to sleep.
3. A variety of activities are provided in the Intermediate Classroom
4. Children and staff clean up the Intermediate Classroom before children move to their classrooms.

Policy EMP-8: Lead teachers go to the Intermediate Classroom between 7:15-7:30 (according to their work start time) to get their children. Children go to their own classrooms in an orderly manner.

Policy EMP-9: Classroom staff get meal cart and set out breakfast before 7:30 serving time. Children are provided with quiet activities if they must wait after arriving in the classroom.

Policy EMP-10: Children wash hands before breakfast is served at 7:30 a.m.

Policy EMP-11: Arriving children who have already eaten are given a choice to eat breakfast. Children are not forced to eat. Children who are not eating are provided with quiet activities either on the carpet or at the table. Those children are under sight at all times.

Policy EM-12: The meal cart is returned promptly so kitchen staff can wash glasses and prepare snack.

LAP – LATE AFTERNOON PROCEDURES

Policy LAP-1: As the number of children diminishes, children are gradually combined. Required ratios are maintained.

Policy LAP -2: Children under age 3 can be combined only with three (3) year old children. The ratio for 2's is maintained.

Policy LAP-3: State Variance allows the center to have 30 children on the playground at one time. Children under age 3 are kept separate with separate staff.

Policy LAP-4: Care is taken to keep orderly, well-functioning classrooms and playground.

1. Families see the program only in the early morning and late afternoon. The center's reputation is based on their observations of those short periods of time.
2. Children's quality programming is hampered:
 - a. When too many children are contained in one room
 - b. When the noise level or activity level has a chaotic appearance
 - c. When teachers are not seen directly involved with children.
 - d. When staff fail to notice the arrive of parents
 - e. When staff fail to help parent find their child and collect his/her belongings as needed

Policy LAP-5: When outside play for all children is scheduled, the Intermediate Classroom is opened:

1. To give children a break from weather that is very warm or very cold.
2. Activities vary from day and day and appeal to young children.
3. Materials are quality and in good condition.

Policy LAP -6: An Afternoon Coordinator is named to ensure adequate staff and to make changes and decisions as needed.

1. She is authorized to find substitutes as needed.
2. She is authorized to decide if weather conditions prevent outside play
3. She is authorized to make room changes.
4. She guarantees that riding toys are out and available to children
5. She guarantees summer activities are in place such as mud play, water tables and materials children love are available for them.
6. She guarantees parents are directed to the proper person when they issue concerns or ask questions she cannot immediately answer.
7. She reports to the director all concerns from parents and staff regarding the afternoon program.
8. She reports to the director any damaged equipment or when repairs are needed unless staff are assigned to care for specific items.
9. She is authorized to call meetings of afternoon staff as needed for good communication. She checks with director when extra salaries are required.
10. She is Person in Charge and makes any decision regarding emergencies adhering to center policy.
11. She makes effort to locate the director for emergency situations.
12. She is compensated for these extra duties.

Policy LAP -7: Children are brought inside by 5:30 p.m. and have belongings with them to accommodate parents who work late.

Policy LAP -8: Parents who arrive after 5:45 are charged an extra fee. Closers are aware of those procedures.

Policy LAP -9: Closers notify the director of families who are often late picking up their child(ren)

S - SUPERVISION OF CHILDREN

Policy S1: Children are under sight and sound at all times with the exception of privacy required during bathroom use.

Policy S2: Staff do frequent checks while children under age 4 are in the bathroom.

Policy S3: A child's change of clothing is removed from the plastic bag before children move into the bathroom to change. Plastic bags are not taken to any situation where a child could be without direct supervision.

Policy S4: Children enrolled in the Pre-K classroom may be sent to the restroom with an adult staff member or when the office manager is available to watch for the child.

- Policy S5:** During naptime, one adult is assigned to watch sleeping children. The same staff person may supervise children who are awake if the heads of all children in both groups can be seen at the same time.
- Policy S6:** One-half the normal child: staff ratio is allowed if 50% of the classroom's children are asleep.
- Policy S7:** Center children may be taken on walks around the center neighborhood with the parent's blanket permission signature procured during enrollment. A minimum of two staff must remain with the children during the walk. One staff leads the group and the second walks at the end of the line.
- Policy S8:** One teacher may take a group of children for a small group activity for short walks away from the center. Consideration of the specific children to be included is required to ensure the safety of all. Children with a history of running away or who cannot be easily managed are not taken on outings with one adult. The small group may not contain more children than is allowable by Indiana State Child: Staff Ratios for one adult.
- Policy S9:** Child: Staff Ratios must be maintained when children are outside on the playground, on walks, at the park or elsewhere.
- Policy S10:** Staff on the playground or at the park must provide for each child both auditory and visual supervision which requires staff to be in close proximity to each part of the outside space.
- Policy S11:** Staff assigned to outside supervision notify other outside staff when it becomes necessary to leave the playground.
- Policy S12:** *Room and Playground Awareness* require all classroom staff to position themselves to see the entire classroom of children.
- Policy S13:** Staff sit with children during all snacks and meals for the purpose of engaging them in conversations relevant to the children. Conversations must extend beyond what is necessary to supervise and train children.
- Policy S14:** Center children required to meet with an employee of Child Protective Services may be left with the CPS staff person as long as a Walnut Hill staff person remains in close proximity to the room and can immediately receive the child after the interview process is completed.
- Policy S15:** The center releases children only to persons authorized by the parent during enrollment. Picture identification is required the first time an authorized person picks up the child. Persons not authorized are denied access to the child until or unless the parent can be contacted for verbal permission.

H - HEALTH

- Policy H1:** The Child's Physical Form, including a record of immunizations is completed and returned to the center within 30 days of enrollment.
1. Families who do not return the form within 30 days must provide evidence of an appointment for the physical.
 2. Religious exemption may be used for immunizations
 - a. Children who are under-immunized are excluded from the program when communicable diseases exist in the center that would have otherwise been prevented.

- b. Communicable diseases found in center children are reported to parents on a *Communicable Disease List* located in the lobby. Head lice is reported when three or more cases exist.
- 3. The family is notified of possible suspension or expulsion when either the physical or immunization record is not returned within the specified time period.
- 4. Current health insurance coverage is required on the health form

Policy H2: Persons entitled to see the child’s health record include: the director, the FSC, the child’s lead teacher. The parent may name additional staff he/she desires to have access to health records.

- 1. The FSC creates a special notification system for reporting health alerts to classroom staff and director.
- 2. The lead teachers review with their team members any cautions, precautions or procedures necessary for the child’s care especially when severe consequences are possible for that child.
- 3. Classroom staff notify the director and FSC about any health-related incident for that child.
- 4. Written documentation is maintained for any health-related incident for that child.
- 5. Parents are notified about any health-related incident or warning signs for that child.

Policy H3: Information about a child’s health, behaviors or skills is not shared with other agencies or persons without the written authorization from a parent/guardian.

- 1. The parent must provide written authorization both at the outside agency and at Walnut Hill for two-way conversations or reporting sharing to occur.
- 2. Record of all conversations and written reports provided to other persons/agencies is filed at the center.
- 3. The child’s lead teacher, director and FSC are all notified about any information shared with outside persons or agencies. The parent is notified about reports made.

Policy H4: Enrollment records, including Health records are maintained in a locked file cabinet in the office of the FSC as long as child is enrolled. After child leaves Walnut Hill, records are maintained in the in a locked file in the Office Manager’s office.

Policy H5: The FSC contacts parents bi- annually to update information including:

- 1. Address and phone number
- 2. Job information
- 3. Salary information
- 4. Person’s authorized to pick up child
- 5. Emergency contact information
- 6. Medical updates including immunization updates

Policy H6: Reports of food allergies or restricted by religion are posted in the kitchen.

- 1. Food substitutes must be from the same food group as the allergen.
- 2. Food substitutes must be varied from day to day
- 3. The center purchases all substitute foods unless difficult to find
- 4. Food brought in by parent must be in an unopened container directly from retailer.

Policy H7: Reports of food allergies or foods restricted by religion are provided to the classroom staff.

1. Reports are posted in the classroom well out of sight of other parents
2. Well known to all staff working in the classroom
3. Lead teacher reminds staff frequently of food allergies especially if potentially life threatening.
4. Staff read labels of all snacks coming into the classroom to avoid feeding to a child with an allergy.
5. When in doubt, classroom staff notify the director of questionable foods for children with allergies.

Policy H8: Walnut Hill maintains a written Health Program signed by a local pediatrician with portions posted in every classroom:

1. A list of supplies that must be maintained inside the classroom first aid backpack is included
2. A list of first aid supplies that must be maintained inside the first aid box which is maintained inside the backpack is included
3. All items are destroyed when outdated
4. Basic first aid procedures to use for injuries
5. Sanitation formulas for cleaning tables and for Universal Precautions
6. Forms used to report injuries to parents and to director
 - a. Ouchy Report for bumps and minor scratches that need a band aid and a hug.
 - b. Accident Alert for all except major injuries requiring the state form.
 - c. The State Form is used for concussions, broken bones, fainting or passing out etc. The director is always notified at the time of the accident so decisions about treatment and reporting can be made. In the director's absence the Person in Charge calls the parents or 9-1-1 when the emergency requires immediate medical attention.
7. Forms used to report biting is provided for parents of the child bitten and child doing the biting and to the director.
8. Incident form is used to inform the director of any out-of-the-ordinary occurrences of which a child's parents should be notified. Children's names involved are not revealed. The director decides who approaches the parents and the method to be used.

Policy H9: Walnut Hill is licensed by the State of Indiana with mandated unannounced visits by the licensing consultant who also checks health-related state regulations at least annually.

1. Any non-compliances discovered are immediately rectified in writing. Records are maintained in the director's office.
2. Classroom staff complete a weekly Classroom Safety Checklist and submit to the director by noon on Monday.
3. The director conducts center-wide safety spot checks including diapering records and laundry dates.
4. All classroom staff receive Pediatric First Aid training within 3 months of their hire date and every three years thereafter. Training includes managing a blocked airway, and rescue breathing.
5. Staff receive Pediatric CPR training if they open or close the center, are a lead teacher, a director, or FSC. At least one staff person with Pediatric CPR training is assigned to each classroom from 5:15a.m. – 5:40 p.m.
6. One staff person with current Pediatric CPR training must be present during water play activities.
7. CPR training is renewed annually.
8. State Standards for naptime are followed.
 - a. Classroom have enough lighting so visitors can immediately see children without waiting for eyes to adjust to darkness.

- b. After 30 minutes of back rubbing, children who are awake are allowed to get up off cot and come to the table for varied activities.
- c. A plan for naptime activities is made and available for all team members
 - i. Art with a variety of materials
 - ii. Materials for quiet construction
 - iii. Games
 - iv. Coloring pages (the only time coloring pages are normally used)

Policy H10: Walnut Hill is enrolled in the United States Department of Agriculture’s Child and Adult Care Food program and adheres to all CACFP standards for food handling, preparation and serving of food and food storage and disposal when outdated or stale.

Policy H11: All children have daily opportunities for outdoor play unless the temperature is below 25 degrees or higher than 95 degrees. Children with breathing conditions do not go out during an 0-Zone alert.

1. When outdoors, children wear clothing in layers to protect them from cold.
2. Children have opportunity to play in the shade under the climber, under the tree next to the climber, inside the large sandbox or in the gazebo.
3. With written authorization from parents during enrollment, sunblock is applied to exposed skin each time children go outside. The sunblock has a UVB or UVA level of 15 or higher.
4. Sunblock is not sprayed on skin in a fashion that causes spray to get in the child’s face, eyes, nose or mouth. Lotion is used instead of spray to prevent these mishaps. Parents are notified of the use of lotion and the policy against sprays.
5. Parental authorization is required for the use of insect repellent. All products used contain DEET and are applied no more than one time daily.
6. When children must stay indoors, large motor activities must be provided during the usual outside time. Classroom ratios are maintained in the large motor area.
7. Minds in Motion equipment can be used in the hallway or brought into the classroom for the scheduled outside time when weather prevents outside play. Classroom adult to child ratios are maintained
8. When the playground is too wet, children may be taken on a walk or use Minds in Motion or other large motor equipment during the same period of time they would normally be outside.
9. All indoor equipment meets national safety standards
10. Indoor large motor play is strictly monitored by adults
 - a. An adult is in close proximity for any gymnastics play (somersaults, rolling, headstands etc.)
 - b. Children with Downs Syndrome do not do somersaults
 - c. Trampoline use has specific requirements: 6 feet from any other piece of equipment, from the wall.
 - d. An adult must be immediately available to the child using the trampoline

- e. Only one child uses the trampoline at any one time

Policy H12: Commercial disposable diapers or pull-ups are used for children who are not potty trained.

1. If child cannot use commercial diapers, and requires cloth diapers, an absorbent inner lining inside a waterproof outer covering is used to prevent the escape of feces and urine.
 - a. The outer covering and the diaper are changed as a unit so the outer covering is also changed every time the diaper is changed
 - b. Cloth diapers and outside covering soiled by urine or feces are immediately placed inside a plastic bag without rinsing and sent home for laundering.
2. Children in diapers are checked at least every two hours and are changed immediately upon waking in the morning or after naptime and immediately when wet or soiled.
3. Children are changed inside the classroom restroom on the changing table/
 - a. The changing table is used exclusively for one group (classroom) of children
 - b. The restroom with the changing table is separated by a solid wall and is at least three feet from other activities in which children are involved.
 - c. The caregiver keeps one hand on the child at all times even if the child is belted in.
 - d. The diapering steps are posted and followed for every change.
 - e. Soiled or wet diapers are placed in a container whose lid is operated by the foot and completely clamps down so is always closed.
 - f. The container for soiled and wet diapers is not accessible to children
 - g. The changing table is not used for other purposes including temporary placement of other objects.
 - h. Food or feeding objects are not allowed inside any restroom including the restroom with the changing table
 - i. Written record of all changes are made at the time of changing and is always up-to-date.
 - j. Kitchen staff do not change diapers at any time.

Policy H13: Hand washing is recognized as a significant method for preventing the spread of communicable disease.

2. All children and staff are taught how to wash hands:
 - a. Children and adults use warm water and liquid soap for a 20 second period of time
 - i. Get hands wet
 - ii. Rub backs of hands,
 - iii. Rub wrists
 - iv. Rub between fingers
 - v. Rub under fingernails
 - vi. Rinse well

- vii. Dry with paper towel
 - viii. Turn off faucet with paper towel before disposing into lidded waste container
 - b. Handwashing is monitored
 - c. Staff assist children as necessary.
- 3. Staff and volunteers wash hands:
 - a. When they arrive at work
 - b. After diapering or helping a child in the bathroom or when using the restroom themselves
 - c. After handling bodily fluids such as wiping a nose, coughing on a hand or cleaning mucus, blood and vomit.
 - d. Before and after putting out snacks or meals
 - e. After water play including play at the water table
 - f. After handling pets
 - g. After sand or mud play outside
 - h. Before and after feeding a child
 - i. Before and after administering medication
 - j. After taking out the trash
 - k. After cleaning
 - l. Before administering medication
- 4. Children wash hands:
 - a. When they arrive for the day
 - b. After using the restroom or after having diaper changed
 - c. After wiping their nose, coughing into hand or touching mucus, blood or vomit.
 - d. Before meals and snacks
 - e. After playing outside
 - f. After playing at water or sand table
- 5. During walks or visit to parks or other off-campus locations, children and staff may use alcohol-based sanitizers. Note: Wet wipes are allowable only for children under 24 months.
- 6. Staff do not use hand-washing sink to bathe children or to clean feces off children. Staff may use bathroom in staff restroom for bathing children when necessary for the child's health or social/emotional well-being.

Policy H 14: Staff wear gloves when handling contamination from blood, bodily fluids and when changing diapers or helping a child wipe and follow Universal Precautions as described by State Regulations for Licensing Centers.

1. Universal Precautions is posted in every classroom and in kitchen.
2. Disposable gloves are worn before helping a child where blood or other potentially infectious materials are present

3. Gloves are removed inside-out, placed in a small vinyl bag and a fresh pair worn when cleaning up spills.
4. Clean-up requires a freshly-prepared bleach solution made daily that is a part household bleach to 9 parts water. Rinse by flooding area with clean water.
5. The flooded area is immediately dried with paper towels or put on drying agent and vacuum.
6. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent –disinfectant. After spot cleaning, the custodian is notified to clean carpet with commercial machine as soon as possible.
7. Paper towels and other cleaning materials are placed in a leak-resistant bag.
8. Gloves are removed by turning inside out, and placed in same leak-resistant bag.
9. The bag is tied and placed in regular trash
10. All tools such as vacuum, broom and dustpan are sanitized immediately after.
11. Staff wash their own hands and the child washes his/her hands for 20 seconds.
12. All accidents are recorded in classroom and complete form to notify parents

Policy H 15: Precautions are taken with water used in water table inside and outside

1. Children are supervised to ensure no child drinks the water used in water table inside or outside.
2. Children with sores or open wounds do not participate at water table inside or outside
3. Water used for outside water play is emptied at the end of each classroom’s play time
4. Subsequent classrooms going outside to play use hose to fill water table with fresh water.
5. Water used for a single classroom of children is made fresh daily.

Policy H 16: Classroom staff trained in Medication Administration may administer medication to children

1. Parents sign written permission to administer any type of medication.
2. Center may administer prescription medication with required information or over-the-counter medications with doctor’s written order containing required information. Parent may call health pro. and have him or her fax information. No medication is administered without required information.
3. Parents may have standing order from a licensed health care provider for a specific child. Only one signature of authorization from parent is required in that case.
4. Medication is checked before parent leaves for required information:
 - a. Correct child’s first and last name
 - b. Name of medication and strength
 - c. Name of Doctor or licensed health professional
 - d. Current Date prescription was filled and expiration date
 - e. Specific directions: How often, measurement, how to store.

5. All administration of medication is recorded in classroom with the full signature of person administering and also the full signature of person witnessing. Both staff assume full responsibility for accuracy.
 - a. One recording sheet per child. Record stored in child's file in FSC office
 - b. Form submitted when full or at the end of administration period.
6. Sunscreen and insect repellent can be applied if the parent authorized its use during enrollment
 - a. Children's first and last names are listed and posted in the classroom if they have parental authorization for sunscreen and insect repellent. Insect repellent must contain DEET.
 - b. Sunscreen and insect repellent are not sprayed onto the child. Cream or lotion is used
 - c. Person applying sunscreen and/or insect repellent wash hands before and after applying.
7. Medications are kept in a locked container. If medications are taken outside, a staff person must be wearing the backpack in order to be considered inaccessible to children.
8. Sunscreen and Insect Repellent do not need to be kept in a locked cabinet but must be inaccessible to children. If taken outside, it must be placed inside a backpack or fanny pack that is worn by staff.
9. Non-medicated diaper cream, lotion, lip balm and toothpaste are not considered medications and only require parental consent. However, sunscreen, special soaps, lotion and diaper creams must be inaccessible to children.
10. Annual renewal training is required for all staff administering medication. Training is done by Health professional administering annual TB tests.
 - a. Training is recorded in Training Notebook.
 - b. Training Certificate expires at the end of each school year (August) and is renewable at Fall Orientation (August)
 - c. Certificate is signed by Health Professional completing TB tests

Policy H 17: All classroom children brush teeth at least once daily even when not present for breakfast.

1. Toothpaste is not required.
2. If toothpaste is used, each child has an individual toothpaste tube labeled with first and last name.

Policy H18: The Indiana Licensing Consultant checks food sanitation and food storage practices. The Child and Adult Food Care Program monitors menus, milk purchases and adherence to federal food standards for children. Expiration policies follow the U.S. Department of Agriculture's Food Safety and Inspection Service (FSIS)

1. Any non-compliances are corrected within the timeframe provided by the assessor with written verification of changes required and completed. All records are maintained in center files.
2. Kitchen staff discard food with expired dates.

3. *Best Used By* dates are determined by the manufacturer to get the highest quality version of the product. Kitchen staff taste test crackers, cookies and other items stores on the shelf for freshness after the *Best Used By* date. Stale tasting items are discarded and not served.
4. Unfrozen and uncooked meats may be stored in the refrigerator as:
 - a. 1-2 days for poultry, ground meat, sausage of any type
 - b. 3-4 days for beef, pork, lamb and any ham that is opened and uncooked.
5. Cooked meats may be stored in the refrigerator as follows:
 - a. 3-4 days for cooked poultry, sausage, vacuum-packed items, lunch meat and corned beef if opened.
 - b. 5 -7 days for corned beef and lunch meat if unopened
 - c. 7 days for fully cooked ham opened or unopened
 - d. 9 months for unopened canned ham if labeled “Keep refrigerated.”
 - e. 2 years for unopened canned ham, poultry or other meats that are shelf stable
6. All perishable foods are well covered and sealed and stored in the refrigerator
7. Kitchen staff wash hands after and wash and sanitize food area where raw meats were prepared. Raw meat is protected from other foods in the refrigerator to prevent cross contamination. If juices from raw meat drips on any other food items, those items are considered contaminated and are discarded.
8. Kitchen Manager provides training to kitchen assistant after receiving any training pertaining to food handling, storage and safety issues.

Policy H 19: Additional practices and training are required and maintained for children with special needs

1. The Daily Feeding Record maintained for children with special needs is completed every day
 - a. A copy of the Daily Feeding Record is provided to the family on the day the feeding occurred.
 - b. The DFR is not required for children with special needs who do not need special feeding techniques but have only allergies to certain foods.
 - c. Replacement foods follow the same requirements as those required for all other center children with food allergies.
3. Staff from the Elkhart County Special Education Cooperative are normally assigned to children with special health needs requiring specialized equipment such as feeding tubes or equipment required for breathing. When center staff are required to administer special procedures, ECSEC professional staff train center staff using written procedures and provide written documentation of the training and the staff’s demonstrated ability to complete the procedures as written.
4. Only children with special needs with the written recommendations from a doctor or ECSEC may use bottles or sippy cups for drinking.

Policy H 20: The center provides alternative food and milk for children with allergies unless the food or milk recommended by a health professional cannot be readily obtained by center staff.

1. Milk brought in by the family must arrive in an unopened, factory sealed container.
2. Foods brought in by the family may be prepared at home and labeled with the child’s full name and fed only to that child.

3. The portion of food to be served to the child is taken from the container brought in by the family and placed into another container before serving to the child. Once the container is taken from the kitchen, all remaining food is discarded.

Policy H 21: The center follows all requirements provided by the CACFP and NAEYC. Criteria applies to food prepared at the center as well as food prepared at home for children with allergies etc.

1. Sweetened beverages are not served to center children.
2. Only 100% fruit juice is served.
3. Children receive no more than 4 ounces of fruit juice per day. Seconds on juice are not allowed.
4. Children are served 1% milk.
5. Children under age 4 are not served hot dogs – whole or sliced, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonful of peanut butter or chunks of raw carrots or meat larger than can be swallowed whole.

Policy H 22: Written menus are prepared weekly and posted where families can see them.

1. Menus comply with CACFP and Licensing nutrition requirements
2. Parents may request copies.
3. Kitchen staff keep menus on file.

Policy H 23: Meals and snacks occur at regularly established times

1. The Staff Schedule contains meal and snack times for each classroom
2. The teacher's Classroom Schedule shows the time for meals and snacks with at least 2 hours from the end of one snack or meal to the beginning of the next meal or snack and never more than 3 hours apart.
3. Teachers plan carefully to ensure children are sitting at the table eating at the designated time.

Policy H 24: Children brush teeth and clean gums at least once daily whether or not they are present for breakfast.

1. Staff teach children proper cleaning of teeth and gums
2. Toothpaste is not required
3. If toothpaste is used, it is placed on the bottom of the paper cup the child will use for rinsing. At no time does toothpaste touch the child's toothbrush, hands or in any other way to cause contamination.

Policy H 25: The Cleaning and Sanitation Frequency Table is posted in classrooms, kitchen and janitor closets with precise staff adherence expected.

1. *Cleaning* refers to the act of physically removing all dirt and contamination with soap and water.
2. *Sanitizing* refers to the act of reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations.
3. *Disinfecting* is the act of destroying or inactivating most germs on any inanimate object. This does not include bacterial spores.
4. Classroom carpets are cleaned monthly when soiled.

Policy H 26: Sprays, air freshening chemicals or deodorizers are not used in an ongoing manner in classrooms.

1. Windows are opened to remove unwanted odors
2. Sanitization and/or disinfection are used to removed unwanted odors.

Policy H-27: Standard (Universal) Precautions are part of staff's initial training and reviewed annually.

1. Surfaces such as the diaper changing table that may come into contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized.
2. Staff use barriers such as vinyl gloves, and techniques such as moving children away from an injured child during first aid procedures or isolating children who are ill, to minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and that reduce the spread of infectious disease.
3. Staff clean spills of body fluids immediately with detergent followed by water rinsing.
 - a. Urine or feces spilled or smeared in the restrooms
 - b. Vomit or blood
 - c. Mucus spilled onto toys, tables etc.
 - d. Spit from a child spilled onto tables, toys etc.
4. After cleaning, staff sanitize all potentially infected areas with Universal Precautions Sanitizing Solution made fresh daily and sent to classrooms on the breakfast cart. Procedures described on the Cleaning and Sanitation and Frequency Table are followed precisely.
5. Rugs and carpeting potentially infected are cleaned by blotting and spot cleaning with a detergent-disinfectant followed by shampooing or steam cleaning. Notify the janitor about the need for spot cleaning in these cases.
6. Contaminated materials and diapers are disposed of in a plastic bag with a secure tie and placed in a closed container. The classroom garbage pail is kept covered at all times except briefing for clean-up after meals and snacks. The lid is kept closed tightly.
7. Careful hand-washing by both staff and children involved is a critical element of Standard Precautions.
8. Reporting processes are used to inform families and director including processes used to clean and sanitize.

Policy H 28: A toy that a child has placed in his or her mouth or that is otherwise contaminated is removed until it can be washed with detergent and water, rinsed, sanitized and air dried. It cannot be used by another child until sanitized. Removal of the toy requires it be made inaccessible by children.

Policy H 29: At Enrollment, information about environmental allergies as well as other allergies are gathered. Annually, staff are provided with written opportunity to report environmental allergies.

Policy H 30: Environmental allergies in children and/or staff require a written plan of action that is maintained for that person specifically. Specific health conditions revealed are regulated with no additional need for a written plan:

1. Staff and children with asthma or other breathing concerns are not required to go outside during an O-Zone Alert.
2. Staff and children with asthma or other breathing concerns may use their inhaler or nebulizer at the center as needed to avoid health concerns.

3. When staff and children have allergies to specific products, those products are replaced with products that are safe for all.
4. Written record of radon testing is maintained in the director's office.
5. Families are advised concerning the time and place for having their children tested for lead poisoning.
6. Staff and children with certain allergies may be excused from duties (Helper Tasks) that could aggravate any allergy with potential health *risks*. (i.e. persons with dust allergies are not required to dust and can be excused from the area when dusting takes place). See #8 below.
7. Staff and children with certain allergies may be excused from participation in any activity that could aggravate any allergy with potential health *risks*. (i.e. taking a walk where certain pollens are prevalent). See #8 below.
8. Health *Risks* are those that could cause impairment sufficient to require missing work or school or that are accompanied by written recommendations for changes or precautions by a health professional.

- Policy H-31: Procedures for recognizing and reporting suspected cases of child abuse and/or neglect by any Family or staff person or any other person are in place with clear steps written in Personnel Policies with an overview contained in Policy H-34 below. Unless the report is intended to do harm the reported staff is immune to discharge, retaliation, or any other disciplinary act.**
- Policy H-32: Staff receive annual training regarding how to recognize, how to address a child's report and forms for recording cases. Certificates of training are maintained in each classroom staff's Training Notebook.**
- Policy H-33: Staff receive annual training in center practices that protect them from suspicion of abuse or neglect of children with a training certificate maintained in the Training Notebook.**
- Policy H-34: Staff receive annual training in measures required when another staff person is suspected of child abuse or neglect as well as how the center handles reports of staff suspected of child abuse or neglect. Written records are required for each case including evidence gathered to either clear the staff from suspicion or releasing from employment and reporting to authorities staff whose guilt remains under suspicion.**
1. Staff being investigated by police or other authorities are placed on probation during the investigation and are not allowed to work or visit the center.
 2. Staff investigated by local police and found innocent are not released from employment unless flagrant mishandling of the situation or failure to follow center policies are also involved.
 3. Full payment of salary and benefits are restored for an employee found innocent after investigation is complete when all center policies and procedures were followed.

CL-CLEANING

- Policy CL-1: A janitor is hired to wash and sanitize all classroom and kitchen floors daily.**
- Policy CL-2: A janitor or outside professionals are hired to strip and wax floors and to maintain the floors as needed to keep them looking up to standard.**

Policy CL-3: A janitor is hired to vacuum classrooms, hallways and lobbies daily or as needed and to spray and wipe glass in all center door at entrances weekly or as needed.

Policy CL-4: Classroom staff complete daily cleaning duties.

1. Wash and sanitize bathrooms including sink, toilet inside and out and handles.
2. Spills occurring during the day in the bathrooms are cleaned and sanitized immediately.
3. The hand-washing sink is cleaned daily and whenever needed after art projects and other activities as needed to keep sink clean and sanitary.
4. Take out trash after the afternoon snack
5. Take out diaper pail contents as necessary to keep classroom free from odors.
6. Clean and sanitize tables before and after snacks and meals according to state and CACFP standards.
7. Wipe chairs as often as needed to keep them looking clean.
8. Cleaning computer, TV, shelves and containers to keep them looking clean.
9. Wipe counters and window sills to keep them looking clean.
10. Maintain center containers to keep individual items separated so maximum use by young children. Mixing center components is encouraged to accommodate complex play, but components are returned to their original container so children can change their plan.
11. Wipe glass in doors and clean doors leading to playground and hallway at least weekly.
12. Wipe with bleach solution all handles and knobs located within the classroom weekly.

Policy CL-5: Toys are immediately removed to be cleaned and sanitized when contaminated by coughs, sneezes, unsanitary hands, vomit or bodily fluids of any kind.

Policy CL-6: Plastic toys are sanitized weekly with one of several methods: spraying with bleach solution, hand washing in bleach solution, placing in mesh bag and running them through commercial dishwasher.

Policy CL-7: Children's cots are sanitized weekly spraying or wiping with bleach solution left on for 2 minutes and then wiped.

Policy CL-8: Church volunteers or Goshen College volunteers wash windows and blinds annually. If volunteers are unable to complete this work, a plan is made for these tasks.

Policy CL-9: Office staff empty their own trash when needed between janitor's removal.

Policy CL-10: The Office Manager keeps lobby neat and clean and keeps lobby clock wound and set.

Policy CL-11: Office staff maintain their own offices by keeping them neat, dusted and vacuumed or mopped.

Policy CL-12: Kitchen staff clean and sanitize kitchen counters, stove, fans and appliances according to state and CACFP standards and according to the Cleaning and Sanitizing Frequency Chart from NAEYC.

Policy CL-13: Each classroom is assigned a weekly time to do required laundry of blankets, pillow cases and other washable items used by the classroom. A Laundry Log is maintained on the Laundry Room door

requiring the signature of staff who completed the laundry. Laundry room details are included in the Program Procedures Booklet.

Policy CL-14: The Kitchen Manager coordinates the laundering of kitchen aprons and other washable items. She may use the early morning person if there is time and opportunity for that person to do laundry. She may include kitchen laundry with classroom laundry if deemed sanitary and appropriate.

EMG – EMERGENCY CONDITIONS

Policy EMG-1: Walnut Hill adheres to licensing regulations related to conditions that require the center to close.

Policy EMG-2: The director is notified when such conditions exist. The director makes the decision to close

Policy EMG-3: Closing are called into two TV Stations and one Radio Station.

Policy EMG-4: Parents are notified of conditions under which the center must close and specific stations the closing will be announced.

Policy EMG-5: If the director cannot be contacted, the Person in Charge will make decisions about closing.

Policy EMG-6: Every effort is made to rectify conditions in time to open the center.

1. Assembly Contacts are available and must be notified when conditions requiring closing occur.
2. If by 7:30 p.m. conditions are not rectified, the director or her designee must call stations to give parents enough time to make arrangements for their children the next day.

Policy EMG-7: In event of a fire or storm damage that prevents children to re-enter the building, they are taken to the East Lake Athletic Club with whom the center has a written agreement

Policy EMG-8: If conditions occur that require several days to repair or rectify, a call to the state licensing is required.

Policy EMG-9: If conditions cannot be rectified and the program is altered long-term, NAEYC must be notified.

Policy EMG-10: Only the director or board president speaks to media about serious conditions that require long-term closure or permanent changes in service location, no other person is authorized to speak to media.

Policy EMG-11: Each classroom has posted near the playground door, the routine for fire drills and fire escape and storm drills and total evacuation. Fire and Storm Drills are practiced monthly and recorded on a log for each. The FSC oversees drills, records all practices and maintains practice records.

Policy EMG-12: Staff's first priority in case of fire is to get children and themselves out of the building.

1. In case of fire, the office manager takes all Parent Sign-in/out forms outside with her
2. The office manager calls 9-1-1 immediately. Note: Other staff may call if first to see fire.
3. Children are removed before calling 9-1-1.
4. Each classroom has both a primary route to take during fire drills and a secondary route.
5. One staff checks lofts, bathrooms, shuts all fire doors and is the last person out of the building.
6. Lead teachers call roll to ensure the safe evacuation of all children.

- 7.
8. **If a child is missing, the lead teacher immediately notified a fire fighter who will locate the child.**
9. **Children are kept out of the building until a bell is sounded indicating a safe return to the building.**

Policy EMG-13: A drawing of the center and location of fire boxes and extinguishers is posted near the north entrance. A copy is sent to College Avenue Fire Department

S – SAFETY

Policy S – 1: Children and adults are protected from hazards such as electrical shock, burns or scalding, slipping, tripping or falling, or getting cut.

1. Only non-skid mats are used in classrooms. Area rugs without non-skid material are not used.
2. Electrical appliances or other appliances used when cooking with children are kept well out-of-reach of children. Cords do not hang down. Children do not get close enough to be splattered with hot oils etc.
3. Children who are cooking with teachers as part of Small Group Time do not touch food to be eaten by other children.
4. Children do not use knives themselves or have access to knives or other sharp instruments when cooking with teachers.

Policy S-2: Children with special needs do not use baby walkers. Wheelchairs or other professional equipment are used according to specifications provided by ECSEC or the child’s physician, physical therapist or others.

Policy S-3: Each classroom maintains a First Aid Kit

1. **The kit contains all first aid supplies found on the Supply List**
2. **The date on first aid supplies are checked and outdated items are discarded**
3. **First Aid Kits are taken outside when the class goes out, to the park or on field trips or any outings away from the center.**

Policy S-4: Desk cards and Permission to Treat Forms follow the child: outside to play, to parks, on walks, on field trips or other outings away from the center.

Policy S-5: Classrooms are equipped with a working flashlight and lantern which are taken with the group during storm drills.

Policy S-6: Classroom upgrades such as installation of carpeting, paint, flooring etc. are made when children are not present. Classrooms are ventilated before used by children.

Policy S-7: Pest Control is hired for monthly insect and rodent control. The company uses an Integrated Pest Management System. All treatments are used after hours when children and staff are not present.

Policy S-8: Indiana State Licensing Regulations related to safety are strictly followed, including water temperatures at hand-washing sinks used by children.

- Policy S-9:** Cleaning products, adult scissors, batteries and any item marked “Keep out of reach of children” are kept in locked cupboards well away from children.
- Policy S-10:** Art supplies are labeled to indicate they are safe for children. Borax and other products used for some art projects are not left where children can reach them. They are stored in locked cupboards well out of reach of children.
- Policy S-11:** Medicine and First Aid Supplies are kept in a locked cupboard well away from children.
- Policy S-12:** Hot beverages such as coffee are kept out of reach of children.
- Policy S-13:** Meal carts carrying hot food are wheeled into classrooms after children are moved well away from any danger of getting burned.
- Policy S-14:** Walnut Hill is located within city limits and uses the city water system
- Policy S-15:** Children do not play outside or go to parks or on walks during any O-Zone Alert.
- Policy S-16:** Children do not walk where heavy traffic that could impact air quality.
- Policy S-17:** Walnut Hill is a Smoke-Free Environment which includes inside or outside, by staff, parents or visitors.
1. Staff who smoke do so only in the alley behind the center, well out of visual range of children.
 2. Staff or adults who are transporting children do not smoke in the vehicle when children are present.
 3. Adults attending picnics or play at parks do not smoke in front of children.
- Policy S-18:** Snakes, spiders, rodents, or other animals who bite or are poisonous do not visit Walnut Hill
1. Animals who visit are contained inside a cage for their own protection and that of the children
 2. Animals may be taken out of the cage if they have a restraint and show no fear or agitation with children. An adult stay with the animal at all times.
 3. Pets who may become agitated around children wear a muzzle.
 4. Pets who visit the center must be fully inoculated.
 5. Pets are protected from handling by children which could harm them (ducks in water etc.)
 6. At no time are children or a group of children left without direct adult supervision in the presence of an animal.
- Policy S-19:** Adults check the safety of plants before bringing them to the center. Poisonous plants or those that frequently cause rashes are not brought in.

T- TRAINING

- Policy T – 1:** Initial Orientation provides an overview of fundamental aspects of the program operation. Initial Orientation is required before new staff are left alone with children. Follow-up training expands on introductory training in each area.
1. Program philosophy, values and goals
 2. NAEYC Ethical Conduct Code

3. The Health Program: Health, Safety and Emergency Procedures
4. Names and needs of specific children with whom staff will be working
5. IEP of any child with special needs with whom staff will be working
6. Behavior Policy and acceptable and prohibited classroom management techniques
7. The Daily Routine
8. Overview of the Program Curriculum (Skill Building, Self-Help and Kindergarten Readiness)
9. Procedures for recognizing and reporting child abuse and neglect. See Child Abuse & Neglect Booklet.
10. Program Policies
11. NAEYC Program Standards
12. State Regulations
13. Mission Statement
15. Goshen Day Care Board and Community Relationships
16. Center History
17. Funding Sources

Policy T -2: Temporary Workers and Volunteers are provided with Initial Information with documentation in the Training Cupboard as follows:

1. The Health Program: Health, Safety and Emergency Procedures
2. Behavior Policy and acceptable and prohibited classroom management techniques
3. Procedures for recognizing and reporting child abuse and neglect
4. State Regulations

Policy T-3: Temporary Workers and Volunteers are not left alone with children at any time.

Policy T-4: Volunteers do not plan the program for children but act as assistants for existing staff

Policy T-5: Substitutes are not usually hired but instead, the center maintains sufficient staff for current classroom staff to carry out the program within ratio requirements.

1. If an outside substitute is hired (i.e. to complete the school year for a resigning lead teacher), she or he is considered center staff after 20 consecutive days of work and receives ongoing training in all Initial Orientation topics and completes any training made mandatory for other classroom staff.

Policy T-6: Center staff meet college –level training requirements:

1. New lead teachers hired after 2012, are expected to hold a B.A. in early education or elementary education. If a bachelor level lead is not available, the center may hire a person with an associate's degree in Early Education, Child Development or a related field. All candidates provide written documentation of training in work with diverse families (diverse races, cultures and languages).
2. New Assistant Teachers, hired after 2013, hold a CDA or are willing to obtain a CDA. If a CDA-trained assistant is not available; the center may hire a person with a high school diploma.
3. Walnut Hill cooperates with the Indiana T.E.A.C.H. program to encourage staff to obtain a CDA by sharing the cost for classes and books and by providing a raise of 75 cents per hour in salary when the CDA is earned. The CDA may be a formal or informal CDA course from a regionally accredited institution of higher education.
4. Lead teachers lead their team of classroom workers and have professional development training in

adult supervision, mentoring and leadership development. Training from the region's Resource and Referral Agency or from specialized experts in the area of leadership is acceptable.

5. All classroom staff have annual training the Child Development as well as training in Positive Interaction and training specific to working with children in their current classrooms. Training may be prepared by the administrator if he or she holds evidence of college level work or sufficient work experience to have quality expertise in these areas.
 - a. Training may be provided through a state training program
 - b. Training may be provided through the current Resource and Referral Agency
 - c. Training may be provided through one-on-one meetings with the center's Behavioral Consultant with notes consistent with these requirements for training in strategies to help a specific child.

7. All lead teachers and teacher assistants have training in the center's curriculum and how assessment processes relate directly with stated curriculum goals. Assessment training includes the gathering of evidence of skill building and the use of assessment tools to communicate a child's developing skills to parents. Training includes team-building techniques to improve communication between staff related to planning curriculum and assessing skills.
 - a. Training includes one-on-one training with the administrator
 - b. Training includes specialized training with a state training program
 - c. Training includes specialized training through the current R & R Agency

8. Lead teachers and their teams assigned to children with special needs receive updated training:
 - a. The IDEA and other laws pertaining to the rights of children with special needs and their families.
 - b. The role of IEP's and IFSP's and maintaining copies in the child's classroom and in the child's file. See Policy #8 below.
 - c. Strategies for inclusion into the regular program for children with special needs. ECSEC staff work with Lead Teachers to formulate plans for inclusion including modifications needed.

8. Lead teachers and their teams who are assigned children with special needs receive training on the child's IEP and specific strategies for modifying the program for that child from a special education teacher from the Elkhart County Special Education Cooperative (ECSEC).
 - a. Assessment for children with special needs is completed by ECSEC professionals with assistance in gathering evidence from the center's lead teacher.
 - b. ECSEC provides ongoing support to center staff and the family while the child is being served at the center.

9. All classroom staff receive 20 hours of in-service training annually. Mandatory topics and other topics from which they choose are offered. See Personnel Policies for specific topics made mandatory by the state licensing agency.
 - a. Staff suggest training topics during the annual evaluation process.
 - b. The director chooses topics deemed necessary to build staff skills.

- c. Lead teachers are members of NAEYC AND IAEYC and receive the magazines and information from those associations to improve their skills as teachers and team leaders.
 - d. Staff are kept informed about trainings held locally or elsewhere that pertain to their areas of work. All trainings are posted with reminders in the Weekly Staff Memo. Staff register with the center's Office Manager who calls in their plans to attend. Certificates are maintained in each staff Training Notebook.
 - e. The Staff Training Notebook becomes the individual training plan for individual staff as both mandatory and voluntary topics are listed with evidence of attendance. This process ensures not only the staff's individual intention but her completed plan for training.
- 10 Teaching staff complete a self-assessment annually in which they rate their own performance and rate of success regarding training including training topics they need for continued growth.
11. The lead teacher assesses her team.
12. The director assesses the lead teachers and notes training requested for growth during the following school year. The Training Plan results from the assessment process.

F-FAMILIES

Policy F-1: All classroom staff receive professional training to develop skills and understandings regarding the center's service to families, family needs and working with diverse families.

- 1. The Family Service Coordinator conducts training on working with diverse families with information regarding each culture currently represented at the center. Training includes, but is not limited to each culture's holidays, any prohibitive activities, food or holidays, clothing or food served at home as well as each family's willingness to interact with staff about their own culture. She identifies any annual family travel plans related to a return to their former country.
- 2. The FSC discusses and documents any information provided to classroom staff that was revealed during the Enrollment process to facilitate adult-child relationships.
- 3. The FSC discusses and guarantees any documentation of food substitutions required and acts as a liaison between kitchen staff and classroom staff as well as with the family.
- 4. During the training, decisions are made to identify specific staff to carry out each type of communication as well as any translation required for specific families (i.e. Spanish translation required for Parent/Teacher Conferences or time perimeters to allow translations of the monthly Classroom Newsletter).

Policy F-2: During the Enrollment Process, the FSC gathers information about the family:

- 1. Language, culture, religious practices, prohibited foods or prohibited participation in holiday celebrations
- 2. Writes the first IEP goal on which the family wants the center teachers to work.
- 4. The child's current self-help skills and preschool skills.
- 5. Authorization for taking the child on walks, for using sun-screen, for using insect repellent, For administering children's pain reliever as prescribed by the center's pediatrician consultant.

6. Information related to the child's health: Doctor's name and phone number, health insurance coverage, authorization to transport to a local hospital in case of emergency,
7. The names, addresses and contact information for all persons the parent authorizes to pick-up the child. The parent is informed that no other persons may pick up the child unless the parent changes the list. A call to the center is permitted when a sudden change becomes necessary.
8. Work place and work contact information is required. Information is updated bi-annually.
9. Income of all persons living in the child's home as well as the family size provides the weekly fee charged according to the current Sliding Fee Scale and payable for the upcoming week either on Friday or Monday.
 - a. All children fees are based on the Sliding Fee Scale with income categories including the income required for full market rate.
 - b. The second and subsequent children pay 2/3 the weekly rate charged for the first child. If one child's charge is higher because of age, that child pays full rate as indicated on the Sliding Fee Scale. Other children are charged 2/3 the rate of the most expensive rate.
 - c. Parents facing unexpected circumstances may request a special reduced fee for a temporary time determined by the director.
 - d. Parents who fail to make regular, full payment of their assigned fee risk having their child dismissed from the Walnut Hill program.

Policy F-3: During the Enrollment Process, the FSC provides copies of the program's philosophies, the Skill Building List, the Self-Help List and the Kindergarten Readiness List and other helps.

1. The FSC discusses assessment processes such as how teachers gather evidence of progress over time, and informal Certificates distributed as children gain specific skills as well as the use of formalized tools
2. The FSC discusses the family's need for additional information about the child related to potty training, behavior etc. The FSC asks questions related to the family's need to have immediate reports about accidents (for all accident, for only major accidents etc.)
3. Parents are informed about staff training including training in first aid and CPR as well as any Specialized training for serving their child if there are special needs or special considerations.
4. Parents are informed about safety precautions taken when children are on walks or attend local parks or the library. Parents are informed that children are not transported in staff vehicles.

Policy F-4: The FSC uses the enrollment process to gather information concerning possible risk factors such as incarceration, ongoing substance abuse, past cases of neglect or abuse, unemployment, stark poverty and other circumstances that could impact both child and adults.

Policy F-5: During the Enrollment Process, the FSC informs families about special events such as the Ice Cream Social, the Spring Program, the Fall Open House and Business Nights in which families could have opportunities to meet and relate to other families.

Policy F-6: During the Enrollment Process, the FSC informs families about the Advisory Committee which is comprised of parent volunteers who help the center make decisions related to changes in health-related policies, program issues and special events. The Enrollment Process is the first opportunity for identifying parents with interest in serving on the Advisory Committee.

1. The FSC approaches Advisory Committee members about how proceeds from the Candy Sale will be used.
2. The FSC approaches the Advisory Committee before any changes to center practices related to Health and Wellness (i.e. before the Pink-Eye policy is changed) as long as options are available that do not impede known health and wellness responses.
3. The FSC asks parents on the committee to help plan or set up for the Ice Cream Social, to greet families during the Fall Open House.
4. The Advisory Committee does not receive complaints about center practices but can refer families with concerns to the director or FSC.
5. The FSC provides to the director a list of parents who have agreed to serve on the Advisory Committee.
6. The FSC documents formal approaches to the Advisory Committee with a minimum of two expected each year. Evidence of the use of committee members is recorded in the center's Annual Report.

Policy F-7: The Family Service Coordinator meets with classroom staff when each new child is enrolled.

1. The FSC discusses the family structure
2. The FSC discusses any custody arrangements and any related issue
3. The FSC discusses the persons authorized for pick-up.
4. The FSC discusses any specific needs for each family (Risk Factors, Issues mentioned during enrollment regarding the family's need for communication, health issues or fears etc.)
5. Documentation of these meetings are maintained for each child in his or her Permanent Record.

Policy F-8: The Family Service Coordinator meets with the program director when a new family has completed the enrollment process when:

1. The family requires adaptations to meet their specific needs (i.e. when one parent lives a distance away and the child is shared on alternate weeks).
2. The newly enrolled child has identified special needs
3. The newly enrolled child exhibits potential special needs including behaviors that could require observation by ECSEC. The FSC informs the director about any family expressing concerns about their child's develop etc.

Policy F-9: The FSC stays informed about community events that relate to specific families' culture and informs classroom staff.

1. The FSC attends a minimum of two such events annually
2. Documentation of attendance is maintained in the office of the FSC with copies to the director

Policy F-10: The FSC notifies families about community events planned for families such as First Friday

Fairs, parades and other special events. Documentation of notification can be a written report or pictures of the bulletin board etc.

Policy F-11: The FSC informs Lead Teachers about community events for families such as First Friday, readings at the library, book signing events by a child's book author, children's concerts etc.

Policy F-12: The FSC uses community activities to promote the Walnut Hill program whenever possible. Documentation is maintained in the FSC office. (i.e. selling candy at First Friday during the month of the Parent Fundraiser).

Policy F-13: When a child is first enrolled, the Lead Teacher plans intentionally for an informal introduction to the family during pick-up time.

1. The lead introduces herself to the family
2. The lead mentions the current weekly theme and the location of lesson plans posted each week
3. The lead mentions the location for daily communication with families
4. The lead invites the family to come in for lunch or at any time and to keep teacher informed
5. The lead mentions specific ways she communicates the child's progress (certificates and Parent/Teacher Conferences).
6. The lead mentions any special plans such as the Spring Program, the Ice Cream Social, the Candy Sale, Hacienda or other business benefits occurring within a 2-week period
7. The lead mentions the monthly newsletter and when they can expect the next issue
8. The lead tells the family how they can be involved:
 - a. Bring in art supplies
 - b. Come for lunch
 - c. Attend a party
 - d. Bring pictures of the family
 - e. How they can be involved in the child's birthday
 - f. Return the Interest Inventory

Policy F-14: Lead teachers send home with all newly enrolled children a copy of the Interest Inventory which invites families to reveal special interests of the child and the family, any culture or religious practices any travel plans specific to the family, etc.

Policy F-15: When lead teachers or other staff suspect possible developmental delays or physical concerns that could require remediation or early intervention, they ask to meet with the director

1. The lead teacher provides documentation related to her suspicions
2. The director decides which staff person will contact ECSEC if that is required.
3. The director decides who approaches the family especially when there are local agencies easily accessible for the family's use (i.e. Occupational Therapy) and especially when payment for services could be provided through Hoosier Healthwise. (i.e. Therapy Playce, Play Therapists etc.)
4. If a variety of services are available to families, the FSC offers a list of possible doctors, therapists and other specialists from which a family could choose.

5. The FSC maintains an up-to-date written list of professionals in the area to offer to families.

Policy F-16: Before a child is observed by any outside organization, written permission from the parent is required. The permission form is maintained in the child's permanent file.

Policy F-17: Before communication with outside professionals about a center child or family, a parent must provide written authorization that is maintained at the center. The family may also provide written authorization for the outside agency which provides permission for the outside professional to discuss the child with the center.

Policy F-18: During enrollment, parents are advised of the specific persons on staff authorized to review their child's records. All information about a child or his family is considered strictly confidential. Notes and documentation of meetings are stamped "confidential" and maintained in locked file cabinets. Discussion of the case is on a need-to-know basis.

Policy F-19: Leads who share information about a child or family with her team, assumes responsibility for the actions or verbal responses of her staff team members as the team leader and is held responsible if a team member breaches confidentiality guidelines. Therefore, careful contemplation is expected before sharing confidential information with team members. This policy prevents casual conversations related to the issues of specific children and families. Consequences following any breach of confidentiality depends upon the seriousness of the breach and any related outcomes. Consequences could include temporary suspension or even loss of employment.

Policy F-20: Families participate in goal setting for their child at Enrollment time and during the fall and spring Parent/Teacher Conference.

1. Leads report at P/T Conferences the child's progress on the first IEP goal set by the parents during enrollment or those set after enrollment.
2. When children reach their IEP goal well before or after P/T Conference Time, teachers use Certificates To inform the family about the child's attainment. The certificate can be sent home in the child's cubby or given face-to-face to a parent during pick-up time. Certificates are not given to persons picking up who are not parents unless special circumstances exist such as a person who regularly picks up the child (i.e. grandparent or regular baby-sitter who will see the parent)
3. When children fail to make regular progress as expected of most children in the classroom, the Lead teacher calls the family or writes a note requesting a face-to-face conference if P/T conferences are not planned soon or have already passed. The lead maintains responsibility for actually meeting with the family or communicating the child's concerns in some form. Without this extra attempt, the lead could be in jeopardy of receiving a written Notice of Employment Concern.
4. Leads maintain written documentation of actual meetings or phone calls to parents when a child 's progress falls below expected levels. A copy is provided to the director who maintains the report in office files. Files related to specific children are kept in a locked file cabinet.

Policy F-21: Teachers speak face to face to parents when their children have ongoing behavior concerns. If the parent never comes to the center, a telephone call to the parent is permitted. Strategies are provided to families including those which are generally accepted measures and those that are specific to their child. Clear evidence of these foundational tenets are always included:

1. Relationship building is the teacher's first response. The building process includes smiles, hugs, friendly chats during meals and snacks with conversations about topics of interest for that child. True relationship building requires an authentic love for the child.

2. Leads assign a staff person to relate to the child with ongoing misbehaviors by holding her during Greeting Time, giving extra attention throughout the day, and assisting her at Center Time etc. Relationships are built when staff are directly involved with the child and the materials she has chosen. Teachers work the plan the child dictates but adds suggestions when necessary to help build skills required for complex play.

3. Teachers prevent misbehavior by avoiding threats and exhibiting their own angst. Teachers provide friendly, kind reminders and set up the situation for success:
 - a. Sending only a few children at a time
 - b. Assigning a team member to receive children as they move to the next activity
 - c. Preventing waiting in lines or waiting without something to do
 - d. Singing while waiting for classmates to transition
 - e. Sending a small group with a staff person instead of waiting for the entire group to be ready to go outside or to move to another classroom.

4. Teachers plan a program with high interest to specific children such as providing new items for centers, using interesting new ways to present materials during Greeting Time (puppets, items brought in to show etc.) Teachers gain and maintain children's attention in new and different ways (holding something behind the back, playing a guessing game about something inside a bag etc.).

5. Teacher provide children opportunities to expand their plan during Center Time. They allow complex play by detailed planning with children, by suggesting materials and giving permission to spread out and use additional materials. It is always acceptable to mix centers to fulfill a child's plan.

6. Teachers providing something new and different to the classroom at least once weekly – especially items related to the theme. Examples include a picnic basket filled with plastic dishes and play picnic food and a tablecloth; Providing buildings found in the city and opportunities to make skyscrapers from milk cartons; Providing many foods children can separate into the four food groups, etc. Teachers understand the importance of saving materials to use only during specific themes to stimulate children's fascination.

7. Teachers vary each part of the daily routine to maintain high interest. Greeting Time has consistent portions such as calendar, weather, helpers etc. but other games and activities vary from day to day.

8. Teachers ensure complete understanding by choosing communication styles on the children's individual developmental stage - remembering that verbal instructions are the least likely method for reminding young children about rules and expectations. Teachers have children demonstrate the correct way to go down the slide instead of merely discussing it verbally before children move to the outdoors.

9. Teachers use concrete tools for learning much more often than mere verbal instruction (i.e. bringing in concrete items that start with the letter of the week rather than merely asking children to suggest words that start with the letter of the week).

10. Teachers encourage friendships between children. Teachers refer one child to another who can show how to use a tool, for example.

11. Teachers show the child techniques for sharing such as trading items or setting time limits or writing and posting large notices to assure children about future opportunities to use favorite materials.
12. Teachers provide more than one set of materials when those materials are likely to have high interest (i.e. four fire trucks instead of just one to be shared with a large number of children).
13. Children are spread out so they are not clustered or crowded together. Teachers understand that biting and hitting and kicking can be prevented by spreading children out and giving them more space during Greeting Time, Story Time, Center Time and at the sink.
14. Teachers provide props to identify a child's self - space such as carpet squares, something with the child's name. When the chosen technique stops working, teachers change techniques.
15. Teachers meet with the team to identify the times that are working well and those that aren't. Gathering information about why certain times are working well is helpful. That list often provides information about what is working often expose strategies for improving times that aren't working.
16. Leads prevent the use of harsh words or threats to children.
15. Leads prevent verbal venting in front of children.
16. Children are provided with hourly opportunities for large motor such as a quick run through the Minds in Motion's obstacle course.
17. Teachers provide opportunity for the child to go back and try again or practice
18. Teachers learn developmental levels expected for the children in their classrooms and keep expectations in line with what is known about their developmental stage. Teachers gauge the appropriateness of their expectations by watching the group's overall mood. When too many children are crying too often or acting out too often, the wise teacher examines her expectations and makes appropriate changes. Teachers ask for help when they are out of ideas.
19. Teachers process with children during conflict resolution until all involved feel validated. Teachers demonstrate their understanding of the child's point of view: Children feel justified in hurting the child who hurt them. Deal sufficiently with the situation. Teachers assure the child feels he was heard. Children are separated if there is a chance the child still wants to retaliate.
20. Teachers maintain balance. Expect children to be children but expect enough of children. Prevent rowdy, possibly unsafe behaviors.

Policy F-22: Teachers use center processes for resolving difficult behaviors that persist in spite of initial, informal conversations with families and the use of good strategies.

1. Teachers with unresolved, ongoing behavior problems ask for time with the center's Behavioral Consultant. Information is provided about the use of strategies listed above. A plan for keeping the family informed about the child's responses is made and put into place. The lead teacher remains the key staff person to set up a plan for keeping the family well informed.
2. Teachers recognize that resolution of continued misbehaviors **require him/her to make changes.** Resolution does not occur unless and until changes are made. The teacher may inform the family of changes being tried for the benefit of their child. This goal is to show support of the child.
3. Teachers expect retraining children to take both time and patience.

4. Teachers ask for help when they have diligently used the strategies listed knowing that some children have problems that require referral to outside professionals. Teachers keep the director well informed with written lists of strategies used and the length of time tried, any communication with families. Teachers provide reminders when ongoing problems persist in spite of the use of good strategies.
 - a. The director will observe the classroom and the child involved
 - b. The director will provide written observation notes listing strategies seen
 - c. The director will provide written suggestions for additional strategies when possible
 - d. The director will make plans for referral when indicated. The plan can include involving the FSC, working with the teacher to meet with the family and suggesting time with the Behavioral Consultant.

Policy F-22: When the center decides a referral to an outside professional is required to resolve a child's challenging behavior or to provide assessment for physical or developmental concerns, a meeting with the family is planned.

1. The meeting may be informal or formal depending upon individual circumstances. The decision about the type of meeting is made by the director. The director is authorized to meet with a family member alone except when the lead teacher or FSC have had ongoing contact with the family regarding a specific concern.
2. When the director makes a decision to hold a formal meeting pertaining to ongoing behaviors of which the family is well aware, the lead and the FSC decide who should invite the family.
3. The director decides who should attend a formal meeting with a parent. That decision is based upon the need for support for the child, the family and the staff.
4. A Referral List of professional, clinics and services in the area is maintained and provided during the meeting. An explanation about the type of service being recommended is provided along with an invitation to assist the family is desired. Specific doctors, therapists or services are dictated. Explanation of strengths and past experience with service providers on the list can be provided if helpful.
5. A clear plan for making an appointment is determined and written in the Plan of Action including who will make the appointment and the date by which the appointment is to be made and the staff who should be notified of the date/time and name of the service provider.

Policy F-23: The FSC stays current with families referred to other organizations in an effort to learn about which community resources are most successful in meeting the needs of center families.

Policy F-24: The FSC notified Pre-K families when each community kindergarten is holding Kindergarten Round-up.

Policy F-25: The center stays aware of the expectations of kindergarten teachers in the area by inviting Teachers to the center, by conversations with teachers or information gathered from families.

1. The Kindergarten Readiness Skills List is comprised of skills current kindergarten teachers expect and by balancing those verbalized with the center's philosophies related to play-based curriculum and Developmentally Appropriate Practice (DAP).

2. Center administrators attempt to influence community goals for kindergarten through membership on community committees, through the United Ways Early Childhood Summit, through membership on the Elkhart County Director's Roundtable.

Policy F-26: After gaining parental authorization, the center administrator or FSC notify the public school about children needing or potentially needing special consideration, special programming etc.

Policy F-27: After gaining parental authorization, the center FSC sends to the child's public school, recent formal and informal assessment results.

C-COMMUNITY RELATIONSHIPS

Policy CR-1: The Family Service Coordinator lists Nurse on Call and WIC information in the lobby on the Bulletin board in back of seating area. She recommends information gains on 2-1-1 as well.

Policy CR-2: The Family Service Coordinator refers families to the Township Trustee for help with bills, to Therapy Playce for occupational testing and therapy for children with low muscle tone and to the Center for Healing and Hope for medical concerns for families with no insurance.

Policy CR-3: The FSC provides assistance for families for whom Spanish is the first language through translation of center materials including classroom newsletters and posted notices as well as ongoing direct translation for family members who speak only Spanish.

Policy CR-4: The center gains authorization from families for speech and language screening as the school year is starting in August or early September. Services are provided without cost to families through the Elkhart County Special Education Cooperative. Children requiring speech and language development are served by an ECSEC speech teachers throughout the school year or until the child makes adequate progress to be dismissed from the program.

Policy CR-5: Walnut Hill staff participate at all Parent Case Conferences held at ECSEC for families with children with special needs including those requiring assistance with speech and language development.

Policy CR-6: Walnut Hill gains parental authorization for observation by the Behavioral Specialist hired by the Elkhart County Special Education Cooperative who also provides written suggestions and assistance to center teachers regarding service to children with behavioral concerns.

Policy CR-7: Parents of children with special needs are required to be processed through ECSEC before service is offered at the center.

Policy CR-8: The center's needs are regularly communicated to the community through grant applications newsletters, at the Annual Dinner and at year-end as well as through the written Annual Report.

Policy CR-9: The center gains feedback from community groups as plans for future programming and building plans are determined.

1. Meetings with kindergarten teachers are held to gain up-to-date information about kindergarten readiness.
2. Meetings are set to discuss future plans for building changes and expansions
3. Funding sources are notified and approached about potential assistance available for future building changes and expansions.

Policy CR-10: The FSC provides ongoing information to families regarding services available from Parks and Recreation, about First Friday, about library services and other community events for families and young children.

Policy CR-11: Neighbors in close proximity to Walnut Hill are notified and given opportunity for input related to any building expansions planned or other issues that could impact them.

Policy CR-12: Lead teachers are provided with membership to NAEYC and encouraged to join other groups for the purpose of staying informed and impacting the field of early education.

Policy CR-13: The FSC makes available to families any information from websites, local and state government and federal government changes that impact families of young children.

I-INSURANCE:

Policy I-1. Assembly Church is responsible for maintaining replacement insurance for the building and grounds. Assembly Church carries liability insurance in case of injury to children and parents or others on church-owned property. The center maintains insurance on contents including classroom and office furnishings and appliances owned by the center

Policy I -2. Walnut Hill informs parents about the need to carry accident and medical insurance for their children.

Policy I -3. Walnut Hill purchases Workmen's Compensation Insurance to cover work-related injury for staff.

Policy I -4. Goshen Day Care Board makes decisions related to the percentage of employee health and life insurance to be paid by center.

L-LEADERSHIP AND MANAGEMENT

Policy L-1: Goshen Day Care Board is comprised of community persons who provide oversight for the finances, philosophies and policies, including Personnel and Program Policies for Walnut Hill Early Childhood Center

1. Goshen Day Care Board maintains written By-Laws which outline their membership number, roles and responsibilities related to the community of Goshen as well as related to programming functions and staff and the center as an organization.
2. Goshen Day Care Board approval for Personnel Policies, Program Philosophy and Program Policies with evidence of approval maintained in Board Minutes.
3. Goshen Day Care Board ensures adequate insurance coverage for building contents as well as life and life insurance for employees. Workman's Compensation Insurance is provided to cover staff work accidents. Liability insurance is purchased to cover families, children and staff who are injured on center grounds or while participating in center programming.
4. Goshen Day Care Board hires an administrator to function as they deem appropriate and in the best interest of the organization with consideration for current organization funds and needs and/or future plans and the experience and degree of those available for hire. An Executive Director functions as both administer and program director as a Salaried Exempt Employee.

- a. The administrator meets all state and national requirements related to formal education and experience either as described by NAEYC or its Alternative Pathway. See 10.A.02.e
- b. The administrator works full time hours as the Program Director.
- c. The administrator demonstrates commitment to continuing professional competence and for promoting staff teamwork.
- d. The administrator demonstrates the ability to foster trust, collaboration and inclusion.

Policy L-2: Goshen Day Care Board assigns all leadership functions to the Executive Director

1. Providing oversight to all state program guidelines ensuring adherence to state licensing regulations, Paths to Quality (Level 4) standards, CACFP applications and submissions and State Fire Marshal codes, including all training required by each entity.
2. Providing oversight to all accreditation criteria including the timely submission of all required documents required for continued accreditation including all training required.
3. Cooperating with Assembly Church to meet all city and county ordinances related to building and grounds.
4. Adhering to all policies set forth by the Goshen Day Care Board, Inc. including Personnel Policies and Program Policies or other documents as written or by obtaining board approval for amendments.
5. Providing oversight to center finances and expenditures
6. Administering center Curriculum and Early Education
7. Adhering to all policies and grant writing required by the United Way of Elkhart County and other funding sources.
8. Ensuring completion of all reports, applications, budgets and other materials required by these entities.
9. Hiring for each position according to predetermined college and experience requirements for the purpose of maintaining a program of high quality and to reduce the likelihood of high staff turn-over.
10. Adhering to federal requirements for audits, the 990 and requirements for maintaining a not-for-profit status.
11. Continuing excellence in service and program delivery including the professionalism of staff, a plan for supervising and evaluating all classroom staff.
12. Promoting teamwork, trust, collaboration and inclusion.

Policy L-3: A mission statement is found on brochures, board agendas, the website and letterhead and is part of Staff Initial Training as well as Fall Orientation Training.

Policy L-4: An Organizational Chart is created showing both supervisory and cooperative relationships between community, board and staff personnel.

Policy L-5: The United Way logo is included on brochures, board agendas, the website and letterhead, on the center entrance and on any request for funds.

Policy L-6: Center Philosophy is written either on a solitary document or included in the written Curriculum and

is provided to parents and staff. Board approval is required for Philosophical changes.

1. Center Philosophy includes a statement of Program Purpose.
2. Center Philosophy includes the professional early education entities shaping educational core values.
3. Center Philosophy lists the Core Values supported by Curriculum.
4. Center Philosophy includes the short version of the NAEYC Code of Ethics.
5. Center Philosophy lists both formal and informal Assessment Tools used.
6. Center Philosophy outlines the role of parents in setting goals for their children as well as when and by what methods progress on goals are communicated to parents

Policy L-7: Walnut Hill Early Childhood Center is licensed by the state of Indiana

1. The current Indiana State License is located in the center lobby
2. Documentation of visits to the center by licensing personnel and the state fire marshal is maintained within center files.
3. The center maintains compliance with all licensing and fire marshal codes or show written documentation of corrections for any and all non-compliances found during annual visits.

Policy L-8: Walnut Hill maintains accreditation for all aspects of center programming.

Policy L-9: Goshen Day Care Board maintains an Annual Strategic Plan for raising funds, for maintaining or expanding board membership, for approving any modifications to center Personnel Policies and/or Program Policies, for board training, for evaluating the chief administrator, for marketing the organization and for any modifications to the physical or organizational structure.

Policy L-10: Walnut Hill Early Childhood Center maintains an Annual Strategic Plan that includes specific actions for implementing the program's vision and mission, for achieving desired outcomes for children, for maintaining high-quality services to children and families, and for providing providing long-term resources to sustain the program's operation.

Policy L-12: Walnut Hill maintains a list of resources from which parents can choose when referral to other professionals are indicated for the well-being and in the best interest of the child.

Policy L-13: Walnut Hill provides to parents the Resource and Referral Agency for Elkhart County.

Policy L-14: Walnut Hill provides to staff a resource person with whom they can consult for strategies For working successfully with children with ongoing behavior concerns.

Policy L-15: Walnut Hill maintains a relationship with the Elkhart County Special Education Cooperative.

1. For speech and language screening for center children with speculated concerns.
2. For speech and language therapy for children with identified concerns.
3. For assistance with children with special needs including a written IEP, meetings with parents and ongoing professional consultation.
4. To schedule professional observation of children displaying ongoing developmental or behavioral concerns.

Policy L-16: An Annual Budget is written by the administrator and presented and approved by Goshen Day Care Board at its Annual Meeting. The Budget page includes

1. the Anticipated Annual Budget
2. the Monthly Anticipated Budget (Total anticipated budget divided into 12 equal parts).
3. The Monthly Actual Profit and Loss recorded after the monthly reconciliation process is complete
4. The Anticipated Year-to-Date Budget for each month
5. The Actual Year-to-Date Profit and Loss
6. The Monthly Actual Profit and Loss from Quickbooks is attached to the back of each report
7. Board members review and approve each month's report at their bi-monthly board meetings.

Policy L-17: Government Programs whose “year” does not follow the center’s calendar year require separate budgets based on funds written on annual grant applications. CACFP requires monthly budgets that are written and maintained in the CACFP File.

Policy L-18: The annual budget is created by the executive director and approved by the board of directors. The executive director completes grant applications. All income and resources are used to ensure quality programming and the attainment of the center’s vision, philosophy, mission, goals and expected child outcomes.

1. Teachers’ salaries are set to attract persons who are qualified to lead their teams and deliver a quality program to benefit the children they serve.
2. A Family Service Coordinator is hired to address the specific needs of families.
3. Grants are written to facilitate the center’s Sliding Fee Scale.

Policy L-19: Goshen Day Care Board meets every other month to review center policies and practices and to approve Profit and Loss Reports covering two previous months. Budgets show the annual budget, monthly expected and actual income, the monthly expected and actual expenses for each line item, and a year-to-date total for all income and all expenses.

Policy L-20: A Line of Credit is available as needed to pay expenses. At the first opportunity, the LOC is repaid to avoid accrual of interest.

Policy L-21: Financial Records are audited annually.

Policy L-22: The Office Manager maintains all financial revenue and expenses, enter them into Quickbooks and completes a monthly reconciliation of accounts.

Policy L-23: The Executive Director prepares the Profit and Loss Statement and presents it to the board.

Policy L-24: Goshen Day Care Board sponsors an annual fund-raising event to supplement regular income. This event is also used to attain funds for a Parent Emergency Fund to be used for families who experience unexpected financial crisis.

Policy L-25: The Executive Director speaks at clubs and churches and contacts businesses for funding necessary to ensure quality programming for children whose families cannot pay the full cost.

Policy L-26: The center stays connected to city, state and federal programs that provide services and funds to low income families.

PE - PROGRAM EVALUATION:

Policy PE1: Parents are provided opportunity to assess the program at least annually

- a. The FSC determines the time and method which is most likely to draw the greatest number of participants.
- b. The FSC summarizes results and prepares a report of results for Goshen Day Care Board, parents and staff
- c. A Written Plan is created showing methods to be used to improve center services as revealed by Evaluation Process. The written plan is presented to the board with opportunity for board suggestions and input.
- d. The director and FSC make decisions about gaining ideas from the Parent Advisory Committee or all parents when writing a Plan for Improvement.

Policy PE2: Center Staff are provided opportunity to assess the program at least annually

- a. The center director determines the time and method for gaining 100% participation
- b. The center director summarizes results and prepares reports for Goshen Day Care Board, and center staff
- c. A written plan for improving staff endorsement is created with copies for both board and staff.
 - i. Lead teachers and department heads assist in writing any plan for improving center processes
 - ii. The director may request assistance from any group of employees when a plan is needed for their work area.

Policy PE3: Both Parent and Staff Evaluations drive center/program decisions with annual results reported in grant applications and community Annual Reports as deemed appropriate by the center director.

Policy PE4: Results of Parent and Staff Evaluations of the program are maintained in center files for 5 years.

Policy PE 5: A Program Plan is included on the Annual Program Plan including dates for attainment. Results are shared with the board at the Annual Meeting.

CC: CENTER COMMUNICATION

Policy CC1: Walnut Hill encourages a cycle of communication between staff and administrators

- a. **Weekly Leadership Meetings provide time to hear and discuss any staff feedback. Feedback is given to lead teachers who present it to leadership staff**
- b. **Discussion and decisions are recorded and distributed to each staff person at the end of each meeting.**
- c. **Staff may provide additional feedback about any decision or change made.**

Policy CC2: Each classroom determines a plan to encourage communication between team members:

- a. **Weekly meetings are written into the schedule at a time when adults can meet without children. A center Team Meeting Form is completed during the meeting and submitted to the director by week's end.**
- b. **Lead Teachers determine the means for communicating weekly themes and small group assignments**
- c. **Lead teachers determine the means for collecting ideas**

- Policy CC3: The program director informs lead teachers when classroom visits are to be made and the Daily Routine to be observed.**
- Lead Teachers are provided with written expectations for each part of the Daily Routine
 - The Director creates written comments about what actually occurred during the visit.
 - The Director writes suggestions for handling challenges seen during the visit
 - The Director writes an assessment of the Lead Teacher's skills seen during the visit
 - The collection of observation notes impacts the Lead Teacher's Annual Evaluation
- Policy CC4: From time to time, the Weekly Leadership Meeting is replaced by a One-to-One Meeting between each Lead Teacher and the Director.**
- An agenda is distributed to leads before the One-to-One meeting
 - Teachers are expected to be prepared
 - This time provides additional opportunity for Leads to discuss specific problems, ideas etc.
 - Notes may be recorded and provided to the specific lead teacher. No mass distribution is provided.
- Policy CC5: Lead teachers create a monthly Newsletter for families with a parenting article on the back.**
- Birthdays of children using the first name only
 - Need for supplies that are free and that be collected and brought in
 - Announcements of special events: Field trips, parties etc.
 - Themes for the month
 - Ways parents can work with children on skills
 - Introduction of new staff
 - Change of classroom staff or staff hours
 - Reminders about center policies
 - Reminders to bring diapers etc.
 - Reminders about events such as Spring Program, P/T Conferences and the need to sign up.
- Policy CC6: Lead teachers or someone to whom she delegates, writes daily notes on the classroom dry erase board about the day's activities, reminders, notes of thanks etc. The board message is completed by 2:30 p.m.**
- Policy CC7: Written reports are made of all meetings between parents and the director as necessary for recording the details and any decisions made.**
- Copies are stamped "confidential" when information is provided about a special child or his family.
 - All Assessment Tools are maintained in a locked cabinet inside the child's permanent record.
 - Parents, lead teachers and the director have access to reports including assessment tool results.
 - Parent authorization is required before reports or assessment tools and results are sent to other professionals and also before information about the child and his progress is sent to the public school.
- Policy CC8. Staff hold in strict confidence any report marked "confidential." Care is taken to protect the location of the report. The report contains a memo concerning specific staff receiving a copy of the report and any copies given to the family or outside professionals.**

- Policy CC9:** Discussions about children and families with outside professionals require written authorization from the child's parent or guardian. A copy is maintained in the Director's office or FSC Office.
- Policy CC10:** The FSC gains verbal approval from parents to share information with the director or the child's lead teacher. This policy is considered a courtesy and is not required before sharing with center professionals. Information is not necessarily shared with teacher assistants or ancillary staff.
- Policy CC11:** The use of E-mail, Facebook or other social media is carefully considered. The use of social media to share information about a specific child or his family, a specific staff person or board member is strictly prohibited.
- Policy CC12:** Photos of center children are not shared on social media without written authorization from the child's parent or guardian. The blanket permission provided at enrollment is only for using photos inside the classroom, in center newsletters, at fundraising events or in the newspaper.
- Policy CC13:** Photos authorized by parents may be sent to persons authorized to set up the center's website, its newsletters or Annual Reports. With authorization, photos may be sent to the United Way, the Elkhart County Community Foundation or other groups creating booklets etc.
- Policy CC14:** Photos of children are not provided to other parents or individuals requesting a copy. Those persons must gain permission from the child's parents themselves.
- Policy CC15:** Pictures of children currently in a foster home are not used outside the classroom.
- Policy CC16:** Parents and guardians must sign permission to use their child's picture in the classroom, bulletin board or newspaper etc. Children without authorization are removed from the classroom before newspaper or television cameras start shooting photos. No information about the child is provided to photographers.



