



# EMPLOYEE HANDBOOK

## Welcome to the iCare Team!

This Handbook is design for you to understand iCare, its visions, the role iCare plays in each child's life, and your role within iCare!  
This provides you not only a great starting point for your time at iCare, but also a guide you can use on the job.

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# ABOUT iCARE

## MISSION

**Creating a cheerful, organized, and engaging environment to foster each child's growth.**

With well trained teachers, developmentally appropriate learning styles, and a home-like setting we can cater to each child's natural desire to explore, discover, create, and become a lifelong learner.

## HISTORY

iCare Child Development Center is owned by Lauren Davis, a wife and mother of 4. She has over 15 years of experience in the childcare industry and started iCare in her home. In October 2012, iCare opened as an in-home daycare licensed for 6 children and by January 2013, iCare was at full enrollment, and quickly began to outgrow her in-home space. In May 2013, iCare moved to 7 Anniston Ave and became a Group Daycare Home. As of 2021 iCare continues to grow and add capacity! iCare is licensed through Bright from the Start. Through hard work, an amazing team, and loyal families we are proud to now be Quality Rated! Quality Rated is Georgia's system to determine, improve, and communicate the quality of programs that provide childcare and exceed expectations. Lauren is passionate about working with her team to provide an amazing home-like setting for children in and around the Kirkwood community.

## LEARNING PHILOSOPHY

Children are born ready to learn and learn best in an environment that is an extension of home. The following principles serve as the foundation for Learning at iCare.

- Learning begins in the family, continues in early care and education settings, and depends on both parent involvement and caregiver guidance.
- iCare Teachers play an important role in helping mold children into the best versions of themselves.
- Young children learn best through experiences, which incorporate several areas of development.
- We believe children learn through play, guided and unguided.
- Children develop knowledge of their world through interactions with caregivers, peers, materials, and events.
- Learning is sequential, building on prior understandings and experiences.
- Learning proceeds at different rates in each area and each child; children will show a range of skills and understandings in any one area of development.
- We use Georgia Early Learning & Development Standards – which promotes quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?"

## CONTACT INFO:

7 Anniston Ave, Atlanta GA 30317  
Main Number: 404.790.5655 (Call or text)  
icarechildren.com

## HOURS OF OPERATION

Monday - Friday | 7am to 6pm  
Holidays Closed: New Year's Day, MLK Day, President's Day, Memorial Day, Independence Day (2 days), Labor Day, Thanksgiving (3 days), Christmas (3 days)

## CLASSROOMS

- Infants: 6wks - 18mo
- Young Toddlers: 18mo - 2.5 years
- Older Toddler: 2.5yrs – 4yrs
- In addition, iCare provides part-time childcare, drop-in childcare, and afterschool to children ages 4-5yrs

# JOB DESCRIPTIONS

**Director:** The Director must set the example for being cheerful, organized and engaging! This includes with duties related to children, employees, and parents. The top priority is ensuring the safety of both children and employees. A Director is a leader who wears MANY hats and remains flexible and is available to advise or assist in all emergencies or a crisis. A Director must simultaneously ensure the quality of day-to-day operations are high quality while working on the growth of iCare. Maintaining financial & business duties such as accounting, taxes, payroll, budgeting etc. is the foundation needed to keep everything else running smoothly, this is also the Director Responsibility. At iCare the Director is often on site, strives to have an open-door policy and works to maintain great relationships with parents, students, and staff.

**Assistant Director:** The Assistant Director works with the Owner/Director to ensure iCare's mission, value and overall program goals are implemented day to day in a cheerful, organized, and engaging manner. This position works closely with Lead, Assistant, Substitute and Floater teachers on day-to-day program operations. The Assistant Director oversees a variety of things and is the go-to for day-to-day trouble shooting. Things such as Licensing, New Hire Recruitment, and interviewing, "Spot Training", daily schedule oversight, New student enrollment, Tours, Class rolls, Classroom Budgets, Supply ordering, Menu creation, maintain clean and safe building, errands, emergency subbing, student behavior management, assist in teacher evaluations, lesson plan oversight, maintains daily culture of iCare and the quality standards that Owner/Director Sets.

**Lead Teacher Job Description:** The Lead Teacher should set a cheerful, organized, and engaging classroom atmosphere. They will work closely with the Assistant Director to ensure schedules and lessons are implemented each day. Additionally, they work with Assistant Teachers or Floaters to help make sure the day runs smoothly and in the best interest of the children. The number one job is ensuring the day to day emotional and physical safety of each child. This includes maintaining a clean and tidy classroom and outdoor space. In addition to safety, Lead Teachers are responsible for using Georgia Early Development Standards (aka GELDS) and iCare classroom management when creating lessons, engaging with kids, use of space, free play, assessments and more. A Lead Teacher must be prepared to handle other duties including Parent communication, meal prep, training of new hires, cleaning, staff meetings etc.

**Assistant Teachers:** The Assistant Teacher should work with the Lead Teacher to maintain a cheerful, organized, and engaging classroom. While the lead plans the lessons, the Assistant is encouraged to give input, and be enthusiastic about implementing the lessons, schedule & style of teaching set forth by the lead. Assistant teachers should also be proficient in Georgia Early Development Standards (aka GELDS) and iCare classroom policies. Seek out ways to take initiative and help the lead teacher maintain safety, prepare for the day, and engage with children. When the lead teacher is out the Assistant Teacher should be able to take over the class and maintain schedule, lessons and work closely with Substitute to ensure consistency for the children.

**Substitute and Floater Teachers:** The Substitute/Floater Teacher should work with the classroom Lead or Assistant Teachers to maintain a cheerful, organized, and engaging classroom. Flexibility and Understanding of all ages groups is must for this position. If you are subbing for the Lead teacher, the assist teacher will lead the classroom, you will step into the assistant role. It is important that a substitute and Floater understand Georgia Early Development Standards (aka GELDS) and iCare classroom policies for all the age groups they work with. When arriving each day, review each classroom's schedule, the days lesson plan, ask about any individualized student plans, and find ways to help and take initiative.

# TEACHER ROLE & RESPONSIBILITIES

## Cleaning Organizing:

- 20% of the position will involve daily set up, clean up and sanitation.
- This includes, but is not limited to, sweeping, mopping, vacuuming, shelf organizations, wiping tables, cleaning, restrooms, sanitizing toys, taking out trash, cleaning up activities, doing dishes, cleaning kitchen etc.
- Each class has a specific set of opening, nap time, closing and weekly cleaning tasks.
- Maintain BFTS safety practices such as keeping cleaners in locked cabinets, playground safety & cleanliness.
- ALL Supplies are 100% the responsibility of the Team to keep up with and in good condition. Not the kids.
- Cleaning up after food

## Planning:

- Lessons should be turned in each month to the Asst Director.
- Using GELD method for lesson planning...Create developmentally appropriate curriculum including weekly/monthly themes and lesson plans, inclusion of theme-related materials, and rotation of toys and equipment on a regular basis.
- Using your time wisely to plan and prep during nap time, or even when there is “down time” such as mornings when kids are engaged in independent play inside.
- Prepare for teacher/parent conferences, upload to Daily Connect App

## Schedule Implementation:

- Follow the classrooms schedules. Timing matters.
- Support with enthusiasm the promotion, preparation, and implementation of all lessons and special events
- Lead the assigned activity following the specific directions. Do not impromptu change the assigned activity.
- Be prepared for all transitions or when you need time fillers.

## Supervision of Children:

- Watch the children and know where they are always. Make necessary physical boundaries to keep in sight.
- Make the expectations clear upfront. Ensure students follow all expectations. Follow through with redirection.
- Appropriately administer consequences. SEE iCARE DISCIPLINE PRACTICE.
- Identify and remove children from potentially harmful situations including environmental, physical & emotional.
- Use appropriate positioning, boundaries and interaction when supervising. Stay Spread Out

## Positive Interaction & Communication

- Treat students with respect and listen to what they have to say.
- Intentionally show interest, find teachable moments, ways to engage and conversations to hold.
- Encourage children to resolve own conflicts, give them tools and advice. Only step in as last resort.
- Communicate clearly and professionally with teachers and families. Always greet with a smile.
- Never engage in heated discussion with any team members, students, or families.
- Actively find ways to support team members and make sure the duties are split.
- Patience. **Often the most challenging students have experienced the most challenging experiences & need us most.**

## Personal Conduct

- Follow all policies and procedures.
- Professionalism at all times
- Maintain positive enthusiastic attitude throughout the day.
- Actively seek ways to improve and take initiative.
- Move efficiently and quickly throughout the day.

## Continued Learning

- Must take classes on Georgia Early Development Standards (GELDS) for lesson planning.
- Bright from The Start Online Health & Safety Training within 90 days
- Must become CPR/First Aid Certified Within 6 months
- Annual 10 credit hours of approved BFTS Training
- Monthly Staff Meetings

# EMPLOYEE POLICIES

## #1 RULE: USE GOOD JUDGEMENT

**\*\*\*Keep in mind Kids before Team, Team before self. In other words, do not tend to your personal needs, at the determinant of the team or kids. We Recruit, Reward and Release based on each team members ability to use Good Judgement, follow policies, learn from mistakes, connect with kids, and have a great attitude.\*\*\***

**90 Day New Hire Period:** During this time, we are evaluating Amazing New Hires ability to show Good Judgement, Kiddos Values, and skills to ensure you are good fit for iCare. During that 90 days employees should be on time and miss no days without supporting documentation. During the first three weeks you must demonstrate good safety judgement, positive attitude and follow policies. We will teach you how to use our essential Skills: safety, tone, transition, planning, activity implementation and iCare programming. These skills are required for the position and your sanity.

**APPEARANCE** Wear comfortable clothes that look professional when interacting with parents & students. They should They allow free movement, activity & can get dirty. **DO Wear:** Jeans, Khakis, Leggings with at least 1/2 of buttocks covered, well-tailored athleisure is acceptable. Professional and clean looking outfits that allow parents' first impression to be great! Sandals, Flats, and sneakers are appropriate footwear. **DO NOT Wear:** No Heels, all clothing should be clean with no stains, rips, or tears, cleaned regularly. Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. All undergarments covered, no midriff or excessive breasts exposure. No halter tops, strapless "tube" tops, or short skirts/shorts (must hit at fingertip length or below). Jeans/shorts with "fashion rips" must not be above the fingertips. USE GOOD JUDGEMENT.

**ATTENDANCE:** Use Good Judgement, Be Polite and do not abuse the Flexibility when asking... **Can you cover me?** See the section on policy to see templates for polite texts. How you word this will always reflect on your judgement. A Director or Asst Director can ask for supporting documents at any point. We recommend providing supporting documents anytime it is available even if not asked. **If you are sick stay home and CALL with as much notice as possible.** USE GOOD JUDGEMENT

**CELL PHONES** Do not Text or take calls while supervising kids. On Breaks please do not use them in the presence of children, or where parents can view. We invite you to give friends or family the iCare line so they can reach you in an emergency. USE GOOD JUDGEMENT



## CONFIDENTIALITY

Employees will be exposed to confidential information regarding students, families, and teachers. No one should be discussing pay, behavior, finances, personal issues, or anything that is confidential in nature or considered "gossip". USE GOOD JUDGEMENT

## HEALTH:

Any staff members reporting for work under the influence of alcohol or controlled substances will be asked to leave immediately. If the Director and/or Assistant Director or other staff member has probable cause to believe a staff member's faculties are impaired while on the job, the staff member may be suspended or terminated immediately. Cigarettes and smokeless tobacco products are prohibited on iCare premises, including parking areas and outdoor play areas. Staff members who smoke are strongly suggested against doing so immediately before or during their shift, as smoke can stay on clothing and hair for an extended time.

## PROFESSIONALISM

Employees are expected to maintain professionalism in their interactions with directors, coworkers, parents, teachers, etc. Avoid inappropriate conversations, arguments, or attitude. When working with children, there must be a high commitment to morality and respect to set a great example for the children. If you have concerns or disagree with anyone speak with the director.

# ATTENDANCE POLICY & ETTIQUETTE

## Use Good Judgement when asking... Will you Cover me?

Including being polite when texting or speaking to Director and making sure you do not consistently put your personal interests at the detriment of the team. **Any time you ask off, cannot make it in or are running late, regardless of why..., you are always asking one question.... Can you Cover For me?**

Texts We consider Rude and Poor Judgements	Texts we appreciate receiving
Hey just wanted to let you know I will not be there	I am having a rough day, I can make it in if no one can sub, but if someone is available, I would love the day off...
I booked a vacation for next week, so I need time off.	I would like to REQUEST off XYZ days. I know it is last minute but I am in a pinch
Hey, my friend did not pick me up, so I will not be there.	I had an issue arise that is out of my control so need to request someone to cover for me
I am sick	I am not feeling good this morning, could you get me a sub and I will update you this afternoon on if I feel better for tomorrow
Hey, I am late (Texted at the time or after should have been there, and/or No ETA)	Yikes! I missed my alarm, and I am running late. I will be there @ 8:12am. (Texted prior to start time, with ETA)
I need to leave early	I am in a pinch and would really appreciate being able to leave at 4 instead of 5.
Hey, I will not be there Monday	I know I have been out a lot, but could I have Monday day off...

## Rules of Thumb to not let Scheduling reflect poorly on your work ethic.

- plan when possible around your shift and workdays
- plan for doctors appt, teacher/parent conferences during times that you know are easier to cover.
- leave ample time for getting ready for work and traffic so you are on time.
- Have a backup transportation plan, i.e., if your car breaks down do you have Uber or can you carpool.
- EVERY TIME YOU CAN make sure you send supporting documents, even if not prompted.
- If you are out due to medical reasons it is imperative, you communicate.
- When possible give some detail. While we do not require you divulge all your personal information, when working with a team it helps for your Director to understand your situation.
- When you need a day off, Leadership has the option to grant it or not. The more you show up for work on time, and do not call out the more the team will work with you on emergencies, vacation, personal days e
- If you are sick do not come to work. If you have light cold, mild headache or allergies, please come to work, and ask for modifications.
- **If we feel you are not using Good Judgement or taking advantage of our flexibility, iCare will have to write up, suspend, reduce hours, or release you from the position.**

# CHILD SAFETY

**Please Read over Carefully, as Child Safety is your**

**ABUSE:** Take notice of bruises, unexplained marks, and other signs of physical/emotional abuse that occurred outside of school. **Caregivers are LEGALLY responsible** to report any signs of sexual, verbal, or physical abuse to Department of Family and Child Services. If something seems like it could possibly be abuse or neglect, notify Director and DO NOT coax student for info, just listen.

CHILD ABUSE HOTLINE, Dept. of Human Services Dekalb County 1-855-422-4453. Staff members may directly report suspected incidents of child abuse or neglect to the Georgia Department of Human Services and will complete all necessary paperwork. The staff member should inform the Director and/or Assistant Director of the report and together decide whether to inform the parents of the report.

**CHECK IN:** When kids enter, they must get checked in on the roll. Once checked in, they may not leave iCare without being signed out by authorized pick up.

**CHECK OUT:** Parents or authorized pick-up person must sign out and show ID if you are unfamiliar. If you aren't 110% sure it's an authorized pick up, check their Authorized Pick-Up List & check ID before releasing child to their care. They may not take their child away from group until checked out. Parents must escort kids off campus. If a *known* non-approved/banned pick up comes to check out, notify director immediately and DO NOT release student.

## **DO NOT BE ALONE WITH A CHILD**

For the protection of each staff member, we always work in teams. No staff should ever be alone with a single child for an extended period. Another staff member should always be within sight/sound.

**FIRST AID:** Know where the first aid kits are & ensure they are stocked weekly. Before & after administering first aid, you must wash hands. Use gloves & sterile supplies when there is an open wound to reduce disease and blood pathogens.

**HARMFUL SUPPLIES/OBJECTS:** All items that any child could get hurt on must be out of reach and locked. Including, cleaners, spray paints, adult scissors, knives etc. Report harmful objects found to Directors.

**HEAD COUNT:** Teachers responsibility to have a head count for the group as they come and go from areas. Random head count requests will be done, and you are accountable for your numbers.

**INCIDENT & OUCH REPORTS:** If a child falls and gets a small cut, scrape, or bonk that results in minor care such as an ice pack or band-aid, they will need ouch report. All incidents/accidents resulting in the child being picked up early, medical attention, another child inflicting the hurt, slings, extreme bleeding, swelling, or bruising will need Incident report.

- Please let Director Know about any injuries that need to be reported to parents.
- Please document all biting incidents as accidents. If a biter breaks the skin of another child, an accident/incident report needs to be completed for the biter as well as the child who was bitten. Use detail when explaining events, but never include other children's names. If the injury is serious, a parent needs to be contacted before pick-up.
- **HEALTH INCIDENT REPORTS** (in progress) | **Each time a parent is contacted regarding an ill child or symptoms of illness, staff members should complete a Health Incident Form.** A copy of the form should be given to the parent and the original to the Director and/or Assistant Director to be placed in the child's permanent file. All parents will be notified of any reportable communicable illnesses present in the center via a sign posted on the main entrance to the center and on the iCare Facebook parent group.

## CHILD SAFETY Continued...

### **SICK CHILDREN/COMMUNICABLE DISEASE:**

Please contact Director/ or Assistant Director, remove child from the classroom if the child is experiencing any of the following conditions please contact Director immediately:

- Fever of 101 or greater, until 24 hours symptom free without fever reducing medication
- Lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing.
- Diarrhea (not associated with diet changes or medications) (after 2 instances) until diarrhea stops for 24 hours or the continued diarrhea is deemed not be infectious by a licensed health care professional.
- Blood in stools not explainable by dietary change, medication, or hard stools
- Vomiting (One instance) the child can return after vomiting has been resolved for 24 hours or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration.
- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness.
- Mouth sores with drooling, unless a health care provider determines the sores are not contagious.
- Rash until a physician determines that these symptoms do not indicate a communicable disease.
- Pink eye (conjunctivitis) until after treatment has been initiated for 24 hours.
- Head lice, from the end of the day until after first treatment
- Scabies, until after treatment has been completed.
- Hand Foot and Mouth sores have dried and crusted and no fever.
- Strep throat, until 24 hours after initial antibiotic treatment and cessation of fever
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion.

**UNATTENDED CHILDREN:** No children may be left unattended AT ALL. If you exit the door threshold, that is considered leaving. You will be issued a write up if you leave your group unattended. If you need to go to the restroom or to leave for any reason, use walkie to request another teacher or take your whole group with you.

**MEDICATION AUTHORIZATIONS** Staff members may not administer medication to any child unless a parent has completed a Medication Authorization Form. Parents must indicate a start date and end date, a reason for the medication, and the dosage or medication cannot be administered. If a child becomes ill while at iCare and a parent requests that medication be given, verbal authorization can only be given to the Director and/or Assistant Director. A Medication Authorization Form will be completed by the Director and/or Assistant Director and must be signed by a parent upon pick-up. Medications may be administered only by Lead Teachers, the Director, or Assistant Director. When a medication is given, the teacher will document.

**SUDDEN INFANT DEATH SYNDROME (SIDS)** is the unexpected, sudden death of a child under age 1 for which a cause of death cannot be identified. It is not known what causes SIDS; however, several sleeping practices have been linked to an increased risk for SIDS. **Therefore, iCare has a strict policy for infant sleep placement.**

- All infants less than one year will be placed on their back to sleep.
- Infants shall not be allowed to sleep in a car seat or swing for a period of longer than 15 minutes.
- Once a child has been placed in his or her crib for nap, if the infant rolls from back to front - and is also able to roll from front to back - it is acceptable to leave the infant sleeping on his or her stomach.
- NO blankets, stuffed toys or pillows should ever be placed in a crib. Can use Sleep Sack.
- A request for alternative sleeping positions must be accompanied by a signed and dated physician's note stating the reason for the request.
- Staff members found to violate this policy will be subject to termination.

# EMERGENCY PROCEDURES

**Get child(ren) to safety, call 911 if appropriate & notify the Directors ASAP**

## **Missing Child:**

- Ensure child was checked in and that teachers did not send elsewhere.
- QUICKLY, FIRST Bathrooms, other classes, SECOND front porch and yard, THIRD the street & COAN park
- Alert the Director/asst Director and all children should report to their classroom so more adults can search.
- Within 7 minutes, the Police will be called to report a missing child
- Parents will be notified of the situation and kept on the phone if possible, to allow them constant updates
- Once found teacher will hold conference with that child and parent to emphasize importance of staying with group.

## **Confirmed Kidnapped Child**

- Director/Asst Director will be notified immediately.
- All students will be put on lock down with their group and teacher.
- Director will call 911
- Parents will be notified & Director will work with police to gather all necessary information about child and situation

## **Serious Injury of a Child:**

- Director will be notified via walkie talkie by the teacher with the child. Stating where they are, if they need someone down there, and brief sentence of problem.
- Teacher will use first aid and CPR techniques as needed to stabilize the child.
- 911 will be called by the director/ lead teacher.
- All other students will be removed from the scene.
- Teacher and Director will stay with child and administer First Aid/ CPR until medical help arrives.
- Parents will be notified of the situation.
- Medical professionals will determine treatment and provide transportation. Director will ride with the child.

## **Death of a Child**

- Director will be notified by the teacher with the child. Stating where they are and that they FAST assistance.
- Director/Teacher will use First Aid and CPR techniques to stabilize the child.
- 911 will be called by someone not doing the CPR
- All other students will be removed from the scene
- Teacher and Director will stay with child and administer first aid/ CPR until medical help arrives.
- Parents will be notified of the situation when possible.
- Medical professionals will determine treatment and provide transportation. Director will ride with the child.

## **Fire/Gas Leak/ Bomb Threat/ Structural Building damage:**

- Students will be led by teachers to the closest exit and go across the street to COAN Park, enclosed Tennis Court.
- Director will call 911, Rolls will be grabbed, and attendance taken
- Director will be notified if a student is missing, Director will search for the student and lead teacher will take over
- Director will wait from instructions from the fire department. Once everyone has been taken to a safe place parents notified

## **Tornado/ Severe Weather:**

- Weather tracked via Walkie weather station and Weather channel radar
- Children will stop activities and be led by teachers to the classrooms designated area.
- Get roll and first aid kit
- When possible, Toddlers will crouch down on knees, cover heads & remain in the position until notified by Director
- Attendance will be taken, if there is a missing student, Director will be notified via radio and will search for the student
- Director will secure the facility and monitor weather updates, upon hearing weather has passed, teachers will be notified

## **Intruder on Campus:**

- Calmly inform all staff via walkie and gather students call 911.
- If the intruder is outside, get students inside building, securing doors & windows, and keeping kids out of site.
- If the intruder is inside, hide students or get out of building to go across the street to COAN Park, enclosed Tennis Court.
- Director will grab sign in/out book and bring with group.

# EMPLOYEE WARNINGS & DISMISSAL

## IMPROVEMENT PLAN

iCare believes in constant growth. You must value improving, accepting feedback, and having great work ethic to be apart of the iCare team.

**Verbal “Spot Training”:** When we notice that something that needs attention such as engagement style with the kids, Lesson plans, safety issues etc. a Director or Assistant Director may pull over an employee on the spot to help guide and correct to adhere to iCare standards and safety. This is not to embarrass or punish, it simply to notify and offer help.

**Verbal Warning:** If there is a safety issue that is due to extremely poor judgement, not following policies or you have been given opportunities to improve through “Spot Training” moments, we will issue a verbal warning. This is simply a way to let you know that the action or in action was not acceptable for iCare standards and we need immediate correction or further action will be taken.

**Written Warning:** Written warning means that the infraction is severe, dangerous, or repetitive without sufficient improvement. Please note It can be given without prior Spot Training or Verbal Warning if Leadership team deems it necessary. After a written warning there is a **three-week probationary** period in which any infraction may result in termination. This could include use of cell phone, consistent improper tone of voice with child even after training and warning, allowing kids to be unsupervised etc.

## GROUNDS FOR DISMISSAL

While iCare takes the training and improvement opportunities of its team seriously and tries to implement above steps. We reserve right to dismiss from employment without above steps when necessary, to the safety and integrity of iCare.

- Failure to keep children safe.
- Being under the influence of Alcohol or drugs
- Hitting, Pulling, Pushing, Pinching, or hurting a child.
- Using a Cell Phone inappropriately
- Using abusive, profane, or inappropriate language or tone
- Discussing confidential information about the children and their families outside the program. This includes personal, behavioral, or financial issues.
- Failure to follow any/all policies, procedures, and job descriptions.
- Taking supplies, food, or equipment
- Attending to personal issues while on the clock
- Undesirable attitude at work
- Breaking Infant Sleep Safe Policy (See Safe sleep-in classroom guide)
- **POOR JUDGEMENT**

# TRAINING & RESOURCES

**ORIENTATION & EMPLOYEE HANDBOOK:** Prior to an employee being able to supervise children alone they must sit down with an Assistant Director or Director to review entire employee Handbook and highlight some of the Classroom Guide expectations. Employees should take notes, ask questions, and keep up with the book.

**CLASSROOM GUIDE:** The Classroom Guide is a go-to for iCare specific policies and responsibilities. Each employee should familiarize themselves with this guide. A great time to review this would be during nap time, planning periods, at home, or refer to it when you are not sure what to do in certain situations.

**BRIGHT FROM THE START (BFTS) & CHILD CARE EDUCATION INSTITUTE (CCEI):** BFTS requires that each employee complete their Health and Safety training through Bright from the start within first 90 days of employment. Additionally, each employee must have 10 BFTS education hours annually. iCare uses Child Care Education Institute (CCEI), which is an online curriculum where courses are assigned to you by a Director. We will schedule this for you each year and give set amount of time to complete courses. These must be done while not at work. [www.CCEIonline.com](http://www.CCEIonline.com). *iCare Pays for class, not time training.*

**GEORGIA EARLY LEARNING DEVELOPMENT STANDARDS (GELDS):** They are a set of appropriate, attainable standards that are flexible enough to support children's individual rates of development, approaches to learning, and cultural context to watch videos, training etc. It is EACH employee's responsibility to familiarize themselves within first 30 days and to use GELDS website for resources. You will be expected to use time off the clock to study this, however if during nap time the planning, cleaning, prepping etc. are completed, we encourage you to check out this online resource.

**\*\*Course: Intentional Teaching & Planning with GELDS | [gapds.decal.ga.gov](http://gapds.decal.ga.gov) | Available in Spanish & English**

**CPR/FIRST AID:** We want to have at least half of the staff at iCare certified in CPR/First Aid and CPR. We will hold CPR/First Aid Classed as needed to maintain that safety ratio. If you wish to find a class on your own, we are happy to reimburse you for it. *iCare Pays for class, not time training.*

**STAFF MEETINGS:** We plan to have monthly staff meetings on the 4<sup>th</sup> Thursday of each month from 6p-8p. These meetings are a time to come together and improve on something within the program, practice working as a team, give feedback, address issues, and maintain our quality for the parents. If applicable, you will be responsible for arranging your own childcare. *iCare Pays for class AND pays hourly rate for time in training.*

**SPOT TRAINING:** "Spot" training refers to our technique for giving advice and addressing issues as they arise in a respectful, productive manner. If we notice anything that needs improvement or immediate correction an Assistant Director or Director will as discretely as possibly pull you aside to address the concern or give advice. You are not "in Trouble" when this happens. Use this as opportunity to self-evaluate and make improvements.

**EVALUATIONS:** We plan to do annual evaluations. This in no way is related to your pay. These evaluations are tools for the Director and Asst Director to lead a formal meeting highlighting your strengths and things to work on. This is also a time for you to know how you are doing, ask questions, and have one on one engagement with the leadership.

# EMPLOYMENT FAQs

**ANNUAL RAISES** All staff are eligible for a yearly raise.

**DIRECT DEPOSIT** We only provide Direct Deposit for payroll. If you do not have a bank account, consider Rush Card etc.

**DISCOUNTED CHILDCARE:** Staff members are eligible for 25% off discounted childcare when space is available.

**FOOD/MEALS** Staff members may store a small amount of food in the refrigerators. All food should be clearly labeled with the staff member's name and date. Food should be removed or discarded after one week or when spoiled. Meals should be eaten and prepared only during nap/rest time or during an approved break.

**NON-DISCRIMINATION STATEMENT** iCare does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. iCare is an equal opportunity employer. A staff has the right to file a complaint with the Georgia Civil Rights Commission and/or the Equal Employment Opportunity Commission.

**PARKING** Anniston Location Staff members should park in the parking lanes along Hosea L. Williams Dr. The semi-circle driveway is reserved for parents picking up and dropping off. Church Staff members park in the back.

## **PAID HOLIDAYS**

Staff that have been employed with iCare for 6 Months or longer & are employed full-time (40hrs) qualify for 12 paid holidays.

If Holiday falls on Saturday, then we'll be off Friday, if it falls on Sunday then off on Monday:

- New Year's Day
- MLK Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving: 3 days
- Christmas: 3 days (24th, 27th, 28th for 2021)

## **PAID PERSONAL DAYS:**

After 90 Days, 3 Paid Off Days Earned, After Each year 2 additional days earned. (ie. If you have been here 4 years = 9 paid days off). Benefits do not accrue or roll over to the next year. If you do not use your PTO, you will lose your days. iCare does not reimburse for days not used. Please provide as much notice as possible, two Weeks preferred, if within two weeks we may not be able to approve if no staff. Only one teacher out per classroom.

**PERSONAL BELONGINGS** Coats, backpacks, purses, etc. must be safely put on hooks, in closets/cabinets and out of reach of children. iCare is not responsible for lost or stolen items.

**REIMBURSEMENT** The Director must first approve all purchases made by a staff member using personal funds. Any unapproved purchases may not be eligible for reimbursement. Original sales receipts should be submitted to the Director and/or Assistant Director within one week of purchase to receive reimbursement.

**STAFF MEETINGS** Staff Meetings are Mandatory and are typically held on the 4<sup>th</sup> Thursday of the month from 6-8p in the fellowship hall. You will receive hourly wage and dinner provided.

**SUGGESTIONS** iCare is always seeking suggestions that will: improve methods, procedures, and working conditions; reduce costs or errors; and benefit the children, staff, and center. We encourage you to discuss anything with the Director and/or Asst. Director.

**SUPPLIES** Lead Teachers are responsible for reporting to the Director and/or Assistant Director when supplies are running low so they can be replenished before supplies are completely depleted. Each Month Supply Request should be turned in by the 20<sup>th</sup> or the Friday before if it falls on the weekend

## **TEACHER PLANNING DAYS:**

Center will close one day per quarter to children. This will allow the team to dedicate 8 hours to planning and training.

- **SY2122 Dates:** Fri, July 2 | Mon, Oct 11 | Mon, Jan 3 | Fri, April 1



# CLASSROOM GUIDE

# Welcome to the Classroom!

The Classroom Guide will be reviewed upon hire, revisited during staff trainings, and provides a resource you can look back to while in your classroom. During Initial Orientation we will highlight a few things to get you started, then you will be expected to familiarize yourself during Nap time, at home or if during the day you are not sure of certain responsibility or policy.

## CLASSROOM GUIDE

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## CLASSROOM RESPONSIBILITIES



## Daily Duties:

### **CLASSROOM ENVIRONMENT:**

- The actual room arrangement is the responsibility of the program Lead Teacher and Assistant Teacher.
- Room arrangement should take into consideration that staff must be able to always see every child.
- Centers should include blocks, dramatic play, art, large and small motor, and books. Should have clearly defined boundaries.
- Quiet areas should be set-up as far away from noisy activities (blocks, cars, etc.) as possible.
- Room décor should consist mostly of child artwork and photographs of animals, people, food, etc. at the child's eye level.
- Director and/or Assistant Director must approve large changes to the classroom, including the furniture arrangement.

**CLEANING THROUGHOUT DAY:** If a child is not playing with or actively engaged in something it should be picked up prior to moving on. CLEANING AS WE GO, not just at end of day keeps the space safe and attractive. **PERCEPTION** does matter, and when a new or current parent walk in judge within a couple of minutes. If the tables are not wiped down, blocks are in the dress up section, and coats all over we look unorganized. PLAN the day to so time can be taken to clean up AS YOU GO.

**MORNING DUTIES** Make sure all program room doors are unlocked, clean, and presentable; mix new bleach water; put away sanitized toys; straighten toys and shelves; re-stock supplies such as soap, paper towels, toilet paper, diapers, wipes, etc.; and complete room set-up for the day's lesson plan. Bring up laundry from downstairs laundry room/fold, turn on air (heat if needed, to no higher than 68), make sure center is 'aired out' and free of musty smells, prep breakfast/fruit.

### **CHILD ARRIVAL**

1. Each child must have direct contact with a staff member. Check Student in on clipboard
2. Greet each child and parent by name upon their arrival to the classroom.
3. Quickly discuss how the child's night was, what he/she ate before arriving, special instructions etc.
4. Be on lookout for previous injuries, signs of illness, or unusual behavior.

### **SCHEDULE & LESSON IMPLEMENTATION:**

1. Check the schedule and lesson for the day each morning.
2. Work with the other teacher in classroom to make changes as needed for children, weather, staffing etc.
3. Be enthusiastic, use good time management, and work as team to make transitions as smooth as possible and use routines.

**NAP TIME** Bright from the Start requires that all children be provided a regularly scheduled nap or rest time. Children will not be forced to sleep but may be encouraged to lie quietly for a period. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Children should be provided alternative quiet activities if unable to rest.

**Planning During naptime**, at least one staff member shall be present in every room where children are sleeping and/or resting. Staff to-child ratios can be reduced to one staff member per room where children are resting for a period not to exceed one hour. Staff should remain in the center so, if needed, they can assist in a classroom. Ratios must be always maintained, including when emergency procedures are in effect.

### **AFTERNOON DUTIES/CLOSING DUTIES**

Wash or spray toys that have been mouthed by children with bleach solution and air dry; empty all trash cans in rooms/both bathrooms/take trash to dumpster, sanitize trash can, and replace trash bag; put toys and equipment away; check outdoor play area for equipment that needs to be put away; sanitize tables, chairs, and shelves; wash dishes/clean kitchen/stove; do laundry/fold laundry; mop floors/vacuum carpets/sweep front porch; lock all doors after the last parent leaves for the day.

### **CHILD DEPARTURE**

1. Staff should have direct contact with parents upon departure. Greet each parent by name, and farewell.
2. If you are not familiar with the person picking up, request photo ID and check the "Emergency Contact" form.
3. Quickly discuss anything the parent should know about child's day, including any ouch reports
4. Be sure to Stand Up to give farewell to child and parent.
5. Check student out and must check the attendance clipboard to verify all children have been signed out.

# Planning & Scheduling

## CLASS SCHEDULE

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children thrive on consistency! The Schedule refers to the routine and flow of the day.

- The Daily schedule must be always posted in the classroom and visible to parents and staff.
- Each staff member is responsible for the carrying out the schedule and activities.
- Routines should be maintained whenever possible for:
  - arrivals and departures
  - meals and snacks
  - resting or nap times
  - personal care routines like diapering/toileting and hand washing
  - transitions.
- The daily schedule and activities create a balance between:
  - active and quiet times
  - large group, small group, and individual activities
  - small and large muscle activities
  - indoor and outdoor play times
  - as well as times for self-selection and teacher-directed activities.

## CURRICULUM/ LESSON PLANS

- iCare uses the Georgia Early Learning & Development Standards for creating lesson plans. The lead teacher makes the lesson plans using GELDS. They should be creative, thoughtful and contain input from the Asst Teacher.
- **For Detailed Information on GELDS go to [gapds.decal.ga.gov](http://gapds.decal.ga.gov)**
- **Monthly Lessons plans for each classroom are due to Asst Director the 20<sup>th</sup> of the month prior**
- Monthly Lesson plans must be always posted in the classroom and visible to parents.
- Specific Weekly plans should be accessible to all teachers in the classroom.
- You submit your lesson plans, with supply requests, by emailing them to the Asst Director.
- Assistant Director will review plans. And give final edits, prompts and eventually approval. Expect feedback.
- Outdoor play is important to a child's physical development and must be included in both the morning and afternoon schedule.
- Free play (Self Selection) is a daily part of the curriculum and means a child can choose which center or activity he/she participates in.



## **THEMES**

The use of themes is a practical and logical way to begin curriculum planning.

- The themes should be based upon what the children know and see every day, as well as the children's interests.
- The themes must be age-appropriate and may span the length of one week, or one-month etc.
- Teachers are encouraged to discuss with others and coordinate the sharing of materials and activities.

**FREE PLAY** "Free-play" (also called child-initiated activities, free choice, self-selection) must be incorporated into the morning and afternoon schedule. Teachers are expected to actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, activities etc.

**MULTIMEDIA for 3 & 4yo** Teachers may select a short program shown on a computer or iPad based upon weekly themes. Children are NOT required to view program shown. Instead, the activity is offered as one of several centers. All multimedia must have a rating of "PG" or "E" and must possess an educational theme. Children are limited to a specified amount of time per week they may use or view multimedia (maximum 30 minutes/week), and only children 2 years and up are allowed this time.

**WATER ACTIVITIES** Water play can be incorporated into scheduled activities. There will be no water related activities occurring in water that is more than two feet deep.

**BACKYARD "PLAYGROUND" PLAY** is largely child directed play, children can choose their friends and who to interact with. The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors can be expanded upon while outdoors. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom.

### **Outdoor Weather:**

- Outdoor play must be incorporated into the daily schedule for both the morning and afternoon, in almost all-weather conditions.
- iCare follows the Georgia Child Care Weather Watch poster to determine if it is too hot or cold to play outdoors. In the event of rain, severe wind/cold, or extreme heat, children are permitted to remain indoors.
- All teachers should be prepared to go outside if weather chart indicates it's safe to do so.

### **Outdoor Supervision:**

- Staff should be positioned to see EVERY part of the playground.
- Staff should be engaged in SUPERVISION. This includes standing, moving around playground & and if sitting should appear fully alert and ready to jump up (aka not in rocking chair mode).
- They must be alert and able to provide adequate supervision and quick response times when needed.
- DO NOT CLUMP, this refers to spreading out around the playground.
- While we encourage kids to play with friends, when prompted by a child to engage we ask that you do so.

### **Outdoor ONLOOKER PERCEPTION MATTERS:**

- Unfortunately, this is a time where kids play more independently and thus teachers tend to fully relax, use cell phones, talk to people, zone out etc.
- There is BIG difference between taking your own kids to a playground and supervising one at a day care.
- This is not only where most injuries occur BUT its where our program is on display.
- If someone looks at the playground, they take seconds to judge if our teachers are lazy or interactive, our program is safe or unsafe and if they would recommend us.

### **FRONT PORCH PLAY:**

We are fortunate to have big front porches as an extension of our classrooms. In addition to safety and supervision we want to note the important of ONLOOKER PERCEPTION. If you bring your class outside for centers and fresh air, be mindful that you are on stage and are LITERALLY representing the iCare brand for those making judgements in a matter of seconds. DO NOT misrepresent iCare by breaking staff policies, supervision, and behavior strategies etc. If you can not be exemplary, you may not be on the front porch. \*\*\*Also note someone should always be between the road/strangers/parents and the kids. Ie the porch steps, or the gate

# Parent Communication

Many staff will become well acquainted with the parents of the children. This is an important part of providing quality care.

## A FEW GUIDELINES

- Address parents by their first name
- Never talk about concerns about a child in front of any other children. Talk with parents about an issue with their child only if you are not in the classroom with children.
- Do not use other children's names when discussing behavior concerns and/or incident reports.
- Avoid the phrase "I don't know." Instead, say "I'm not certain of the answer for that; can I get back to you?" then find the answer and reply to the parent as soon as possible.
- Conversations at pick-up and drop-off should be brief; your chief responsibility remains the supervision of the children. If you feel a parent needs more time or attention, ask to schedule a time to meet outside the classroom.



## PARENT-TEACHER CONFERENCES

- Teachers are encouraged to request conferences whenever they feel it necessary, Informal, or formal.
- Parent-teacher conferences can typically be held twice per year, as well as each time a child transitions classroom.
- The goal of the parent-teacher conference is to gain insight into the child's development both in the center setting as well as the home setting. During conferences, the child's development, and any goals you may have for the child will be discussed. Teachers are required to communicate with Director about scheduling conferences to make sure there is enough childcare coverage during this time.

## HANDLING PARENT COMPLAINTS

- Listen carefully. Many times, a person just needs an opportunity to air his or her feelings and feel they have been heard.
- Repeat what you have heard the other person say, trying to summarize it in one sentence. ("You're upset that Gavin isn't able to stay awake for dinner and seems crabby at night.")
- State the changes that you think the parent would like to have made. ("You would like us to make sure Gavin lies down for at least an hour every afternoon.")
- State what you will do to solve the problem. ("I will speak with the other teachers and make a note on his chart to make sure the message reaches everyone.")
- Follow through. If you tell a parent you will do something, do it promptly and follow up with them immediately afterward. ("I spoke with the other teachers last week; how are things going with Gavin? Did you notice a change?")
- If you are unsure how to solve the complaint, refer the parent to the Director and/or Assistant Director. ("I'm not sure how to answer that; the Director and/or Assistant Director will be able to better help you.")



# CLASSROOM POLICIES

## Behavioral Management for Toddlers

Every adult who cares for children has a responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility, and help children make thoughtful choices. The more effective caregivers are at encouraging appropriate behavior, the less time and effort they will spend correcting misbehavior.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledges the child's efforts and progress, no matter how slow or small, is likely to encourage healthy development. Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation, and a good understanding of the child. iCare staff will use only positive guidance techniques.

**When interacting with young children, iCare staff will ask themselves the following questions:**

"Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?
- At the child's eye level?



### REASONS FOR MISBEHAVIOR

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- Children want to test whether caregivers will enforce rules.
- They experience different sets of expectations between school and home.
- A child does not understand the rules or are held to expectations that are beyond their development.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry, or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehavior with adult attention.

### PREVENTING MISBEHAVIOR

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps caregivers can take to help prevent misbehavior.

- Set clear, consistent rules. (e.g., walking feet; gentle touches)
- Make certain the environment is safe and worry-free.



- Show interest in the child's activities. (e.g., participating in activities with the children so they stay interested in longer periods)
- Encourage self-control and independence by providing meaningful choices. (e.g., "You may pick up the blocks or books.")
- Focus on the desired behavior, rather than the one to be avoided. (e.g., "Ashley, please use gentle touches with your friends.")
- Build children's images of themselves as trustworthy, responsible, and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., "Joey is playing so nicely. I like it when you keep the blocks on the table.")
- Encourage children often and generously.
- Set a good example. (e.g., using a quiet voice when children should be quiet)
- Help children see how their actions affect others.

### RESPONDING TO MISBEHAVIOR

Below are strategies iCare staff will use to respond to child misbehavior. Staff will make sure rules are explained fully and clearly understood before misbehavior occurs. Whenever possible we will, involve children in making the rules for the classroom.

- **Redirection:** This strategy will be used most frequently when working with young children. If a child is not following the rules or being uncooperative, we will quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."
- **Logical consequences:** These are structured consequences that follow specific misbehaviors. The child will be able to see how the behavior and the consequence are related. For example, Andrew is standing on his chair at lunch. His teacher will remind him that if he stands on his chair, he could get hurt; this will make him sad.
- **Staff will allow child to participate in the solution.** If a child damages something, he/she will help in fixing it or in cleaning up. If a child causes someone distress, he/she will help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."
- **Natural consequences:** Allowing children to experience the consequences of their behavior is also called learning the hard way. For example, Laura does not put her books back in her school bag after she finishes reading. One day she loses a book, and therefore must find a way to replace it. We will only use natural consequences when they will not endanger the child's health or safety.
- **"Take a break" or "Calm down chair":** In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child will be directed to "take a break" or sit in the "calm down chair." This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff will talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable. But because you hit John, please leave the blocks center, and go to the calm down chair. I will talk to you when you are ready."



### If these actions do not help in reducing or changing behavior the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Director and/or Assistant Director.
2. The Director and/or Assistant Director will observe the child and meet with the Lead Teacher to develop a behavior management plan.
3. The behavior management plan will be discussed with the parent and then put into practice.
4. The Director and/or Assistant Director, Lead Teacher and Assistant Teachers, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

# Biting

**Biting is a behavior that usually appears between the ages of one and three years.** While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration, and stress. Biting is not something to blame on children, their parents, or their teachers. There are a variety of strategies we implement at iCare to prevent and stop biting.

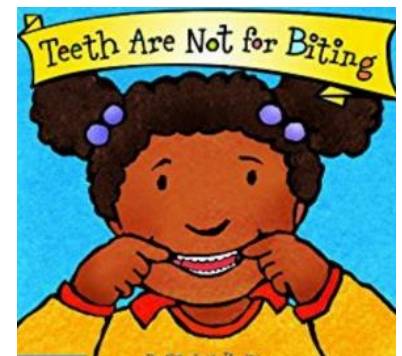
## This is the process followed when a child bites:

- The biting child is stopped and told, “Stop biting. Biting hurts” in a firm voice. Teachers will try to remain calm, being careful not to show anger or frustration towards the child.
- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child’s needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. Bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.
- Staff will explore the reasons for biting when it occurs. Teachers will work with parents to gather information about the child’s behavior and begin observations to determine the reasons for biting. Examples of triggers could be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills.



## Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions will be asked:
  - Was the space too crowded?
  - Were there too few toys?
  - Was there too little to do or too much waiting?
  - Was the child who bit getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines, or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways.
5. The teacher will observe the child, to get an idea of why and when they are likely to bite.
6. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
7. The teacher, parent, and Director and/or Assistant Director will meet regularly to regulate an action plan and measure outcomes.
8. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.



**All information is confidential, and names of the children involved in the incident are not shared between parents. In addition, biting is documented on an Incident/Accident Report via Daily Connect.**

# Diapering

## DIAPERING PROCEDURE

1. Prepare for diapering as indicated below.
2. Place child on diapering table. Remove clothing to access diaper. If soiled, place clothes in plastic bag.
3. Remove soiled diaper and place into lined, hands-free trash container used only for diaper waste. (To limit odor, seal in a plastic bag before placing into trash container.)
4. Use wipes to clean child's bottom from front to back.
5. Use a wipe to remove soil from adult's hands.
6. Use another wipe to remove soil from child's hands.
7. Throw soiled wipes into lined, hands-free trash container.
8. Put on clean diaper and redress child.
9. Place child at sink & wash hands following the "handwashing chart."
10. Spray diapering surface with bleach-water solution and wait more than 10 seconds before wiping with disposable towel or allow to air dry. It should be noted that the recommended practice is to wait for 2 minutes to allow the solution to kill the germs. However, if there is a delay of at least 10 seconds before the solution is wiped from the surface, this will be considered adequate. The surface cannot be sprayed and immediately wiped.
11. Adult washes hands using the "handwashing procedure," without contaminating any other surfaces.



## PREPARING FOR DIAPERING

- Prepare for a diaper change before bringing the child to diapering area, for example, by having ready:  
To minimize contamination outside of the diapering area
- Changing table paper (if used) to cover the table from the child's shoulders to heels (in case it becomes soiled and must be folded over to give a clean surface during the change)
- Enough wipes for the diaper change including wiping the bottom and hands after taking the soiled diaper away from the child's skin)
- A clean diaper, plastic bag for soiled clothes, and clean clothes of soiled clothing is anticipated.
- Non-porous gloves if they will be used, and a dab of diaper cream on a disposable piece of paper or tissue if cream is being used.

## ADDITIONAL DIAPERING PRECAUTIONS

- The diapering surface must be sanitized after each diaper change with a bleach-water or other approved sanitizing solution (all surfaces must be to be sanitized – e.g., no quilted pads or safety straps, no containers that are stored on the diapering surface). The bleach-water solution must be allowed to stay on the surface for more than 10 seconds, and ideally 2 minutes, to kill the germs. So, it is best for staff to spray the surface as the last step of the diapering procedure before washing their own hands. After the time lapse, the surface can be dried (no additional handwashing required at this time) or allowed to air dry (and wiped dry if still damp) before use with another child.
- Diapers are disposed of in a hands-free covered can (usually one that has a step pedal that lifts the lid) to prevent further contamination of surfaces.
- Toys that are played with or objects that are touched, while children's diapers are changed, must be put aside to be sanitized.
- Note: Both child's and staff's hands must be washed after the diapering procedure is complete

# Cleaning, Disinfecting and Sanitizing Equipment



## Bleach and water solution may be used in several ways:

- Dipping the object into a sink or pan filled with the bleach and water solution then letting the item air dry.
- Using paper towels soaked in bleach water solution to wash surfaces, then letting the surface air dry.
- Using spray bottles to thoroughly wet a surface, then allowing the surface to air dry.
- All containers of bleach/water solution should be clearly labeled with the contents of the container and the date.  
Example: Bleach and Water Solution, "Feb 3, 2021".
- Remember to keep all containers of cleaning and disinfecting products out of the reach of children. A solution of bleach and water loses its strength and is weakened by heat and sunlight. A fresh bleach and water solution must be mixed routinely. Unused bleach and water solution poured down a drain.
- Do not discard bleach water solution where other cleaners or chemicals are used. Do not mix household bleach with other household chemicals such as toilet bowl cleaner, rust removers, acids, or products containing ammonia. Mixing these chemicals with bleach will produce toxic and hazardous gases.

**SANITIZING: When using bleach and water for sanitizing** eating utensils or toys that are mouthed, a weaker bleach and water solution may be used.

- 1 teaspoon bleach to 1 quart of cool tap water
- Dishes, eating utensils and toys should be submerged in the bleach and water solution for at least 1 minute then allowed to air dry.
- Food preparation and food service items should not be towel dried.

**DISINFECTING: Use a stronger bleach and water solution to disinfect** diaper changing tables, hand washing sinks, toilets, and other surfaces that need disinfecting. Use the following recipe to mix bleach & water for disinfecting.

- ¼ cup household bleach in 1 gallon of cool water OR 1 tablespoon bleach to 1 quart of cool water
- Allow the surface to remain wet for 2 minutes.

# Hand Washing

The following hand washing procedures are recommended to prevent the spread of disease to children and staff members.

## HOW TO WASH YOUR HANDS MOST EFFECTIVELY

- Use soap and warm (between 60- and 120-degrees F), running water.
- Rub hands vigorously for at least 20 seconds (sing the “ABC’s”).
- Wash all surfaces, including backs of hands, wrists, under fingernails with fingers pointed to the sink drain.
- Rinse hands well with the water running.
- Dry hands with a disposable towel
- Turn off water with the paper towel.



## WHEN TO WASH YOUR HANDS

- Upon arrival in the classroom
- When changing from one group of children to another
- Before preparing or serving food
- After eating food
- After diapering/toileting a child
- After contact with bodily fluids (vomit, blood, mucus)
- Before and after administration of medication
- Before and after sensory play, including water play.
- After coming indoors or returning from a break
- After using the restroom

## WHEN TO WASH THE CHILDREN'S HANDS

- Upon arrival in the classroom
- Before eating, drinking, or preparing snacks for others
- After eating.
- After using the toilet or having their diapers changed
- After contact with bodily fluids (vomit, blood mucus)
- Before and after sensory play, including water play.
- After returning indoors from the playground
  - If they are too young to do it themselves, YOU wash the children's hands. Older children should get into the habit of hand washing to stop disease from spreading. Remember: they will learn by watching YOU.
  - \*\* Please do not send older children to the bathroom by themselves without following up to see if they washed their hands\*\*

# Safe Sleep Policy

**FAILURE TO FOLLOW INFANT SLEEP POLICY CAN RESULT IN TERMINATION**

## INFANTS

### DO's

- Infants shall only sleep in an approved crib.
- Crib will have **NOTHING** in it, accept approved mattress & fitted sheet
- **Individual crib bedding will be changed daily**, or more often as needed, according to the rules.
- **Move the child into the crib** if they fall asleep in swing, car seat, floor etc.
- **Infants will be placed on their backs** in a crib to sleep.
- **Child may use sleepers, sleep sacks and wearable blankets** provided by the parent/guardian and that fit and will not slip up around the infant's face.
- **Bedding for cribs will be laundered daily OR marked for individual use.** If marked for individual use, the sheets/covers must be laundered weekly or more frequently as needed.



### DON'Ts

- **No objects will be placed in or on the crib with an infant.** This includes, but is not limited to, covers, blankets, toys, pillows, quilts, comforters, bumper pads, sheepskins, stuffed toys, or other soft items.
- **No objects will be attached to a crib** with a sleeping infant, such as, but not limited to, crib gyms, toys, mirrors, and mobiles.
- **Wedges, other infant positioning devices and monitors will not be permitted.**
- **Swaddling will not be permitted.**
- **Infants shall NOT sleep in any other equipment**, such as, but not limited to, a car safety seat, bouncy seat, highchair, or swing. Infants who arrive at the center asleep or fall asleep in other equipment, on the floor or elsewhere, will moved to a safety-approved crib for sleep.

## TODDLERS

**Cots and mats shall be provided for each child who is two (2) years of age or older:**

- **Cots & Mats must be in good repair**, washable, covered with waterproof material and at least two inches (2") thick.
- **Cots and mats must be used by the same child daily** and marked for individual use.
- **A light cover shall be available for each child's** use on and shall be marked for individual use.
- **Pillows Can be used by children two (2) years of age or older** and shall be assigned for individual use and covered with pillowcases.
- **Sheets or similar coverings for cots or mats shall either be marked for individual use or laundered daily.** If individually marked, they must be laundered weekly or more frequently if needed.

## LAUNDRY:

Each classroom teacher is responsible for ensuring the beds get stripped, laundry gets done and bedding gets put back on. iCare sets schedule to ensure each class can clean once per week. Each class is assigned a day of the week.

# TOILETING & POTTY TRAINING

No child shall be punished, verbally abused, or humiliated for soiling, wetting, or not using the toilet. If children are being toilet trained, it shall not be coerced. Following are procedures for toileting and diapering must be posted in all toileting and diapering. This plan must be consistently followed.

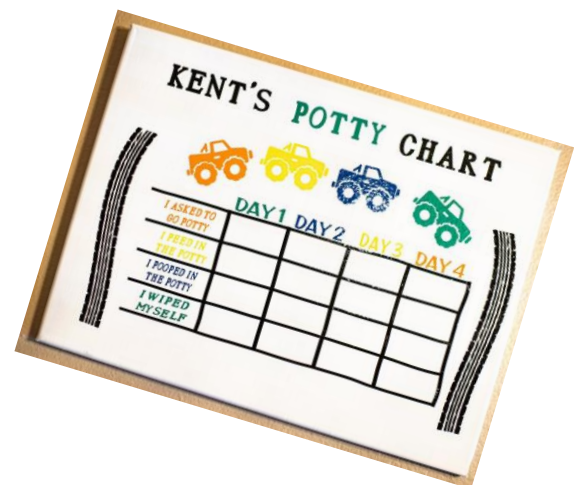
## Toileting Procedures

1. All children will be allowed to use the toilet when needed.
2. Children will be supervised during toileting but allowed as much privacy as is appropriate.
3. Children must wash their hands with soap and running water after toileting and before snacks, meals, or meal preparation.
4. All educators must wash their own hands after assisting a child with diapering/toileting. Individual paper towels will be used to dry hands.
5. Disposable gloves will be used whenever cleaning feces, urine, blood, or vomit.
6. 7. Contaminated areas will be cleaned and sanitized.
7. **No child will be punished for soiling, wetting, or not using the toilet.**



## POTTY TRAINING TIPS

- There is no "Right Age" to be potty trained. Rushing a child who is not ready is not helpful.
- Talk to parents once child starts talking about things such as bathroom, big boy underwear or curiosity about the process. Be PATIENT with parents and kids.
- Have books about potty training in the classroom, read them.
- Expect Accidents do not make big fuss. Just have extra clothes on hand.
- Remind, but never pressure, a child to go potty every 1-2 hours.
- Even if they go poop in pants, instead of reprimanding say something like "Next time when you need to poop you can come in here."
- Teach them how it works, step by step as seen in the diagram.
- Praise all efforts not just success.



## A-Z Misc. Classroom Policy

**BOTTLE FEEDING:** Children must be held when being fed – bottle propping is not allowed.

### **CO-WORKER COMMUNICATION**

Open communication between staff members, parents, and children is crucial to a successful program. Before leaving a classroom for any reason (bathroom, getting supplies from kitchen, etc.) an employee should inform his/her cooperating teachers of the reason he/she is leaving. For all involved, it is important that all issues be addressed and resolved as they arise. All employees are expected to always function as a team member.

### **MEALS AND NUTRITION**

iCare follows the **Child and Adult Care Food Program (CACFP) nutrition and practice guidelines for meals and snacks.**

1. Prior to each meal, tables must be washed with soapy water. \*\*\*Each table must then be sanitized with bleach water and either air-dried or wiped clean with a dry paper towel.
2. All staff and children must wash hands before and after each meal, for at least 20 seconds.
3. **Staff shall sit with children at the tables** (if possible) and supervise all mealtimes. Staff should encourage conversation by asking questions or talking about the food; good table manners should be modeled.
4. Staff members can eat a small meal or snack during this time to model good eating habits.
5. Children will never be forced or bribed to eat. Children must have every food on their plate. However, if a child states that he/she does not like a particular food, they may place just a small amount (ex: one or two peas) on their plate.
6. Following every meal, tables and chairs must be washed with soapy water and sanitized with bleach water.

**Please refer to the following meal patterns:**

- Breakfast: milk, fruit or vegetable, and a grain must be served
- Lunch: milk, meat or meat alternative, fruit, vegetable, and grain must be served
- Snack: Pick 2 components from the following food groups: milk, meat meat alternative, fruit, vegetable, grain (For example: bread and peanut butter (grain and meat alternative)



### **NO REMOVAL OF A CHILD FROM THE CLASSROOM**

Children cannot be removed from the classroom as we do not have extra staff available to correct ratios. In rare instances, children may be brought to the Director and/or Assistant Director will assist the child in calming down and/or help staff manage the classroom. Teachers speak to the Director and/or Assistant Director before removing a child from the classroom.

\*\*\*If at any time a child's behavior becomes threatening to themselves, other children, staff or teachers, the Director and/or Assistant Director should be immediately notified. \*\*\*

## PARENT SUPPLY REQUIREMENTS:

- Parents must supply diapers, wipes, diaper cream, bottles, formula, baby food, extra clothing, pacifiers, zip-up blankets/swaddles blankets (no loose blankets allowed).
- Please label all items with the child's name if not labeled. Please make sure items are restocked and on-hand always. (so that evening/substitute teachers can locate/have items when Lead Teacher is not present)
- Children may use pacifiers during rest time. To reduce the likelihood of spreading illness, pacifiers must be kept in a child's cubby or diaper bag during all other times of the day.
- If a mother is breastfeeding, please be sure to discuss with the mother when she would like her child to be fed breast milk, and when she would like to come in to breastfeed.
- Breast milk must be brought in labeled, ready-to-use containers. Please label all bottle and food items if not labeled. Breastfeeding mothers can come in to breastfeed if requested.
- For health reasons, we are not able to store bags of frozen milk for extended periods of time.
- **Check with parents before introducing ANY new food.**
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not had before.

## PETS & VISITING ANIMALS

- No animal may be brought into iCare or on premises without first notifying and receiving permission from the Director.
- Pets and visiting animals that are brought into the classroom must be carefully considered for their temperament, health risks, and appropriateness for young children.



## RATIOS & COMB

Staff to Children | **iCARE Ratios are lower the BFTS**

- Infants | 1 teacher: 4 children
- 1-year-olds | 1 teacher: 6 children
- 2-year-olds | 1 teacher: 8 children
- 3-year-olds | 1 Teacher :10 children
- 4-year-olds | 1 Teacher: 15 children

## COMBINING AGE GROUPS:

Children of different age groups may be combined if the following guidelines are followed:

- Infants are never combined with children over the age of 18 months, except in certain circumstances (e.g., at open or close of the center, if children are siblings).
- Children 18 to 24 months may be combined in a classroom with children two years of age if the ratio of 1 to 6 is maintained.
- Children 2 years old may be combined with children who are 3-5 years old if the ratio of 1 to 8 is maintained.
- Classrooms of children 3 years and older may be combined, with the ratio determined by the age of most of the children in the group.