



Explorers Learning Centers Staff Handbook



Mission Statement

Explorers is here to foster creativity, independence, individuality, and respect for self and community. We teach effective ways to manage a range of feelings so that children gain emotional strength. We provide structures and experiences that both ground and stretch children and we value all modes of exploration, discovery, and expression.

Philosophy

- Our program is built around the concept that children are born ready to learn. As caregivers, we strive to create a learning environment that is safe, stimulating and encouraging. We know that:
- Children develop knowledge of their world through active 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.
- Learning in each area is interconnected. Young children learn best through experiences, which incorporate several areas of development.
- Learning is embedded in a culture. Children learn best when their learning activities are rooted in a familiar cultural context.
- Learning begins in the family, continues in early care and education settings, and depends on parent involvement and caregiver guidance.

ADMINISTRATION

Owner/ Central Director: Jessa Kelley

Owner/ Financial Manager: Sheryl Miller

jessa@explorerslearningcenter.org

sheryl@explorerslearningcenter.org

Office: (231)747-7175

HOURS OF OPERATION

Monday - Friday

7:00am to 6:00pm.

The center is closed for the following holidays:

New Year's Day

Memorial Day

Independence Day

Labor Day

Thanksgiving (2 days)

Christmas (2 days)

PROGRAMS

There are 7 programs at Explorers Learning Center

At Explorers Learning Center, we maintain the following staff-to-child ratios at all times in our classrooms:

Classrooms	Age	Ratio	Educational Schedule
Birch (previously E.A) Tan Building	Birth to 12 months	1-4 Maximum size 12	8:00-6:00
Juniper (previously S.S) Red Building	12 months to 24 months	1-4 Maximum size 12	8:30 to 3:30
Aspen (previously S.S) Red Building	16 months to 2 1/2 years	1-4 Maximum size 12	8:30 to 3:30
Maple (previously P.F) Blue Building	2 1/2 To 3 1/2 years	1-8 Maximum size 16	8:30 to 3:30
Oak (previously Voy) Blue Building	3 1/2 to 5 yrs	1-10 Maximum size 20	8:30 to 3:30
Cedar Blue Building	TBD	TBD	TBD
GSRP Alder Beech Willow White Building	4 yrs by September 1 Of current school year	16 with 2 teachers and 18 with 3 teachers	8:00 to 2:40
Summer Camp White Building	5-10	1-18	8:30 to 4:30

LICENSING

Explorers is a public program voluntarily licensed by the Michigan Department of Human Services. A copy of the licensing rules is available for review in the office, the staff break room, and on the web.

WEATHER-RELATED CLOSINGS

Explorers will remain open during most severe weather. The Program Coordinator will monitor the weather and local news stations to determine when it is appropriate to close the center early or cancel care for the following day.

In the event that Explorers closes early or cancels care for the following day, parents will be contacted and informed of the situation. Children should be picked up in a reasonable amount of time to ensure all parents, children, and staff can travel safely home.

PROFESSIONALISM

Each Explorers staff member is a child care professional and is expected to act as such. The following general guidelines for professionalism should be maintained at all times:

- Is not absent from work on a regular basis and finds a substitute when necessary.
- Arrive on time and stay entire shift, if needed.
- Dress appropriately for interaction with children.
- Take directions, suggestions and criticisms, and follow through to improve performance.
- Respect confidential information regarding children, families, and co-workers.
- Display a positive attitude toward the entire center (the program, children, families and co-workers).
- Attend staff meetings and other Center events.
- Complete DHS required training courses in a timely fashion.

DRESS CODE

Staff members are expected to observe the 3 C's for appropriate attire at work as follows:

COMFORTABLE - Staff is expected to play with the children and be down at their level whenever it is appropriate. To do this, staff must be dressed in comfortable clothes that allow free movement and activity. Staff members should wear clothing they feel comfortable getting dirty or stained, as staff members are expected to participate alongside the children during all daily activities. Flip-flops and sneakers are appropriate footwear.

CLEAN - All clothing should be clean with no stains, rips or tears, and must smell appropriate. This also applies to personal hygiene.

COURTEOUS - Staff members interact with children and parents on a daily basis and should dress professionally. Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. Certain articles of clothing are never appropriate for

the work environment, including: halter tops, strapless "tube" tops, short skirts/shorts, sweatpants, excessively torn jeans/shorts, and low-rise jeans/shorts which expose undergarments.

It is expected that all staff members will present themselves and Explorers Learning Center in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately.

CELL PHONES

It is important that every staff member's attention remains on the children at all times. A second's lapse in attention could result in a serious accident, which, with appropriate supervision, would have been prevented. Therefore: Cell phones are not permitted in any of the program rooms or outside during outdoor exploration.

Cell phones should remain stored in a purse, bag, coat, etc. while a staff member is clocked in. Cell phone use is permitted only during an approved break, and never in a classroom.

It is expected that when leaving the center for any reason (walk, field trip, playground, etc.), one staff member will carry with them a cell phone. In this circumstance, the cell phone should only be used in the event of an emergency and not for personal calls/text messaging.

In the event of an emergency, the staff member must inform both the Lead Teacher and Program Coordinator of the situation. In this case, cell phones must be set to vibrate. Calls may be answered only after a substitute has arrived to replace the staff member, and outside of the classroom. Ratios must be maintained at all times.

Cell Phone violations will be as followed:

1. Two Verbal Warnings.
2. Written Warning.
3. Suspension.
4. Dismissal.

UNMONITORED CONTACT

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

TIME CARDS AND PAYROLL

Each hourly staff member is responsible for clocking in and out each scheduled workday using Brightwheel and a time card. Staff members may not clock in more than 15 minutes before their scheduled shift and are expected to clock out immediately after their shift ends. Staff will use 15 minute increments when signing in or out. Time sheets are to be filled out daily and fully. Time cards are to be given to the Financial Manager by Monday of non-pay week. Please calculate your hours on your time card. Failure to follow the above guidelines may delay processing of a staff member's payroll check until the following pay date.

Payroll is scheduled bi-weekly and payday is every other Friday. Checks will be available by 5 o'clock on Friday.

PERSONAL BELONGINGS

Coats, backpacks, purses, etc. must be safely put on hooks, in closets/cabinets and out of reach of children. Personal belongings may also be stored in available offices. Explorers is not responsible for lost or stolen items.

FOOD/MEALS

Staff members may store a small amount of food in the classroom refrigerator. 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.

HAND WASHING

Staff members must wash their hands at the following times:

- Upon arriving at the center
- After each diaper change
- After helping a child use the toilet
- After wiping a nose, coming into contact with saliva or any other bodily fluid.
- Before preparing meals
- Before and after meal times
- Before and after using the sensory table
- After removing gloves
- After using the restroom
- After returning to the center from a break
- After coming indoors from the playground

**Frequent hand washing with soap and warm running water for at least 20 seconds is the most effective way to reduce and prevent the spread of illnesses like diarrhea, the flu, and conjunctivitis (pink eye).

REQUIRED TRAINING

Research indicates that formal education or training that increases the knowledge of providers has been shown to be the greatest determinant of safe and quality programming for children. Therefore, the state of Michigan has set the following requirements for staff training and development: 16 hours of professional development. For Explorers some staff are required 24 hours of training to ensure our high ratings. Your Program Coordinator will let you know how many hours you must have per year.

STAFF MEETINGS

All Explorers staff members are required to attend 6 1 hour paid staff meetings per year. Important information, procedures, and policies are introduced and reviewed at these meetings; it is important to have 100% attendance. Employees will be notified at least two weeks in advance and must meet with the Program Coordinator if unable to attend a staff meeting.

Meetings will be held the First Tuesday of the Month from 6-7.

NEW STAFF ORIENTATION

All new staff members will be asked to read the Explorers staff and parent handbooks. Prior to working in the classroom, the central director will schedule an orientation meeting to complete required paperwork, and review center operation and policies. Additionally, all new full-time staff, under the supervision of the Central Director, will complete Child abuse and Neglect Training and any other prevalent trainings.

EVALUATIONS

Evaluations of a staff member's performance will be conducted by the Central Director. Evaluations will be performed annually. Informal evaluations will be performed throughout the year during scheduled and unscheduled classroom observations. Parent surveys will be passed out shortly before a staff member's evaluation meeting and feedback will be included in the staff member's evaluation.

Staff members will be required to complete a self-evaluation prior to meeting with the Central Director and discuss their performance.

PERSONNEL POLICIES

The following policies are intended to protect the rights of staff members and to ensure maximum understanding and cooperation. Explorers staff members are expected to be:

- On-time and alert when scheduled to be at work.
- Careful and conscientious in performance of duties, including the use of positive words and actions.
- Respectful, thoughtful, and considerate of other people. Courteous and helpful when dealing with children, parents, visitors, and other staff members

CONFIDENTIALITY

It is important that all staff members be discreet in sharing information regarding the children and their parents in public areas. Names and identifying characteristics of children and families should not be shared with anyone other than staff members working in the classroom and the Central Director. Confidentiality is expected and required when grievances arise; staff members who discuss issues with individuals not directly related to the situation may be subject to the Disciplinary Procedure. Staff should also be careful in discussing details of the center operation, particularly problem areas, with others in public. Staff members may not

distribute or post children's last names, address, phone numbers, etc. with the exception of distribution to Explorers employees. Personal information should never be used for personal purposes. This applies to outside professionals as well. You must seek written parental consent before consulting with an outside agency about a child.

CHILD ABUSE AND NEGLECT

All Explorers staff members are mandatory child abuse reporters.

Suspected cases of child abuse or neglect must be reported to the Department of Human Services to:

CHILD ABUSE HOTLINE

855-444-3911

Staff members may directly report suspected incidents of child abuse or neglect to the Michigan Department of Human Services and will complete all necessary paperwork. The staff member should inform the Central Director of the report and together decide whether or not to inform the parents of the report.

If a Explorers staff member is accused of abuse and/or neglect by a parent or co-worker, such an accusation will be reported to the central director and a determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and/or neglect. If there is reasonable cause, a report must be made to the Department of Human Services (DHS). Explorers will cooperate with any DHS investigation. In addition, the accused staff member will be informed of the allegations and be given an opportunity to respond to those allegations. Termination of employment after a child abuse allegation is at the discretion of the Central Director.

GRIEVANCE PROCEDURE

As childcare professionals, all staff members are expected to make reasonable attempts to resolve conflicts directly with the individual(s) concerned. If a solution cannot be reached, staff members should then seek assistance from the Central Director in resolving the conflict. Confidentiality is expected and required when grievances arise. Staff members who discuss issues with other staff members not directly related to the situation may be subject to the Disciplinary Procedure. This policy applies both during paid hours as well as on a staff member's personal time.

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, making a copy, calling a parent) 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 function as a team member at all times.

SUPPLIES

Lead Teachers are responsible for reporting to the Central Director when supplies are running low so they can be replenished before supplies are completely depleted.

SUGGESTIONS

Explorers is always seeking suggestions that will: improve methods, procedures, and working conditions; reduce costs or errors; and benefit the children, staff, and center. Staff members who have suggestions or innovative ideas are encouraged to discuss them with the Lead Teacher or Central Director.

PERSONNEL FILES

Explorers maintains a permanent personnel file for each staff member. These files are confidential and staff must arrange a time with the Financial Manager to review their file. Staff members are prohibited from accessing the personnel file of another staff member for any reason. Staff members should report to the Financial Manager if there is a change in address, phone number, emergency contact, e-mail address, marital status, or number of dependents.

SUBSTANCE ABUSE

Any staff members reporting for work under the influence of alcohol or controlled substances will be asked to leave immediately. If the Central 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.

TOBACCO USE

Cigarettes and smokeless tobacco products are prohibited on Explorers premises, including parking lots and outdoor play areas. Smoking and the use of smokeless tobacco products is also prohibited in Explorers vehicles or in personal vehicles being used for the transportation of Explorers children, and while on field trips. 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. Staff members must wash hands immediately after smoking, before returning to work.

REIMBURSEMENT

The Central 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 Financial Manager within one week of purchase to receive reimbursement.

NON-DISCRIMINATION STATEMENT

Explorers Learning Center 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. Explorers is an equal opportunity employer.

Explorers prohibits harassment of and by its staff members on the basis of gender, race, age, color, national origin, religion, marital or veteran status, sexual orientation, citizenship, disability, and other characteristics. Harassment includes, but is not limited too, making derogatory remarks about any of these characteristics, making jokes or stereotypical comments about ethnic or other groups, and engaging in verbal, physical, and visually offensive behavior.

ATTENDANCE

Consistency is crucial to creating a successful program. We make every attempt to put as few staff members as possible in each classroom. Therefore, all staff members are expected to be in regular attendance, in order to provide a consistent environment and routine.

Instances of absenteeism and/or tardiness will be documented in the staff member's personnel file. Recurring absences or tardiness are subject to the Disciplinary Procedure. All absences must be reported to the Central Director with the expectation that the staff member will arrange for their own substitute. If the staff member needs help in securing a substitute, he/she should speak with the Central Director.

ABSENCE DUE TO ILLNESS

If a staff member is ill and unable to work, the Central Director should be notified immediately, by phone. Electronic communications such as text message and email are not acceptable methods of contact when reporting sick. If you do not receive a text response within 20 minutes staff shall call and speak to the Central Director or leave a message. When possible, a staff member must assist in making arrangements for a substitute. In some cases, the Central Director may request a note from the staff member's physician indicating the type of illness and when said staff member may return to work.

SUBSTITUTES

Staff members will be supplied with an approved substitute list and phone list at the beginning of each school year. Staff members are expected to use these lists to find substitutes when unable to work for any reason (vacation, illness, appointments, etc.). One full-time staff member must always be in the classroom. Situations in which all full-time staff members of a classroom are gone must be avoided. Staff members are expected to communicate with each other to ensure both full-time staff members are not absent on the same day.

SCHEDULES

Explorers is open Monday through Friday, 7:00am to 6:00pm. All scheduling requests should be submitted in writing to the Financial Manager via Time off calendar located in the office. Schedules will be created based upon the needs of Explorers and the children, as well as staff member availability.

Occasionally, staff members may be required to dedicate time outside their regular work schedule in order to satisfactorily complete carry out Explorers responsibilities (parent-teacher conferences, staff meetings, trainings, lesson planning, etc.). In this case, staff

members will not receive additional pay for work performed outside their normal work schedule.

VOLUNTARY RESIGNATION

Lead Teachers and Full-Time Assistant Teachers should submit a letter of resignation to the Program Coordinator when resigning from a position. Explorers appreciates at least four weeks' notice if you choose to resign. This will ensure an appropriate replacement can be hired and adequately trained

UNACCEPTABLE JOB PERFORMANCE

Explorers uses progressive discipline as a positive way to correct unacceptable job performance. This is not a contractual obligation because all Explorers employees are "at will" which means an employee can be terminated at the will of Explorers for any reason or no reason. The following are the steps, which are taken using progressive discipline.

STEP 1 Verbal Warning

If a staff member's job performance is not meeting Explorers standards, or if a staff member is in violation of any policy stated in this handbook, he/she will be informed of the problem and the possible penalties if performance does not improve. Suggestions on ways to improve job performance are discussed. Verbal warnings may be given for violation of Explorers policies, failure to follow procedures, unsatisfactory performance, absenteeism or tardiness. Verbal warnings will be recorded, discussed, and signed by both the staff member and Program Coordinator. After three (3) verbal warnings have been issued for any reason within a period of six (6) months, a written warning will be issued.

STEP 2 Written Warning

A written warning is given if a problem/s identified by multiple verbal warnings has not been corrected. Written warnings will be recorded, discussed, and signed by both the staff member and Program Coordinator. A staff member may receive only one (1) written warning during a six (6) month period. After one (1) written warning has been issued, any further issues or actions subject to the Disciplinary Procedure may result in suspension or termination.

Written warnings will be issued immediately for refusal to follow lawful instructions or any other serious policy violation, which endangers the safety or integrity of a child or staff member.

STEP 3 Termination

Termination may result when using progressive discipline if steps have not produced satisfactory and acceptable performance. Termination may be immediate without using progressive discipline. Reasons for immediate termination may include, but are not limited to:

- Commitment of child abuse under Michigan law
- Abuse of a parent/guardian of a child or another staff member

- Harassment
- Being under the influence of drugs or alcohol while at work
- Theft
- Possession of a weapon

Violation of any policy which states that violation of such policy may result in termination. The above violations are only examples and are not meant to be all-inclusive. Disciplinary action up to and including termination may be taken immediately at the discretion of the Central Director.

HEALTH & SAFETY POLICIES

STAFF PHYSICALS AND TUBERCULOSIS SCREENING

Each staff member must receive a tuberculosis (TB) skin test, performed within 6 months before beginning employment. TB tests must be updated every 2 years. Staff members will have a "grace period" of 30 days to turn in updated physicals and TB tests. After 30 days, staff members may be suspended for a period of time or fined no more than \$10 per month at the discretion of the Program Coordinator.

HEPATITIS B VIRUS (HBV) VACCINATIONS

OSHA guidance for Hepatitis B vaccinations indicate that all staff members determined to have potential workplace exposure to human blood and other potentially infectious materials must be offered the Hepatitis B vaccination series at no cost to the staff member and within 10 days of hire. This series of immunizations is available at no cost to Explorers staff members, if arranged by Explorers. If a staff member has previously received the HBV vaccinations, or wishes to waive his/her right to receive the vaccinations, a Hepatitis B Vaccination Consent/Waiver form must be completed.

REST TIME

During nap time, at least one staff member shall be present in each room where children are sleeping and/or resting. All ratio counted staff must remain in the building.

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.

Volunteers such as high school students (at least 16 years of age), college students, parents, or retired individuals may be used to meet staff-to-child ratios.

Ratios must be maintained at all times, including when emergency procedures are in effect.

ILLNESS

Our first priority at Explorers is providing a healthy, safe learning environment for all children. Children will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities (as determined by the staff); an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

- Fever accompanied by behavior changes or other signs/symptoms of illness
- Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent
- crying, difficulty breathing, and/or wheezing Diarrhea (not associated with diet changes or medications) until diarrhea stops 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 (two more instances in past 24 hours) until vomiting resolves 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 with fever or behavior change, until a physician determines that these symptoms do not indicate a
- communicable disease
- Pink eye (conjunctivitis) until after treatment has been initiated
- Head lice, from the end of the day until after first treatment
- Scabies, until after treatment has been completed
- Tuberculosis, until a health care provider states that the child is on appropriate therapy and can attend child care
- Impetigo, until 24 hours after treatment has been initiated
- Strep throat, until 24 hours after initial antibiotic treatment and cessation of fever
- Chicken pox, until all sores have dried and crusted (usually 6 days)
- Pertussis, until 5 days of appropriate antibiotic treatment has been completed
- Mumps, until 9 days after onset of symptoms
- Hepatitis A virus, until 1 week after onset of illness
- Measles, until 4 days after onset of rash
- Rubella, until 6 days after onset of rash
- Unspecified respiratory tract illness accompanied by another illness which requires exclusion
- Herpes simplex, with uncontrollable drooling

A child who becomes ill while at Explorers must be removed from the classroom in order to limit exposure of other children to communicable disease. An ill child will be sent to the office to wait for his/her parent to arrive.

Explorers reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed health care professional stating that the child is not contagious.

NOTICE OF EXPOSURE & REPORTING DISEASE

If a child or staff member is found to have a communicable disease, a notice will be posted on the door of all affected classrooms. Additionally, families who have provided an email address will receive email notification of the illness.

In the event a child is reported to have a communicable disease, the Central Director will notify the health department.

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. Medication must be in **original container**. If a child becomes ill while at Explorers and a parent requests that medication be given, verbal authorization can only be given to the Lead Teacher or Director. A Medication Authorization Form will be completed by the Lead Teacher or Director and must be signed by a parent upon pick-up.

Medications must be stored in a locked box (refrigerated medications) or in a high cabinet (non-refrigerated medications) while in use at Explorers.

The Medication Authorization Form must remain with the medication at all times.

Unused medications must be immediately returned to the family and will not be stored at Explorers.

Medications may be administered only by Lead Teachers or Director. When a medication is given, the teacher will document the type of medication administered, the dosage, and the time it was given as well as any unusual reactions or circumstances. Expired Medication Authorization Forms must be turned in to the office to be filed in the child's permanent enrollment file.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

Staff members shall document accidents and incidents that occur at Explorers using an Accident/Incident Report. 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 great 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. The parent shall sign the report the same day as the incident. A copy may be given to the

parent. All Accident/Incident Reports must be given to the Director to be placed in the child's permanent file.

DOCUMENTATION OF HEALTH INCIDENTS

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 to be placed in the child's permanent file. All parents will be notified of any communicable illnesses present in the center via a sign posted on the main entrance to the center explaining the illness. In addition, parents with children in the classroom of the infected child will receive an email regarding the illness.

DOCUMENTATION OF ALLERGIES

A child with allergies must have an Allergy Action Plan posted in a visible location in the classroom. If the allergy is food-related, an Allergy Action Plan must also be posted in the kitchen area. All staff working in the classroom of child with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Health Incident Form.

DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

An Emergency Care Plan will be on file for any child or staff member with special health care needs (seizures, etc). A copy of the Emergency Care Plan must be kept in the classroom emergency binder. All staff working in the classroom must familiarize themselves with this plan, should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific health care needs.

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care shall not have unrestricted access to children for whom that person is not the parent, guardian or custodian, nor be counted in the staff to child ratio. Unrestricted access means that a person has contact with a child alone or is directly responsible for child care. Person who do not have unrestricted access will be under the direct supervision and monitoring of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the Lead Teacher unless he/she delegates it to the Full Time Assistant Teacher due to a conflict of interest with the person.

Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If a staff member is unsure about the reason, they will contact their Director or Central Director to get approval for the person to be on site. If it becomes a dangerous situation, staff will follow the "Dangerous Adult" procedure. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian or custodian) who is required to register with the Michigan sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- Shall not be on the property of the child care center without written permission from the Central Director, except for the time reasonably necessary to transport the offender's own minor child to and from the center.
- The Central Director is not obligated to provide permission and must consult with their DHS licensing agent first.

STATE CRIMINAL HISTORY CHECKS

Each staff member must complete a Ichat Waiver Statement and Registry clearance every year.

VISITORS

All individuals who are visiting the center (i.e., someone who is not a parent or authorized pick-up person; or staff member) is required to sign in at the office before entering the center. The visitor is then required to sign out before leaving the building. Staff members should notify the Director if expecting a visitor.

DAILY SCHEDULE AND ACTIVITIES

The Lead Teacher and Full-Time Assistant Teacher work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. Every staff member is responsible for the carrying out the schedule and activities. The daily schedule and activities create a balance between active and quiet times; large and 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.

Consistency from day-to-day is particularly important to the overall well-being of the children and classroom environment. Children thrive on consistency! 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; and transitions.

Lesson plans and the daily schedule must be posted in the classroom and visible at all times.

PHYSICAL ENVIRONMENT

The actual room arrangement of each program room is the responsibility of the Lead Teacher and Full-Time Assistant Teacher with the help of the Director. Space should be decorated and organized using Inspiring Spaces for Young Children. Centers should include blocks, dramatic play, art, large and small motor, and books. These areas should be clearly defined, with obvious boundaries. Quiet areas should be set-up as far away from noisy activities

(blocks, cars, etc.) as possible. The room décor should consist mostly of child artwork and photographs of animals, people, food, and the children themselves at the child's eye level. Room arrangement should take into consideration that staff must be able to see every child at all times.

For a more detailed description of room arrangement and the physical environment, staff members may refer to copy of the appropriate ERS manual, available in the office. The Central Director must approve changes to the physical environment, including the room arrangement.

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, etc.

OUTDOOR EXPLORATION

Outdoor play must be incorporated into the daily schedule for both the morning and afternoon, in almost all weather conditions. In the event of rain, severe wind/cold, or extreme heat, children are permitted to remain indoors. Teachers should refer to the Child Care Weather Watch poster to determine if it is too hot or cold to play outdoors.

There is less structure in an outdoor learning environment; however, it is expected that staff members actively engage in activities when prompted by the children. 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. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to 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. For example, building with blocks on an uneven surface outside, or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Lesson plans must include an outdoor learning component.

NAP/REST TIME

The Michigan Department of Human Services 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 of time. 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.

MULTIMEDIA

The use of multimedia in our program is an extension of the teaching and learning that takes place in our classrooms. Teachers may select movie, television, and computer game titles based upon weekly themes. Children are not required to view part or all of a video or television show, or to play computer games. 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. Lead Teachers will use the Licensing Rules for Child Care Centers to determine the correct amount of usage in their program.

VIOLENT PLAY

There is a strict policy of allowing no violent play at Explorers. Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Bullying is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others.

PETS & VISITING ANIMALS

Staff may introduce a class pet to the classroom. Pets and visiting animals that are brought into the classroom must be carefully considered for their temperament, health risks, and appropriateness for young children. No animal may be brought into Explorers without first notifying and receiving permission from the Central Director. Once approved by the Central Director, pets and visiting animals must have documentation from a licensed veterinarian or animal shelter to show that the animal(s) is fully immunized and that the animal is suitable for contact with children.

ASSESSMENTS

The Teaching Strategies GOLD™ is the assessment tool used by Explorers GSRP to evaluate and track each child's individual development during their time at Explorers. It is an on-going assessment system, meaning that teachers are continually watching, observing, and documenting each child's development. The same tool is used from birth through kindergarten, to allow a more complete picture of your child's development. By tracking a child's development, our teachers are able to plan activities that are appropriate for each child's developmental abilities. Our learning centers will use ASQ assessments and use teacher developed assessment to ensure individualized curriculum for each student.

PARENT-TEACHER CONFERENCES

Lead Teachers are expected to conduct a minimum of two parent-teacher conferences per year and must make every effort to meet with each family. A copy of the parent-teacher conference form and child development summary must be placed in the child's permanent file after conferences. The Lead Teacher should discuss suitable times to hold conferences with the Director or Central Director.

ASSESSMENT PORTFOLIOS

A permanent assessment portfolio will be kept for each child, and passed to the next teacher when a child transitions. These portfolios will not be released to anyone outside Explorers Learning Center without written permission from the parent/guardian. Assessment portfolios will contain a variety of items, including photographs, examples of artwork, assessment profiles, and parent-teacher conference forms. It is the responsibility of the Lead Teacher and Full Time Assistant Teacher to ensure portfolios are periodically and continuously updated. Portfolios may be periodically taken home by families but should be returned promptly. When a child leaves Explorers, the assessment portfolio should be given to the family.

FIELD TRIPS

Explorers offers a variety of experiences both at and away from the center. Field trips are a creative way to enrich a theme and expand the learning environment. The Central Director must approve all field trips. Parents must be notified at least one week before the planned field trip. Teachers may decide and are encouraged to conduct short, unannounced field trips including but not limited to: walks as a class around the perimeter of the building and/or nearby neighborhoods; trips to local playgrounds; trips to local businesses. Teacher-child ratios must be maintained at all times. Parents complete a "Parent/Guardian Permissions" form at enrollment for this type of field trip and do not need to complete a separate form for the above named instances.

DAILY DUTIES FOR CLASSROOM STAFF

Each classroom has a set of opening, nap time, closing and weekly cleaning tasks. Below are some general things that must be completed each day. Staff members are expected to familiarize themselves with the classroom specific duties.

MORNING DUTIES

Make sure all program room doors are unlocked; 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.

NOON/NAP-TIME DUTIES

Straightening of shelves; sanitizing toys; cleaning tables/chairs/floors; curriculum planning; wash dishes; complete daily activity sheets for children; and prepare for afternoon.

AFTERNOON DUTIES

Wash or spray toys that have been mouthed by children with bleach solution and air dry; 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; empty bleach solution; vacuum carpets; lock all program room doors after the last parent leaves for the day.

ARRIVAL

Staff members are expected to greet each child and parent by name upon their arrival to the classroom. Arrival is the opportune time to discuss how the child's night was, what he/she ate for breakfast, special instructions for the day, etc. Upon arrival, each child must have direct contact with a staff member. Staff should be looking for previous injuries, signs of illness, or unusual behavior.

DEPARTURE

During the enrollment process, each family completes an "Emergency Contact and Parental Consent" form. This form provides authorization for select individuals to pick-up children from the center. If you are not familiar with the person attempting to pick-up a child, you must request photo identification and check the "Emergency Contact" form. At the end of the day, staff must check the attendance clipboard to verify all children have been signed out.

LATE PICK-UP

Explorers charges a late fee of \$5.00 for every fifteen minutes a child is present past 6:00pm. If a child is picked-up after 6:00pm, please make a note on the attendance clipboard and inform the Central Director or Financial Manager the following day. If parents do not arrive by 6:00pm to pick-up their child, attempt to contact them at all available phone numbers. If the parents cannot be reached, attempt to contact the authorized pick-up persons. If you are unable to reach the authorized pick-up persons, contact the Central Director. The Roosevelt Park Police or DHS will then be contacted.

BEHAVIOR

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 child behavior, the less time and effort adults will spend correcting children's 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. Explorers staff will use only positive guidance techniques. When interacting with young children, staff should 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 developmental levels.
- 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 for longer periods)
- Encourage self-control and independence by providing meaningful choices. (e.g., "You may pick up the blocks or art center.")
- 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 Explorers staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood

before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

Redirection

This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, 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 should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.

Participate in the solution

If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should 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. 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 should 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 should 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 Program Coordinator(s).
2. The Program Coordinator 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 Central director, Lead Teacher and Assistant Teachers, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

** If a child's behavior becomes threatening to themselves, other children, staff or teachers, the child will be removed from the classroom and possibly the program for a period of time.

USEFUL PHRASES

The following phrases are useful when problem-solving with children.

Instead of Saying;

"No" or "Don't"

say

"Please stop", "I don't like that", "That's not OK", or "That is not a choice"

"That's not nice"

say

"That's not OK", "Please use gentle touches", or "That hurts Chasey"

"No running"

say

"I need you to use your walking feet" or "You may run when we go outside"

"Stop crying"

say

"I need you to use your words to tell me what is wrong"

"Can you put away your toys?" (If it is not a choice, do not pose it as a question)

say

"You may help me pick up the blocks, or help Alyssa pick up the puzzles"

"I said yes" (when a child tells you "no")

say

"No is not a choice, I need you to..."

BITING POLICY

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 Explorers 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 should 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.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would 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 should 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

4. The teacher will observe the child, to get an idea of why and when they are likely to bite.

5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.

6. The teacher, parent and Program Coordinator will meet regularly to regulate an action plan and measure outcomes.

7. 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 always documented on an Incident/Accident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's permanent enrollment file in the office.

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 main office and the Central Director will assist the child in calming down and/or help staff manage the classroom.

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

MEALS AND NUTRITION

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

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.

All staff and children must wash hands before and after each meal, for at least 20 seconds.

Staff shall sit with children at the tables and supervise all mealtimes. Staff should encourage conversation by asking questions or talking about the food; good table manners should be modeled.

First-serving child sized-portion will be provided for all staff. Each staff member is expected to eat the meal provided, in order to model good eating habits. 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. Following every meal, tables and chairs must be washed with soapy water and sanitized with bleach water.

FOOD FROM HOME

Children are welcome to bring in special treats to celebrate a birthday or holiday. Due to various food allergies and dietary restrictions in our classrooms, we recommend supplying store-bought snacks still in the original packaging. Please check with your child's teacher before bringing any homemade snacks. A list of healthy snack options approved by the USDA and Iowa Department of Education is available from the Director.

PARENT INTERACTIONS

Many of our employees will become well acquainted with the parents of the children. This is an important part of providing quality care, but there are a few guidelines to which staff members must adhere:

- Address parents by their first name.
- Talk with parents about an issue with their child only if you are not in the classroom with children.
- Never talk about concerns about a child in front of any other children.
- When stating a concern about their child, also state at least two positive things about their child. Don't focus only on the negative.
- 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.

HANDLING PARENT COMPLAINTS

- Listen carefully. Many times a person just needs an opportunity to air his or her feelings and feel they've 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 Program Coordinator. ("I'm not sure how to answer that; the Program Coordinator will be able to better help you.")

VACATION

HOLIDAYS

Explorers is closed in observance of the following holidays:

New Year's Day

Memorial Day

Independence Day

Labor Day

Thanksgiving (2 days)

Christmas (2 days)

EMERGENCY MEDICAL/DENTAL PROCEDURE

It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both the parents as well as the individuals authorized to pick up the child in the event of illness or emergency. In addition, the form allows Explorers Learning Center staff members to seek emergency medical or dental care from authorized care providers in the event of serious injury. It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.

If a child becomes ill or injured after arriving at the center, the Lead Teacher will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contact & Parental Consent form will be called.

Children who are ill or seriously injured will be sent to the main office and remain under the supervision of the Central Director until a parent arrives.

IF THE CHILD REQUIRES IMMEDIATE MEDICAL ATTENTION:

The staff member who witnessed the emergency situation will remain with the injured child and instruct someone else to call 911. If no one is available, first ensure the child is stable and if possible, bring the child with you to call 911.

CALL 911.

Provide the center's name and location

Provide the child's name and a description of the incident.

Follow instructions as provided by the operator.

Contact Director and inform them of the situation.

A staff member who witnessed the emergency situation will accompany the child to the hospital, bringing the child's physical exam, immunization records, and Emergency Contact & Parental Consent Form.

Staff may not transport an ill and/or injured child in a personal vehicle.

EMERGENCY FIRE PROCEDURE

Follow Emergency Procedures for your class.

INTRUDER OR DANGEROUS ADULT

A dangerous adult is considered someone who is displaying inappropriate or threatening behavior, carrying a weapon, or showing signs of intoxication from either drugs or alcohol. This also includes an individual that is prohibited by court order from picking up or having contact with a child.

If there is an intruder or dangerous adult in the center:

- Staff members in the immediate area will position themselves between the children and intruder/dangerous adult.
- A staff member will attempt to have the parent/intruder move out of the building and close the door, while a second staff member calls the Central Director to assist with the situation.

IN THE EVENT OF AN INTOXICATED PARENT:

The Central Director and Lead Teacher will talk with the intoxicated parent about alternative arrangements for pick up, while another authorized pick up person is contacted.

If another authorized pick up person cannot be reached, the child must be released to the intoxicated parent.

The Director, or Lead Teacher will inform the parent that the police will be notified. The Local Police will be called. Get License Plate number/ Make and Model of vehicle. Director or Central Director will call Roosevelt Park Police.

BLIZZARD/SEVERE WINTER WEATHER

The Central director will monitor the weather and local news stations throughout the day to determine when it is appropriate to close the center early or cancel care for the following day.

The Central Director will Brightwheel parents and Lead Teachers are responsible for contacting parents to inform them of the situation if no response from Brightwheel.

Routine classroom activities will continue until parents arrive.

LIGHTNING

All children must immediately return indoors when lightning is observed. Children playing under or around a tree must be immediately removed from the area.

MISSING OR ABDUCTED CHILD

In the event of a missing child, the Lead Teacher will contact the Director and search for the child in the immediate area, while another staff member calls the Program Coordinator to help with the search.

If the child cannot be located in a reasonable amount of time, the Central Director will notify the Roosevelt Park Police Department - (231)755-3721 and the child's parents.

In the event of an abducted child, the Lead Teacher must immediately contact the Central Director, the Roosevelt Park Police Department, and the child's parents.

POWER FAILURE

Staff members and children should remain in the classroom and if possible, proceed with activities as usual, or may go to the outdoor playground until power resumes.

If power cannot be restored within a reasonable amount of time, the center will close and parents contacted via Brightwheel.

Lead Teachers are responsible for contacting parents to inform them of the closing and of the need to immediately pick up their child if no response from Brightwheel.

Activities will resume as possible until parents arrive.

BOMB THREATS

If a staff member receives a bomb threat or locates a suspicious package, the Director and Central Director must be immediately notified.

DO NOT ATTEMPT TO MOVE A SUSPICIOUS PACKAGE.

IF YOU ARE ON DUTY IN CLASSROOM:

Position yourself between the children and impending threat, as much as possible.

Collect the classroom first aid kit, classroom binder, and attendance clipboard.

Staff member closest to the outdoor exit is responsible for leading children out that exit and to the designated meeting place.

Staff member farthest from the outdoor exit is responsible for ensuring everyone has evacuated the classroom. Once assembled at the designated meeting place, the Lead Teacher is responsible for using the classroom attendance clipboard to ensure all children are accounted for. If the Lead Teacher is not present, the Full Time Assistant Teacher will assume this responsibility. The Central Director will verify, as soon as possible, with Lead Teachers that all children are accounted for.

RECORD KEEPING

Employee medical records and records of exposure will be kept on site for a minimum of 10 years.

Training records will be maintained in each employee's personnel file for a minimum of 3 years. Training records must include date of training and name of trainer.

HAND WASHING PROCEDURE

All adults in Explorers classrooms need to follow ALL the steps identified below 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 handling pets
- After using the restroom

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• 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
- After handling pets

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.

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 on diaper changing tables, hand washing sinks, toilets, and other surfaces that need disinfecting. Use the following recipe to mix bleach and water for disinfecting.

- 1/4 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

I agree to follow all of the terms/procedures in this handbook.

Signature: _____

Date: _____