

Monroe County United Ministries, Inc.

827 West 14th Court
Bloomington, IN 47408
(812)339-3429



Childcare Volunteer Information

Childcare Contact: Tina Pender, Education Coordinator
Email: education@mcum.org

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Please note that areas marked with an (*) are intended as information only. Volunteers are never left unattended, asked to diaper/toilet children, or discipline. It is important to familiarize yourself with MCUM policies so that you will recognize and understand why the staff takes certain steps to care for the children.

Education Philosophy

At Monroe County United Ministries we believe that young children have a natural curiosity about the world in which they live and an innate thirst for learning. Some parents may not recognize that learning is taking place because we were taught using rote memorization and worksheets. At Monroe County United Ministries you will rarely see worksheets. The reason is that the teachers are using a philosophy known as **developmentally appropriate practices (DAP)** and are engaging the child's mind in many creative ways. **Developmentally appropriate activities** are projects that are suitable to the child's age, individual talents, and culture. Our program's philosophy includes the belief that when presented with these materials and learning tools, a child grows and develops to her/his full potential. Our goal is to make education so much fun, that children will think that they played all day. In fact the children are learning basic skills that are the foundation for their future learning. Because the learning has a more lasting effect than is achieved by worksheets, our developmental screening and assessments confirms that this method is more fruitful in helping children to be ready for the next stage in their development or academic career. We will review with you our most recent assessments to show you how your child is performing. We urge your attendance at the spring/fall parent-teacher conferences, plus you may request additional meetings at any other time you would like to discuss your child's progress. If it looks like fun and the assessments show their developmental skills are progressing within expected range – we've accomplished our goal!

Mission

United Ministries is a nurturing organization serving working families and those in distress by assisting with emergency needs and subsidized child care. We provide quality education and a safe place for children, basic needs assistance for the poor and community service opportunities.

Child Care Goals

For the Children.....

1. To help each child develop a positive self image.
2. To help the children learn to make decisions and to think for themselves.
3. To provide a secure and loving group environment for the children.
4. To enable children to broaden their understanding of the world around them.
5. To teach the value of sharing and cooperating with other children and adults.
6. To teach children to handle responsibility.
7. To help children learn to care for others.
8. To help children prepare for later education.

For the Families...

1. To provide quality care at a price which families can afford.
2. To provide good nutrition and health services, and to ensure the safety of their children.
3. To keep in close communication with parents about their child's growth and development.
4. To help families meet their needs through existing social service agencies.

Release of Children

When a child is enrolled at MCUM, an emergency information form is completed. On this sheet, the parent is required to list those individuals who may pick up their child(ren). For the child's protection, the child will only be released to those individuals listed on the emergency form. In case of a last minute change, a telephone call to the office will be acceptable. However, identification will be required of this individual in order to release your child. We reserve the right to deny release of a child to parents, relatives or friends whom we suspect of being under the influence of alcohol, drugs or conditions that may be harmful to a child.

Confidentiality

All volunteers must exercise discretion in regard to all matters pertaining to official business and records. Any information that has been received by a volunteer, directly or indirectly, must be maintained in confidence. Common traps for violating confidentiality are 1) conversations in the Teacher Resource room while on break; 2) inquiries by parents regarding another child or family enrolled; 3) discussing a family or child with a co-worker and not realizing other persons (or children) are present to overhear. In addition, to protect the children, no pictures will be permitted to be taken by any volunteer. **Failure to maintain confidentiality is grounds for termination of volunteer.**

Access to Client Files

In order to maintain confidentiality of client files, it is the policy of United Ministries to limit access to client files to appropriate staff. Program participants, or their legal representative, have access to their own files in the presence of an appropriate staff member. A list of individuals authorized by the parent/legal representative to have access to health information about the child is kept on file.

Special Needs

We serve a number of children who have special needs, speech/language delays, English as a second language, etc. MCUM is familiar with community resources and works with a variety of therapists and agencies to develop appropriate plans for the success of each child being served. We require parental support and follow through when working with children who need therapy or services beyond the classroom plan. We may discontinue services to children if the parents do not pursue avenues of professional treatment for specific problems. MCUM's child care program will accept only children who are at a stage of growth and development, which enables them to benefit from its program and for whose age level the child care is staffed and equipped to provide care. The child care will not permit or maintain any child whose needs it obviously cannot meet or whose behavior would be dangerous for other children.

Parent and Child Communications

Communications between staff and families served should be conducted with the highest levels of professionalism. Employees should be aware of content, tone of voice, use of slang and any remarks that could be perceived to be condescending or derogatory. Written comments to parents should be factual in nature, with equal emphasis on positive aspects of their child's development – not a litany of behavior problems or other issues.

Preschool Usual Daily Schedule

Large Group Play. Circle Time: Teachers play one or more of the following activities: Conversation & sharing, music & movement, finger plays, stories, flannel board, or circle games.

Learning Centers. Children may choose from centers such as art, language, dramatic play, music, math/science, social studies, large & small muscle movement.

Lunch. Wash hands & story if time permits before lunch. After lunch: Wash up & go to the bathroom.

Outdoor Play. Children select from a variety of outdoor activities such as sand play, using balls & large wheeled toys, swinging, climbing, gardening, jump ropes, nature walks, painting and so on.

Rest Time. Quiet time prior to rest: Children hear a recorded story, song or may be read to by staff or volunteers. As children wake, they read books or play quiet games on their cots; children who do not sleep or who awaken early are offered another section of the room to look at books, play with table toys, and engage in other quiet activities

Guidelines for Preschool Volunteers

Why Have Volunteers?

- Volunteers can be a great aid to the program by establishing creative relationships with the children. The more adults we have, the greater the possibility for individual attention with the children. The children profit by exposure to many adults.
- Volunteers can be a great help to the staff by helping with different tasks in the classroom. Extra help frees staff members to work with children individually.
- We feel volunteers can have a growing experience by learning to work with young children and by learning about their own potentials and limitations.

Because of constant responsibility to the children, it is difficult for the Director and staff to work directly with volunteers. We must depend largely upon the initiative of each volunteer. If problems arise, make an appointment to talk with the Director. We include here several suggestions for volunteers.

Indoor Suggestions

- Involve yourself in whichever way you like and feel most comfortable.
- Sit at a table with a craft activity that a teacher may be starting and talk with the children.
- Read to a child or children from any available book.
- Stress that children work independently at routine tasks, but help them if they seem to have difficulty (putting on coats, going to the restroom, putting away materials, etc.).
- Start play in one of the activity centers, such as the housekeeping or block corner, and invite children to join.
- Bring an activity of your own planning.
- Be available so that the children may talk to you.
- Support teachers at group circle time by sitting with the group and by reinforcing the teacher's activity.

Some Specific Suggestions

- Encourage the use of "indoor voices".
- Set up painting at easel.
- Set up a board game and help the children play.
- Help children build with blocks.
- Read a story.
- Pretend with children (Hospital, Store, Fire Station, Gas Station, etc.).
- Play in the housekeeping area.
- Have a tea party with the children.
- Set up a craft activity (pasting, cutting, coloring, etc.).
- Set up puzzles or put together toys.
- Help the children learn letters, numbers, shapes, or colors (make a game of it).

Indoor Rules for Children

- Children should be encouraged to clean up after themselves, with adult help if necessary.
- No running, fighting or shouting
- Children should not interfere with other children engaged in an activity.
- No “rough house” like picking up the kids and swinging them around.

Outdoor Suggestions

- Play actively with the children. Organize a game (kickball, races, baseball, etc.) or join in their play.
- Supervise them from a greater distance, watching for their safety. (During outdoor periods, the staff very often merely supervises in order to allow children time on their own without adult interference. Volunteers are encouraged to join in their activities.)
- Remember: The children must be supervised at all times.

Outdoor Rules

- Tricycles should remain on the blacktop and children must wear helmets when riding tricycles/wagons.
- Children should remain within the playground yard and off the fence.
- Older children should not interfere with the younger children’s play. If you have difficulty handling the situation, see a staff member.
- No throwing of sand, stones, or rubber chips.
- Rubber chips should not be removed from the designated area.
- No “rough house” like picking up the kids and swinging them around.

Please try to play with as many children as you can unless you are volunteering as a One to One Companion. Do not limit yourself to playing with only one or two children your entire shift.

Your participation in our program is a tremendous help to us and is extremely important to the children. A loving adult can make a great difference to a young child’s life.

WE APPRECIATE YOUR HELP!

Do's and Don'ts for Preschool Volunteers

DO

- Read stories to the children.
- Help the children clean-up toys.
- Encourage the children to eat their meals.
(Are you going to eat those carrots? Do you want to finish your milk?)
- Rock the children in the rocking chair.
- Wash and dry blankets.
- Explain things to the children in a normal but firm tone of voice.

DON'T

- Don't touch the children's food.
- Don't allow children to share food and don't share your food with the children.
- Don't feed the children or force them to eat their food.
- Don't let the children eat food or use utensils that have fallen to the floor.
- Don't yell at the children.
- Don't take a child or children into the building alone. If a child asks to go inside for the bathroom or drink, tell them to ask a teacher.

Child Abuse or Neglect

It is the policy of Monroe County United Ministries that the agency will comply with state laws and regulations pertaining to child abuse and neglect.

All child care providers are mandated by law to report instances of suspected child abuse or neglect to the Department of Family and Children.

We have specific procedures to follow in the event an allegation is made against a MCUM staff person. A staff person is put on administrative leave while the claim is investigated. State Child Protective Services, not the local welfare office, has the legal responsibility to investigate claims involving child care centers. Claims that are substantiated will result in the dismissal of the employee. We will contact State CPS if an allegation is made known to us, but will also provide this number to any parent who requests it.

CHILD ABUSE/NEGLECT POLICY¹

It is the policy of Monroe County United Ministries, Inc. that the agency will comply with state laws and regulations pertaining to child abuse and neglect. All agency personnel will follow procedures that have been established.

CHILD ABUSE/NEGLECT PROCEDURES

If a staff member sees any evidence of or if a child tells the staff member about any of the following, they are to report it verbally and in writing to the Childcare Director and Executive Director immediately:

Physical Abuse: the infliction of physical injury other than by accidental means by an adult.

Neglect: the deprivation of conditions necessary for normal development (i.e. food, shelter, supervision, education, medical care)

Sexual Abuse: utilizing a child for sexual gratification by an adult (or older child in a position of power) OR permitting another person to utilize a child for sexual gratification.

Emotional Abuse: mental/emotional harm inflicted by verbal harassment, threats, and systematic destruction of child's self esteem.

The Childcare Director, with another staff member present, will interview the child regarding the situation. A written report will be made of this interview. Every effort should be made to reduce anxieties of the child by taking the following items into consideration:

- Let the child know you will believe them and will help them with any problems.
- If you sense the child is having difficulty talking with you, sit down with a simple project such as crayons, or a puzzle while you talk.
- Be direct: if you have a trusting relationship with the child, ask gently but directly if the child is having a problem with which s/he needs help.
- Assure the child that s/he is not in trouble; tell him or her they have done the right thing by telling you.
- Don't promise not to tell anyone else.
- Tell the child what to expect now; if you don't know, say so, but let the child know s/he can expect to be supported and helped by you.

¹ Adopted 7/22/88

- Respect the child's privacy by not discussing the situation outside of school.
- The purpose of the interview is not to prove that abuse or neglect is occurring but to ascertain that "reasonable cause to believe" abuse or neglect is occurring.

In most cases, the enrolling parent will be contacted prior to a formal report to Child Protection. If the staff feels that this would probably result in further abuse of the child, the parent will not be contacted first. The purpose of this contact is to achieve the following:

- Alert the parent to a situation that they may otherwise be unaware.
- Let the parent know that we are aware of this situation and will be on the alert for future instances.
- Offer assistance in parenting techniques either through the school or by referral to other agencies.
- Acknowledge that we are required to report these instances and they may expect to hear from Child Protection in the near future.
- A written report of any parental contacts will be made.

The Executive Director or Childcare Director will contact Child Protection/Indiana Dept. of Family and Children if the interview indicates a reasonable cause to believe that abuse/neglect is occurring. The Executive Director or Childcare Director will request, in writing, a report of the outcome of any Child Protection investigation instigated by the school.

All staff will be alerted to observe the child closely for signs of continued maltreatment, signs of punishment for talking about their problems, or similar indicators and to report them immediately to the Childcare Director and Executive Director.

If a staff member feels that the administration has failed to report any suspicious claims to Child Protection, they have the legal right and obligation to do so themselves. A written report of this action should be made to the Personnel Committee of the Board of Directors for the protection of the employee.

PROCEDURE FOR ALLEGATION AGAINST EMPLOYEE

This procedure applies to all workers performing duties under Monroe County United Ministries whether paid or unpaid.

If a parent approaches an employee with an allegation of abuse, it will be reported to the Executive Director immediately.

The Executive Director will discuss the allegation with the parent. A written report of the incident with follow-up entries will be kept. The purpose of the interview will be to accomplish the following:

- To ascertain what circumstances led to the allegation.
- To ascertain who the claim is made against.
- To provide appropriate information to the parent regarding reporting their claim (who to call and what they may expect will occur as a result).

The Executive Director will contact the employee in question to notify them of the allegation and obtain a detailed report of their activities regarding the incident.

The Executive Director will contact State Child Protection to notify them of the allegation and to request an investigation.

The employee in question will be put on a leave of absence with pay during the course of the formal investigation. If the suspension occurs near the end of the program period, the employee will be paid only until the normal layoff time for persons in like positions. This determination does not imply a judgement of guilt or innocence, but rather, a position of neutrality while the investigation is pending.

All employees are urged to cooperate with the investigator assigned by the Indiana Dept. of Family and Children. The Executive Director or the designated members of the Board of Directors are the only representatives authorized to speak with members of the media or answer any non-investigative query about an allegation.

All staff are cautioned against discussing the allegation or investigation among themselves or with others. It is vitally important that no discussion take place because it may disrupt the investigation if staff have "gone over" what has happened before they are interviewed. Staff who feel an extraordinary need to share their concerns or perceptions may speak with the Executive Director about them.

The written documentation regarding an investigation will be placed in a permanent file labeled with the child's name. A child who has been abused has the legal right to file a claim on their own behalf against their perpetrator up to age 22. Records of an investigation must be retained because of the possibility of future claims placed against the agency.

The design and consistent implementation of various practices by all staff and volunteers are of primary importance when dealing with allegations of this nature. Part of the intent of this procedure is to minimize potential allegations that stem from misinterpretation of staff actions with children by their parents or any other persons. Therefore, the following practices are established for the protection of the child, all workers paid and not paid, and the agency.

Monroe County United Ministries childcare programs are based on encouraging good self-concepts and self esteem of the children enrolled. Part of this approach includes reaching out and touching. Staff is encouraged to use positive reinforcement techniques. Contacts such as hugging, touching on arms and backs are employed. These gestures can be easily misunderstood. The program staff will make every effort to inform parents and children of this approach early in the child's program experience.

The discipline policy of this program is aimed at increasing a child's problem solving skills, understanding of cause and effect, increasing the knowledge of his/her feelings and promoting self-discipline. Spanking or any form of physical punishment is not an acceptable discipline technique. Verbal threats of harm will not be used with children. Repeatedly berating a child over an incident will not be allowed. Excessive use of time out is not acceptable. These types of actions are considered to be institutional child abuse/neglect. Each witnessing staff member must report any instances of excessive discipline/verbal harassment immediately. Discipline is the responsibility of paid staff persons only.

Two staff persons will be present at any time a child's clothing must be changed or their bodies examined for illness or injury. These tasks will not be assigned to students or volunteers. When requesting a co-worker to assist do not ask the same co-worker each time. A note will be given to parents on the day of the examination/change of clothing and a copy may for the file.

During naptime, a staff member must always be present in the classroom. This task will not be assigned exclusively to students and volunteers. Practice a routine of varying who stays with a given child or in a specified area of the room. Doors to adjacent classroom will always stand open during naptime.

The program will annually conduct educational activities with the children in the area of prevention. Children in each classroom/program have opportunities to learn from this curriculum. Parental permission is obtained for children to participate in these sessions. The consent slip will be retained in the child's file whether permission is granted or not. Whenever, possible, reason for denial of permission will be noted on the slip.

Children do display sexual behavior as a natural part of their development. A guideline of the normal development stages is available from the Childcare Director or Education Coordinator. Any unusual levels of behavior or knowledge outside this guideline will be brought to the attention of the Childcare Director or Executive Director.

rev 3/04

HANDWASHING PROCEDURE*

STEPS TO FOLLOW

KEY POINTS

- | | |
|--|--|
| 1. Turn on water and adjust temperature. | Water must run throughout the handwashing procedure. |
| 2. Wet hands thoroughly with running water. | |
| 3. Rinse soap if bar is used and apply to hands. | Antibacterial soaps may be used to help enhance the effectiveness of the procedure. |
| 4. Wash hands using friction and rotary motions. | It is the friction that helps to remove much of the dirt and bacteria that may be present. |
| 5. Rinse hands well under running water. | |
| 6. Dry hands well with paper towel. | Disposable towels are preferable to cloth towels. |
| 7. Turn off faucet utilizing a paper towel. | Using a paper towel helps to avoid recontamination of clean hands. |

Q. When should handwashing be done?

Both children and staff must wash their hands in the following situations:

1. Upon arrival for the day
2. Before and after eating.
3. After diapering or using the toilet.
4. After handling body fluids.
5. After playing in water that is shared by two or more people.
6. After returning from the outdoors (playground, nature walks, field trips, etc.)
7. After handling pets or any material that could be contaminated by animals (sand, dirt)
8. When moving from one group to another (visiting) that involves contact with toddlers/twos.

IN ADDITION, **STAFF** MUST WASH THEIR HANDS AS FOLLOWS:

1. Before and after feeding a child.
2. Before and after a diaper changing procedure.
3. After helping a child use the toilet facilities.
4. Before and after administering medication.
5. After handling garbage or cleaning.
6. If in doubt, WASH 'EM!!!!

***POST BY HANDWASHING SINK**

TORNADO EMERGENCY PLAN

Childcare Administrative Assistant will tune the radio for updates on the weather. If a tornado warning is given, the Administrative Assistant informs the Childcare Director who will then be responsible for implementing the Emergency Plan I. If a tornado has been sighted in the area, or if one is heard, skip Plan I and go directly to Plan II.

Emergency Plan I (to be used if there is time)

1. Teachers, keep calm. If you panic, the children will also panic. Keep your attendance book and walkie-talkie with you.
2. Childcare Director carries office walkie-talkie, in case the situation develops further.
3. Have all children and adults move to the designated areas:
 - a. Preschool: Main east/west hall between the Puffins classroom and the bottom of the ramp. Stay against the south wall so there is a path through the length of the hallway.
 - b. Main Bldg: North hallway across from the restrooms.
4. If the children seem to be getting scared, have an adult read a story or lead a song.
5. Childcare Administrative Assistant gathers emergency cards, medicines and First Aid kit and joins teachers. Assist where needed.
6. Kitchen staff joins teachers. Assists where needed.
7. IF a loud roaring sound is heard, have everyone roll into a forward ball and cover the back of neck with hands.
8. Remain in the designated areas until any danger has passed.

Emergency Plan II (to be used if there is not enough time for Plan I).

1. "Herd" children against an inside wall. Stay away from windows if possible.
2. Roll into a forward ball and cover the back of your neck with your hands.
3. Wait for instructions regarding all clear or evacuation plans.
4. Report any injuries immediately via walkie-talkie. Do not leave children unattended.

If the building is hit by a tornado:

1. Childcare Director ascertains that all are present and accounted for via walkie-talkie, is informed of any injuries, calls 911 to report damage and request ambulance if necessary, and implements the Crisis Response Team.
2. Education Coordinator ascertains if evacuation is necessary, whether the other building is intact and safe to use. If not, contacts Tri-North for same purpose. Informs Childcare Director of status.
3. Upon the direction of the Childcare Director, evacuate children and adults to the other location.
4. Do not move anyone who may need medical treatment beyond first aid. If this is a child, one staff member who is best known by the child should stay with the child.
5. Executive Director or Childcare Director ascertains greater risk due to fire or gas explosion, and then determines whether to move injured person anyway.
6. Executive Director or Childcare Director designates one person to "flag" the ambulance or other emergency personnel and direct them to the location of injured person.
7. Executive Director, Childcare Director or Education Coordinator calls contact person for injured adult or child. If necessary, indicates if the injured person has been transported to the hospital and in the case of a child, the name of staff person accompanying child.
8. The Crisis Response Team determines if agency can return to business the following day, any temporary locations that may be used and informs the families and staff.

FIRE EMERGENCY PLAN

1. At the sign of a fire, pull the handle on the nearest fire alarm pull station.
2. When the alarm sounds, all children and adults:
 - a. STOP
 - b. LISTEN to the teacher's directions
 - c. FOLLOW Teachers
 - d. The important thing to remember is to GET OUT QUICKLY AND SAFELY.
3. Teachers –
 - a. Take attendance book and walkie-talkie.
 - b. Direct children to the nearest exit as posted in each classroom.
 - c. Use Alternative exits if necessary.
 - d. Escort the children away from the building.
 - e. Teacher aide to close doors and check room complex and bathrooms before exiting.
 - f. Take a count of the children; be prepared to report all clear when contacted via walkie-talkie.
 - g. If not all children are with you; call the name of the missing child. Check entire group of assembled children. If the child is still missing, report immediately to the Education Coordinator via walkie talkie, the missing child's name, what they are wearing and last remembered location of the child.
4. Food Service staff
 - a. Turn off any stoves, ovens etc.
 - b. Check the dining room and hallway outside. Close doors behind you as you leave.
 - c. Take the closest exit as posted in each room. Use alternative exits if necessary.
 - d. Join teachers to see if you can be of assistance.
5. Childcare Administrative Assistant.
 - a. Take the emergency cards, medications and first aid kit as you evacuate.
 - b. Join teachers to see if you can be of assistance.
6. Education Coordinator
 - a. Uses walkie-talkie to communicate with teachers, one by one, to confirm all present and accounted for. Verify location of kitchen staff and visitors.
 - b. Conducts fire drills 12 times per year (once a month).
 - c. Maintains records of drills.
7. Childcare Director
 - a. Check office, health room, staff lounge, public bathrooms, parent room, conference room and hallways.
 - b. Close doors as rooms are checked.
 - c. Meet up with Education Coordinator and confirm that all are present.
 - d. If any children or adults are unaccounted for, tries to locate if possible and inform the fire department upon arrival of missing person, last known location and description of clothing etc.
 - e. Contacts the Executive Director as soon as is feasible and implements the Crisis Response Team.

Behavior Problems

If a child has behavior problems that pose a hazard to staff or other children or are extremely disruptive to the school, that child may be dropped from the program for safety reasons. Please carefully read the section on Discipline/Behavior Management.

Discipline/Behavior Management

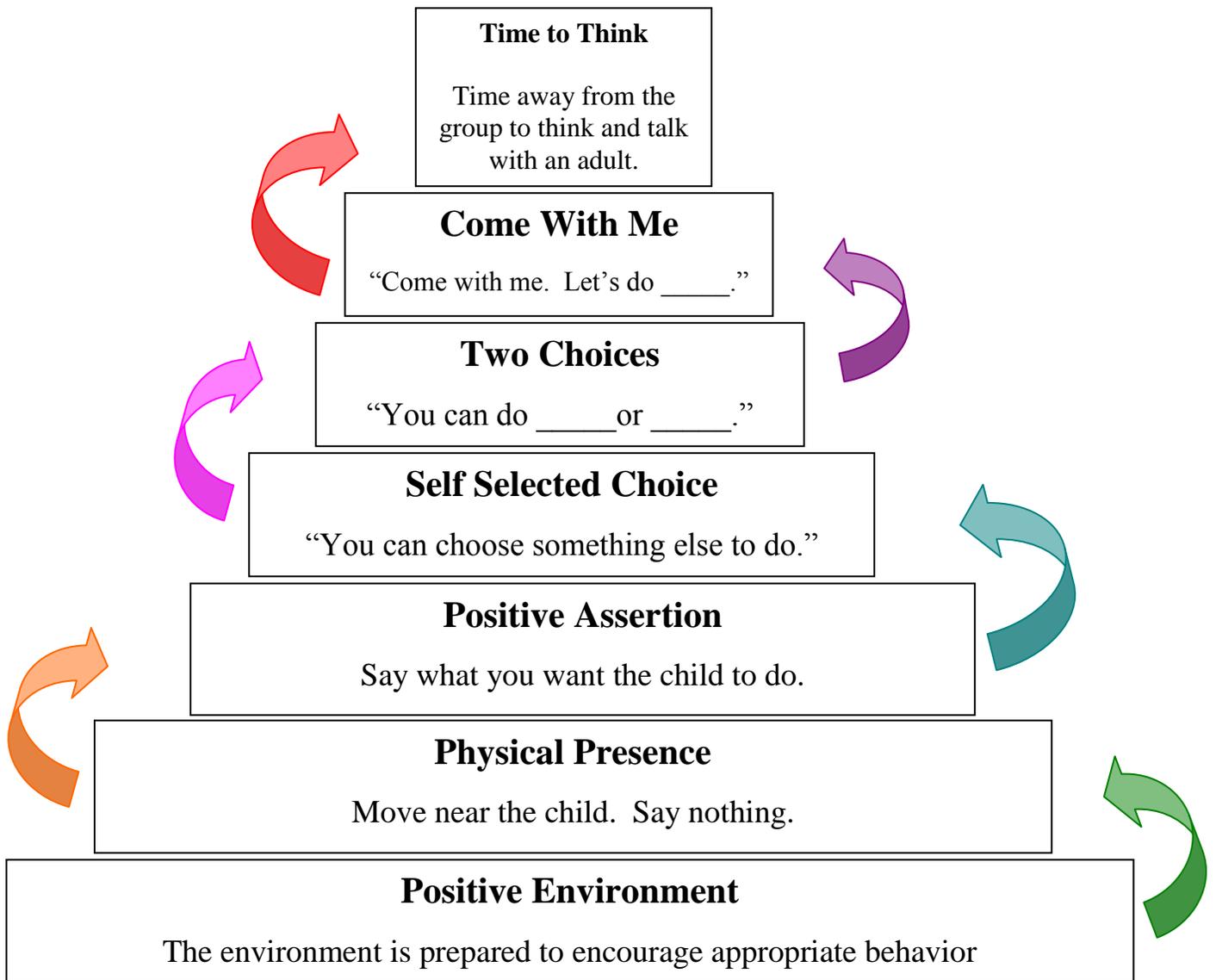
We believe that learning self-control begins with a loving environment and that “positive discipline” is helping children to learn and grow. School staff and volunteers guide behavior by redirecting children to more positive activities and by giving positive reinforcement as much as possible. Behavior problems will be addressed with parents and documented in the child's file. Keep in mind that something that is a minor problem when the child is younger can become a major problem if exhibited by an older child. We do not believe in spanking children. Spanking, or other forms of corporal punishment is strictly prohibited. We prefer the methods of redirection and modeling to achieve cooperation.

We utilize a step-by-step approach to handling inappropriate behavior.

- The first step in our approach is to look at the environment around the child. Are the conditions in the room part of the problem?
- Second, we move near the child. Sometimes the mere proximity of an adult is an effective self-control device.
- Third, we instruct the child in what we want them to be doing – not what we don't want them to be doing. Research tells us that what is retained in a verbal instruction is the last part of a sentence. So, if you say “Don't slam the door!” what is likely to be heard is “Slam the door!” The next level of intervention is to inform the child to choose something else to do. This allows the child to still have complete control over their environment.
- The next level of intervention is to give the child two choices that they must select one. “You can do _____ or you can do _____”.
- The next level is to instruct the child to come with you and walk away from the situation that was part of the disruption. “Come with me. Let's do _____” and taking the child's hand to lead them into another environment breaks off whatever cycle of events was about to take place.
- Finally, allowing the child time away from the group to think and to talk with an adult is the last stage of the intervention.

Children who are not able to respond to these intervention strategies may need more professional care than our program can provide. We expect parental support to help resolve these issues. We will work with parents who pursue these outside treatment options as much as possible, but will not provide services to children who consistently injure other children or staff. Parents who refuse to pursue treatment or therapeutic recommendations may be asked to withdraw their children from the program. If parents have questions or concerns as to any particular incident involving their child, they are encouraged to speak with the Child Care Director. The Child Care Director or Education Coordinator may also contact you about persistent behavior problems with your child.

Step by step approach to handling inappropriate behavior



↑ **Begin Here!** ↑

PLAYGROUND RULES

Equipment

- Children may **not** climb the fence or open the gate – ever.
- Toys should be used constructively. Be aware of children not engaged in constructive play. The child may need help entering into and sustaining play.
- Children must use the steps to go down the slide. They may only go down the slide on their bottom, facing forward. No child should be permitted to climb up the slide.
- Adults must provide new and different games and play activities as well as the daily riding toys, balls, etc.
- Inside toys may go outside to provide an extension of what is happening in the classroom.
- Children should be given opportunities to create their own games.

Supervision

- Maintain teacher to child ratios while on the playground.
 - Puffins (1:5), Seahorses (1:7), Penguins (1:10), Otters (1:10), Dolphins (1:12)
- A staff person needs to be assigned to the area around the climbing equipment. (NAEYC 10.D.01)
- Adults are to be engaged with the children.
- Adults need to supervise and to space themselves around the playground. Do not congregate on the playground. Do not socialize.
- Avoid yelling across the playground to correct a child. Go to the child to correct a problem. Remember: We are the models for our neighborhood! Avoid any behavior that would embarrass you or the program.
- Supervise children closely when using tools, jump ropes or similar equipment.

Miscellaneous

- Remind children to use the bathroom **before** going outside.
- Children should be dressed for the weather. Remind children to wear hats, mittens, coat fastened, and boots if needed. If parents send in a coat, it should be worn. If you have a question about a child wearing a coat, ask the parent.
- Outside toys should be stored at 11:45 am and 5:30 pm. Collect any balls or equipment inside and outside the fence. Pick up any trash.
- If sprinklers are used, they must be put up before the end of the day.
- Children must be accompanied by an adult any time they exit the playground.

Treat children and their play with respect at all times. Have fun and enjoy the children!!

Childcare Volunteer Information

Education Philosophy, Mission, and Goals

Policies Regarding Children

Explanation of Preschool Daily Schedule

Guidelines for Preschool Volunteers

Do's and Don'ts for Preschool Volunteers

Child Abuse or Neglect Policies

Hand-washing Procedures

Emergency Procedures

Discipline and Behavior Management Policies*

Playground Rules*

Follow-up training will be provided annually for active volunteers (active volunteers will be defined as anyone volunteering on a regular basis, year-round).

I certify by my signature below that I received information on the above mentioned topics and agree to abide by the terms, rules and policies established.

Volunteer Signature

Date

Education Coordinator Signature

Date

For Office Use Only:

Classification:

- Volunteer (Volunteers more than eight hours per month)
- Visitor (Volunteers less than eight hours per month)

Requirements:

- Photograph (completed: _____)
- Tour of facility (completed: _____)
- Emergency Form (completed: _____)
- Signed receipt of Volunteer Handbook (completed: _____)
- Criminal History Check (completed: _____) (result: _____)
- Sex Offenders Registry Check (completed: _____) (result: _____)
- Physical (every two years)

Name: _____

Class: _____

Time: _____ Day: _____

Beginning: _____

Ending: _____

Original Date:		
Due Date: Completed:	Due Date: Completed:	Due Date: Completed:

- TB Test (annually)

Original Date:		
Due Date: Completed:	Due Date: Completed:	Due Date: Completed:
Due Date: Completed:	Due Date: Completed:	Due Date: Completed: