

Tier II Reimbursement Requirements

Validation File for Sally's Family Child Care Home

**123 Main Street
Charleston, WV 25301**

(Model)

**Sally's
Family Child Care Home
Parent Contract**



Revised January 2009

Hours of Operation: The family child care home is open Monday through Friday, including all holidays except Thanksgiving Day and Christmas Day. Operating hours are 6:00am to 6:00pm and we close promptly everyday at 6:00pm.

Attendance Policies: All parents are required to check in upon arrival at the FCC Home and check out their children on their way out of the building to ensure compliance with West Virginia licensing codes. Additionally, parents must make verbal contact with a staff person upon arrival or departure to assure that the transfer of responsibility for the child has taken place.

Attendance will be monitored to determine compliance with enrollment contracts. Full-time is defined as 5 days per week and no more than 10 hours on any given day. Part-time contracts will be for specific days and times and be for 2 or 3 full days (up to 10 hours). Part-time contracts will only be offered such that it does not create a vacancy to do so.

Items Supplied by the FCC program:

- A selection of baby foods and baby cereals
- Breakfast, lunch and afternoon snack based on USDA guidelines and on a 3-week rotating menu, including whole milk to children 1 to 2 years old, 2% milk to children older than 2 years, and juice and water as indicated on menu
- Sheets changed on cribs daily, on nap mats weekly
- Diapers, wipes, gloves as available through the storeroom
- Specific brands or particular items must be supplied by parents and labeled with child's name

Items Supplied by Parents: Parents of infants not yet drinking whole milk supply bottles of either formula or breast milk, or any combination thereof. Diaper cream, sunscreen, or any medications or topical ointments must be supplied by parents and accompanied by a consent form (stored at front desk).

Parents are encouraged to dress their children in seasonally suitable play clothes that are appropriate for inside and outside play. Please realize that the hands-on way in which children learn can result in messy clothes! Each child should have a complete change of clothes at the FCC Home at all times, including underwear and socks. Children who are beginning toilet training must have 3 extra changes in their cubbies each day. Parents should check every day for soiled clothing to be taken home, and periodically to make sure that the clothes still fit and are appropriate for the season. All clothing left at the FCC Home must be labeled to help avoid loss.

Children may bring a special blanket and security toy. Parents should check with the staff for their child's group concerning policies for bringing other toys and/or items for sharing. Weapons and "fighting toys" may never be brought to the center. Parents and children should be aware that when toys and items for sharing are brought to the FCC Home there is an increased chance of breakage and/or loss. The FCC Home cannot assume responsibility in the case of breakage or loss.

Communication: We ask that you supply all contact information as it changes after receipt of your initial registration form. In addition to telephone numbers, we ask that you

supply your email address if you wish to receive information. If we do not have your email address, you will find copies of necessary information at the front desk and/or posted on the parent bulletin board.

Family child care home visitations: The FCC Home operates with an open door policy and custodial parents of enrolled children are welcome to visit anytime. Mothers should feel free to visit according to their schedules in order to breastfeed. If parents wish to participate in particular activities, however, it is important that staff be notified before making a visit, as activities vary from day to day.

Emergency Communication and Contacts: Parents are expected to provide the FCC Home with any and all contact numbers we might need in order to reach you. This includes home, work, pager, and cell phone numbers as well as email addresses. In addition, the FCC Home should have names and numbers of other people who might be able to locate you if you are out of your office. We require parents to provide names, complete addresses, and phone numbers of at least 2 people from different households who could pick up their child in an emergency. Please be advised that we are authorized to call your emergency contacts to pick up your child if we are unable to reach you in a reasonable amount of time depending on your child's condition.

Holidays and Vacations: The FCC Home will be closed on Thanksgiving Day and Christmas Day. Parents will not be charged for those days. Parents will be charged for all other holidays that fall on a regularly scheduled day of attendance for their children, regardless of attendance.

Accurate information regarding planning attendance for holidays is essential to ensure appropriate preparation at the FCC Home. Therefore, the following procedures for scheduling a child's attendance are in effect:

- Parents will provide a schedule of attendance for their children by the deadline indicated on the Holiday Forms and Vacation Forms to be distributed regularly and before each Holiday. The forms will also be distributed via email to those who have given their email address. They are also available at the front desk.
- Attendance will not be permitted on holidays without the required registration for attendance.
- Vacation days when the child does not attend will not be refunded or "swapped" for other days when the child is not scheduled to be present.

Parent Participation Policy: Periodic program events are held. Parent workshops are offered as needed. All parents are welcome to attend monthly Parent Group meetings to become involved in fund raising, events, staff appreciation efforts, etc.

There are many opportunities for parents to participate directly with children by volunteering in the classroom or helping with special activities. Parents can also provide support by doing things such as collecting materials or items requested by teaching staff, helping to construct needed equipment, repairing broken toys or torn books, making learning games for children to use, loaning educational materials, etc. All efforts benefit the children and are greatly appreciated by the staff.

Health Policies: The FCC Home attempts to maintain an environment as free of infectious agents as possible. Special housekeeping and staff procedures are key parts of this effort, but parents play a critical role in maintaining the health of the children in the program. All parents should familiarize themselves with the following health policies so as to ensure that children receive proper immunizations and that sick children do not expose others to illness.

Prior to enrollment, parents must submit a West Virginia State Health Form, completed by a health care practitioner, including proof of recent physical examination and up-to-date immunization records, except in cases where there is a parental objection on religious grounds.

Upon arrival at the FCC Home, parents are asked to wash their children's hands with liquid soap and running water. The Health Dept. also recommends that children's hands be washed before leaving at pick-up as well.

Parents are required to inform the FCC Home within 24 hours if their child develops a communicable disease.

Infants must accept formula or breast milk from a bottle prior to enrollment, in order to ensure that proper feeding can be provided by our staff.

Diaper Changing and Toileting Policies: Toilet training for an individual occurs over a period of time that can range from a few weeks to several months and include several stages of development. Regressions are not unusual during the process, particularly if the child is affected by such things as illness, a move to a new home or child care center, or a new baby in the family. Accidents are to be expected and never met with disapproval.

Because of the complexity of a child's learning to successfully and consistently use the toilet and the intense emotional relationship between the parents and the child about the process, the FCC Home will not initiate toilet learning. Staff will, however, keep parents informed of any signs of readiness observed by the FCC provider. Parents should keep the FCC provider aware of child's movement through the developmental stages at home and may request a formal conference at such time the switch from diapers to pants is to be attempted. This will help ensure that staff are supportive and consistent with parental efforts with the child. The FCC Home will be supportive of parental efforts to assist the child with toilet training and will never show disapproval when accidents occur. Success will be met with encouragement. After the switch from diapers is agreed upon between staff and parents, parents are responsible for always maintaining at least 3 pairs of underpants and changes of clothes in the child's cubby. Clothing should be easily removable, such as elastic waist pants, to help eliminate frustration when the child attempts to use the toilet without help. Because accidents will occur and regression is possible, patience is necessary as the child learns to use the toilet.

Transitioning of Children between Groups: Children are transitioned between groups in the FCC Home to ensure that individual developmental needs are met and NOT strictly according to chronological age. The classroom placement of children is determined by administration, based on a number of factors, one of which is parent input regarding their child's needs. Conferences are scheduled prior to all transitions to discuss the child's readiness for transitioning and familiarize the parents with day-to-day routines in the child's new group. On occasion, staff may recommend that outside assessments be made

to obtain a clearer description of the child's development and appropriate program content to meet the child's particular needs. Such assessments will only be done with parental consent. Assessment reports will be shared with parents, but otherwise will be kept confidential. If an assessment is done at parent initiative, the Center requests a copy so that we can better meet the child's needs. (For more information on our Transition Policy and Procedures, see the attached West Virginia Early Childhood Transition Checklist.)

Child Assessment: Assessment services must be provided as indicated according to the individual assessment plan, including time frames. When any assessment results in a recommendation for further or additional services, the individual assessment plan must be reviewed and appropriately updated. Changes must be reviewed and approved by the person responsible for assessment services and any other medical or professional staff involved in the assessment and/or assessment plan. Assessment services are intended to provide an initial evaluation of the appropriate placement for the child.

Discipline: The primary goal of discipline at the FCC Home is to help the child develop self-control and assume responsibility for his/her actions. It is crucial to this effort that parents and staff maintain an on-going dialogue about all aspects of the child's development and behavior.

Positive reinforcement and redirection are two important tools to be utilized in encouraging acceptable behaviors. Negative behaviors will be handled in a developmentally appropriate manner. Neither corporal punishment nor verbal abuse is tolerated in the FCC Home. Respect for children is central to our discipline philosophy.

Parents will be kept aware on an on-going basis of unusual behaviors or behavior patterns (both positive and negative) that develop, and as warranted, conferences shall be scheduled. Parents are encouraged to bring any questions or concerns that they have to staff's attention.

Conferences: Orientation meetings are held prior to a child entering a new classroom. After that point, parent/teacher conferences are held periodically or as needed to assure on-going communication. Conferences will always occur prior to the transitioning of a child to a new group. Parents are encouraged to request a conference whenever they would like to discuss something at length with staff. Staff will do the same. Daily communications are encouraged to discuss routines and incidental matters.

Child Abuse Policy: All program staff are mandated child abuse reporters in accordance with WVA Health System policy.

Insurance Company Letterhead

XYZ Insurance Company
555 Insurance Drive
Charleston, WV 25301
Phone: (304) 123-4567
Fax: (304) 123-4567

To Whom It May Concern:

The purpose of this letter is to verify liability insurance coverage for Sally's Family Child Care Home located at 123 Main Street, Charleston, WV 25301. The liability coverage for Sally Caregiver's child care business out of the home is provided by XYZ Insurance Company as part of her general homeowner's insurance policy. The policy number is XXXXXXXX. This policy will cover business liability expenses for the family child care home in addition to general homeowner policy coverage. If you have any questions regarding this insurance coverage, please contact XYZ Insurance Agency for further information.

*Signed

XYZ Insurance Agency Representative

*Letter from insurance company providing liability coverage is required only if a copy of the insurance policy is not available or does not prove liability coverage for the child care business.

EMERGENCY EVACUATION PLAN

In the event of an emergency situation that requires an evacuation of _____, one of the following plans shall be implemented. In all situations, the caregiver in charge when evacuating shall:

- Take an accurate attendee list;
 - Account for all children and staff as they board/depart vehicles;
 - Bring any necessary medications/supplies and emergency records;
 - Take a cellular phone if available to be used for emergency notifications.
1. If the emergency environment is confined to the immediate area of the child care facility, e.g. fire or toxic fumes and the children cannot stay on the premises the children will be brought to _____, by _____ where they will remain accompanied by caregivers while family/guardian/emergency contacts are notified of the situation and arrangements are made for either the transporting home or care taking for the remainder of the day. The place of safety should be close by and within walking distance if appropriate.
 - 1A. In the event of exposure to toxic materials or gases and a physical examination is recommended, children will be transported by _____ to _____ where they will be examined and family/guardian/emergency contacts will be notified.
 2. If the emergency is more widespread and encompasses a larger area such as a neighborhood or several homes, due to a non-confined environmental threat, e.g. toxic fumes from a spill, floodwaters, brush fires, etc. and the children cannot remain in the area, the children will be brought to _____, by (method of transportation) _____ where they will remain accompanied by caregiver(s) while family/guardian/emergency contacts are notified and arrangements for either transportation home or a continuation of care are made.
 3. In the event of a major environmental hazard that necessitates a larger area evacuation such as several neighborhoods, a city/town or geographical area, due to a large non-confined hazard, e.g. a nuclear incident, earthquake, hurricane, etc., children will be transported to: a Red Cross designated mass shelter by _____ where they will remain accompanied by caregiver(s) while family/guardian/emergency contacts are notified and arrangements are made for their pick up.
 - 3A. Those childcare programs in Nuclear Power Plant Evacuation Areas should follow the procedures established by the State Emergency Management Agency. Those procedures should be shared with all family/guardian of children enrolled.

Staff will remain with and care for the children at all times during an event. Attendance will be checked whenever children are moved. Staff will bring any necessary medications, supplies, and emergency records.

EMERGENCY KITS AND SUPPLIES

This list contains the *minimum* items you should have in your center in case of an emergency. Please check your licensing regulations to determine if your state requires any additional items.

Center Emergency Kit

(Should be packed in a backpack or other container that is mobile in the event of an evacuation and be located in a central and easily accessible location)

- Copies of all contact lists
 - For families **and** staff, include the name, phone number, and e-mail as well as information for someone preferably out-of-state, at least out of the immediate area
 - Phone numbers and e-mails for your Sponsor Liaison and/or immediate Supervisor
- Flashlights with extra batteries
 - Long-life, emergency flashlights
- Battery-operated radio and extra batteries
 - AM/FM, weatherband/TV band
- Manual can-opener
- First Aid kit
 - Add gloves and Kleenex
- Notepad and pens/pencils
- Scissors
- Hand-sanitizer and cleansing agent/disinfectant
- Whistle
- Disposable Cups
- Wet Wipes

In the Center in General

- Charged cell phone
- One gallon of water for every four children and staff
- Disposable cups
- Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. – should be nut-free in case of allergies
- Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff

Each Child Should Have:

- A change of seasonally appropriate clothing
- A blanket
- Extra diapers (one-day supply as space allows)
- Extra formula (one-day supply as space allows)

.....
Location of Emergency Kits: _____

Locations of Additional Emergency Supplies: _____

Location of Cell Phone: _____

Guidelines on Handling Medical Emergencies

The following information is provided as a quick reference to help you make decisions in a stressful emergency situation. This information is by no means intended to substitute for adequate first aid training. Staff involved in the direct care of children should maintain current certification in First Aid and CPR for infants and children.

By applying standard principles of action in every medical situation, staff can prevent further harm and avoid overlooking factors that may affect a child. It is important for staff to recognize signs and symptoms requiring immediate action and ambulance transport to the nearest hospital emergency department, as opposed to those that are not emergencies and can be treated at the Center and/or while waiting for the child to be picked up. The teacher who is with the child should provide first aid according to the principles of emergency action.

Medical Emergency Conditions

Listed below are some examples of conditions that are considered serious medical emergencies requiring immediate medical care by a health care professional. Call an ambulance and then notify the child's parent/ guardian immediately for any of the following:

- semi consciousness (able to arouse but extremely lethargic) or unusual confusion
- breathing difficulties including:
 - rapid, noisy breathing (barking, gurgling or crowing sounds, severe wheezing)
 - labored breathing (takes so much effort that child cannot talk, cry, drink, or play)
- severe bleeding (large or multiple wounds that cannot be controlled with direct pressure)
- unequal pupils (black centers in eyes)
- first-time seizure or seizure lasting more than 15 minutes in a child with a known seizure disorder
- injury that causes loss of consciousness
- neck or back injury
- continuous clear drainage from the nose or ears after a blow to the head
- non-injury-related severe headache, stiff neck, or neck pain when the head is moved
- hives (a rash that looks like welts) that appear quickly, especially if hives involve face, lips, tongue, and/or neck
- very sick-looking or sick-acting child who seems to be getting worse quickly
- repeated forceful vomiting after eating in an infant under four months of age
- severe abdominal pain that causes the child to double up and scream
- abdominal pain without vomiting or diarrhea following a recent blow to the abdomen or a hard fall
- possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or otherwise immobilized for transport by parent/guardian

The teacher should apply appropriate first aid measures for all medical emergencies and minor illnesses or injuries as outlined in Red Cross *Pediatric First Aid*. Keep a copy of this section with the first aid kit.

Procedures For Conducting a Fire Drill

1. **Inform the staff in advance.** The Center Director informs the staff that there will be a fire drill later in the day/week.
2. **Staff members talk to the children about the drill.** Teachers talk to the children in their classroom about the bell/alarm, rules, and procedures for vacating the building.
3. **Evacuate the building.** When the alarm goes off:
 - **Evacuating Infants and Toddlers:** The designated member of the management team goes to the infant/toddler area.
 - Children who are not walking are placed in an evacuation crib (four to a crib) and the crib is wheeled outside to the designated area.
 - Toddlers (walkers) proceed immediately with staff to the outside-designated area.

Teachers count their children and take attendance sheets with them. No one can stop for coats or any other personal items.

 - **Evacuating All Other Children:** Teachers count their children and leave the building in groups, taking attendance sheets with them. No one can stop for coats or any other personal items. Everyone should go to his or her designated place on the playground or other space. Once outside, teachers recount their children.
 - **The Center Director** or designee checks bathrooms, closets, and “hiding places” for “lost children” and for possible sources of smoke or fire during a real alarm.
4. **Retrieve files of parent/guardian names and phone numbers.** The Center Director retrieves the files of all parent/guardian names and telephone numbers and takes them outside.
5. **Time the drill.** The Center Director times how long it took to vacate the building and checks with each group to verify an accurate recount of all persons.
6. **Verify accurate recount of all persons.** The Center Director or designee checks with each group to verify an accurate recount of all persons.
7. **Return to the building.** The Center Director or designee gives approval to reenter the building. The Center Director or designee helps with infants and toddlers.
8. **Document the Completed Fire Drill.** The Center Director completes written documentation that contains the specifics of the drills: date, time to vacate building, weather conditions of the fire drill.

ORGANIZATIONAL ROLES AND RESPONSIBILITIES

List all staff names, addresses, and phone numbers (regular and emergency) as well as position in the program.

For each person, list whom that person reports to, in order of responsibility. Be able to show at a glance who is in charge if someone above is unable to respond.

List roles and responsibilities in an emergency. Consider overlaps in case someone is not able to fulfill their role.

Answer these questions:

- Who will provide first aid?
- Who will take any medications?
- Who will take the first aid kit?
- Who will take emergency information on each child?
- Who will call for help?
- Who will carry the cellular phone?
- Who will carry the emergency kits?
- Which groups of children go with which staff?
- Who makes sure everyone is out of the building?

Share the list with the staff and discuss it so there is no surprise during an emergency. Everyone should know their primary and back up responsibilities.

Maintain an attendance list at all times; do not put children, staff, visitors, or emergency personnel at risk by not knowing these three things:

- Who is in the building?
- When did they arrive?
- When did they leave?

Have emergency information with the attendance list. Make sure you know health information and have permission for emergency medical treatment and know of any special requirements or medications for children and staff.

EMERGENCY NUMBERS

Name/Company	Contact/Town	Telephone Number
Director		
Ambulance		
Fire		
Poison Control		
Police		
Local Health Department		
Building Inspector		
Sponsor Liaison		
Sponsor Security		
Dept. of Social Services		
Health Consultant		
State Licensor		
Air Conditioning		
Appliance Repair		
Cleaning/Maintenance		
Copy Machine		
Electric Company		
Electrician		
Glass Company		
Heating Company		
Locksmith		
Plumber		
Snow Removal		
Taxi		
Trash Removal		
Water Department		



Winter 2006 weekly menu for Teddies



Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Snack	An assortment from cheese, crackers, breadsticks, fruit ,and dips				
Lunch	Creamy mixed pepper and mushroom pasta	Chicken and vegetable pie served with sliced French beans	Sheppard's pie served with seasonal vegetable	Sausage (pork) casserole served with savoy rice	Cod mornay with parsley boiled potatoes
Vegetarian alternative	Creamy mixed pepper and mushroom pasta	Vegetable pie served with sliced French beans	Quorn pie served with seasonal vegetable	Vegetarian sausage (seasonal vegetable casserole) served with savoy rice	Vegetable mornay with parsley boiled potatoes
Babies' lunch	Mushroom and carrot puree Apple puree	French beans and cauliflower puree Baby yoghurt	Cabbage and carrot puree Banana puree	Sweet potato and parsnip puree Pear puree	Broccoli and swede puree Mango puree
Pudding	Apple crumble served with custard	Fruit yoghurt	Peaches with rice pudding	Pear and mango chunks served with custard	Coco cake served with coco sauce
Tea	Tuna and five mixed bean surprise with savoury couscous	Tomato and basil soup served with bread soldiers	Various filled pitta served with salad sticks	Cauliflower and broccoli cheese	Penne with mixed peppers and tomato
Vegetarian alternative	Five mixed bean surprise with savoury couscous	Tomato and basil soup served with bread soldiers	Various filled pitta served with salad sticks	Cauliflower and broccoli cheese	Penne with mixed peppers and tomato
Babies' tea	Butternut squash and parsnip puree	Potato and courgette puree	Sweet potato and broccoli puree	Cauliflower and broccoli puree	Leek and carrot puree
Pudding	Fruit	Fruit	Fruit	Fruit	Fruit

Babies will only have one fruit **or** vegetable at one time (ie carrot **or** potato) until they are able to have all fruits and vegetables.

Indoor and Outdoor materials at Sally's Family Child Care Home

Indoor materials:

- 1. Dress-up clothes and hats**
- 2. Play-doh with accessories**

Outdoor materials:

- 1. Sand box**
- 2. Tricycles, toy cars, and stop signs**

INFANT & TODDLER LESSON PLAN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><u>Music & Movement</u></p> <p>Activity: "Five little monkeys"</p> <p>Goals: To develop fine motor skills and coordinate eye and hand movement.</p>	<p><u>Playing with Toys</u></p> <p>Activity: Cars and Trucks</p> <p>Goals: To express their independence.</p>	<p><u>Books and Stories</u></p> <p>Activity: "At the Playground"</p> <p>Goals: To communicate through language. To identify with home language.</p>	<p><u>Art & Sensory</u></p> <p>Activity: Whipping Cream</p> <p>Goals: To learn eye-hand coordination and develop fine motor skills.</p>	<p><u>Imitating & Pretending</u></p> <p>Activity: Housekeeping</p> <p>Goals: To express their feelings in appropriate ways.</p>
AFTERNOON				
<p><u>Books & Stories</u></p> <p>Activity: "The Four Seasons"</p> <p>Goals: To identify with a home language. To respond to verbal and nonverbal commands.</p>	<p><u>Imitating & Pretending</u></p> <p>Activity: Dolls</p> <p>Goals: To apply knowledge to new situations.</p>	<p><u>Playing with Toys</u></p> <p>Activity: Building Blocks</p> <p>Goals: To learn about moving and doing . To develop fine motor skills.</p>	<p><u>Music & Movement</u></p> <p>Activity: YMCA</p> <p>Goals: To develop gross motor skills.</p>	<p><u>Sensory</u></p> <p>Activity: Dry Oatmeal</p> <p>Goals: To develop fine motor skills.</p>

PRE-SCHOOL LESSON PLAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group Time (songs, stories, games, discussion, etc.)	Speed racer song Word for day-Transportation Word wall. What begins with "T"?	Wheels on the bus song, Talk about Good Manners The grouchy ladybug book	Hello song, 123, I'm a little airplane song We are taking an airplane trip book	Good Morning song, I'm looking over a four leaf clover Dinosailers book	10 little puffer bellies all in a row, hello songs Two little trains book
Dramatic Play	Telephones and transportation	Dinner time do's and don'ts	School day and play	Buy your bus	Housekeeping center
Arts and Crafts	Cars with paint on paper	Stephanie: magnet experiments	Paper airplane runway Make a runway like the letter "T"	Paint the bus	Train Shapes Egg Carton train
Special Activities	Traffic light snacks Letter of the week "T"	Blue sand with cars and trucks in sensory table.	Transportation matching game	American Ford Field trip and bus ride	Train Set
Gross Motor	Red light Green light Game	Create our own car/How fast can you go?	Playground free play	Science searching and exploration	Send your friend over

Sally's Family Child Care Home

Classroom Rules:

- 1. We are kind to each other.**
- 2. We use our inside voices when we are indoors.**
- 3. We use walking feet when we are indoors.**
- 4. We keep our hands to ourselves.**
- 5. We use good manners.**
- 6. We have fun!**

Learning Centers at Sally's Family Child Care Home:

Dramatic Play- Dress-up clothes, baby dolls, doll clothes and blankets, kitchen area with dishes, furniture and toy food, telephones and cash registers.

Nature/Science Center- Natural object collections (rocks, feathers, flowers), magnifying glasses, science themed books and games, and bug collection activities.

Some examples of books available to children at Sally's Family Child Care Home:

For infants- Pat the Bunny
Baby Faces
Sheep in a Jeep

For toddlers- Brown Bear, Brown Bear, What do you see?
Goodnight Moon
Shapes and Colors

For preschool- Winnie the Pooh's ABC
The Very Hungry Caterpillar Board Book
Barnyard Dance!



Sally's Family Child Care Home: Daily Schedule

7:30 - 8:15 a.m.	Arrival / Health Check / Free Choice in Activity Areas
8:15 - 8:45 a.m.	Breakfast Children engage in free choice activity areas after finishing
8:45 - 9:00 a.m.	Clean-up, diaper changes, toileting
9:00 - 9:30 a.m.	Group Time: Hello songs ~ singing time ~ fingerplays ~ action songs ~ concept games ~ discussion of daily activities ~ story
9:30 - 9:45 a.m.	Outdoor play or vigorous indoor activity (including teacher-directed games)
9:45 - 10:00 a.m.	Diaper changing, toileting, clean-up, water
10:00 - 11:15 a.m.	Activity Areas - Children are allowed to select their activities from standard equipment and a changing variety of teacher provided materials. - Some teacher-directed activities as well as some self-directed activities are included. - Example of activities: creative art, cooking, science/discovery, block building, dramatic play, language art/listening, sand and water play, dramatic role play, fine motor manipulatives, gross motor skills.
11:15 - 11:30 a.m.	Diaper changing, toileting Preparation for lunch (clean up, wash hands, set tables)
11:30 a.m. - 12:00 p.m.	Lunch
12:00 - 12:30 p.m.	Diaper changing, toileting (if needed) Preparation for nap, perhaps a quiet story
12:30 - 2:30 p.m.	Naptime - Children are required to rest for a reasonable period but not required to sleep. Quiet activities are available for those who are awake before others, i.e., quiet books, puzzles done while sitting on cots.
2:30 - 3:00 p.m.	Diaper changing, toileting Snack
3:00 - 3:30 p.m.	Group Time Free choice in activity areas
3:30 - 3:45 p.m.	Tooth brushing, diaper changing, toileting (if needed) Preparation for outside play
3:45 - 4:45 p.m.	Outdoor play or vigorous indoor play
4:45 - 5:30 p.m.	Free choice in activity areas Preparations for departure Children leaving

OBSERVATION OF SOCIAL INTERACTION
(ten minute observation)

Child's Name: [redacted] Observer: Ms. Sally Caregiver
Classroom: Bouncing Bunnies Date: 4/28/08

✓	BEHAVIOR	DESCRIPTION OF ACTION
	Unoccupied	watching other children play with blocks; laughing when blocks are built high and knocked down. No communication with words.
✓	Onlooker	
	Solitary	
	Parallel	
	Interact	
	Unoccupied	Engaged in drawing activity with construction paper and crayons; paying no attention to other children at the table; looking very carefully at drawing in front of him.
	Onlooker	
✓	Solitary	
	Parallel	
	Interact	
	Unoccupied	Playing alongside classmates in dramatic play area with kitchen dishes and utensils; both children in the play area are pretending to cook a meal, but no communication taking place.
	Onlooker	
	Solitary	
✓	Parallel	
	Interact	
	Unoccupied	Engaged in housekeeping play with another child. Discussing putting the baby in the crib. "she's sleepy"; "she needs her blanket". other child in area responding in action and speech.
	Onlooker	
	Solitary	
	Parallel	
✓	Interact	
✓	Unoccupied	Child is looking around classroom at different learning centers; No toys are in hand; Has not sat down or engaged in activity for several minutes; no expression on face.
	Onlooker	
	Solitary	
	Parallel	
	Interact	

Daily Report

Child's Name: John Doe 2 year olds Arrival Time: 8:15am Date: 4/3/08

The following information is to let you know how your child's day was in a nutshell at Bright Beginnings Childcare. If you would like more detailed information on your child, please inform the teachers and they will be happy to do so.

1. During Group/Circle Time We Worked On:

Shapes... Circles Numbers... 1-10
 Colors... blue Letters... A,B,C
 Books or Flannel Stories read... The Cat in the Hat
 Songs or Finger Plays sung... busy bee song



2. Today I am so proud of myself because I:

Shared with my friends Helped Clean Up Used Quiet Voices
 Had my Listening Ears on Used Walking Feet Used Gentle Touches

3. Your Child's mood through out the day:

a. Early a.m. Happy Friendly Smiley Curious Shy Quiet Sleepy Sad Frustrated Angry
 b. Mid day. Happy Friendly Smiley Curious Shy Quiet Sleepy Sad Frustrated Angry
 c. Afternoon. Happy Friendly Smiley Curious Shy Quiet Sleepy Sad Frustrated Angry

4. Today during Art I: Made a picture with finger paint

5. Fine Motor Activity: cutting and gluing

Gross Motor Skills: threw balls in the gym

Sensory Activity: played in fluid table with shaving cream

I DID IT ALL BY MYSELF! Put my Shoes on Zipped Buttoned Snapped
 Dressed Used the Toilet Washed my Hands Washed my Face

6. Nap Time: Did not Sleep Restless Slept From: 12:00pm To: 2:10 pm

7. Outside Activity Time: rode tricycles on the playground

8. Appetite:

Breakfast... Did not eat Nibbler Good Eater Seconds Please! Cheerios
 Lunch... Did not eat Nibbler Good Eater ~~Seconds Please!~~ Spaghetti and pens
 Snack... Did not eat Nibbler Good Eater Seconds Please! Milk and apple slices

W= wet D= dry B= B.M.

Diapering / Potty Training

T= tried P= potty B= B.M.

AM	7:30	toilet	8:30	toilet	9:30	toilet	10:30	toilet	11:30	toilet	12:30	toilet
				P				B		T		
PM	1:30	toilet	2:30	toilet	3:30	toilet	4:30	toilet	5:30	toilet	5:45	toilet
		P			P		T					P

Additional Comments:

John had a great day today! We worked on the numbers he's having trouble with, and he only got slightly Frustrated after 15 minutes of it. He told us when he had to HAVE A GREAT DAY! potty today!

Sally's Family Child Care Home uses the following community support services at least once per quarter:

- TRAILS Van
- Local Child Care Resource & Referral Agency
- American Red Cross (CPR/First Aid Training)
- WV Birth to Three
- Child and Adult Care Food Program (CACFP)



West Virginia STARS

State Training and Registry System
professional development for early care and education

*Recognizes the Professional Development and Early Care
and Education Training Accomplishments of:*

Program Director

Credentialed Since 2005

Registry ID 5257

Level VIII

Joe Manchin III, Governor

*Issued August 16, 2005
Date Expires November 30, 2008*





State Training and Registry System

Professional Development for Early Care and Education

Provided by West Virginia Early Childhood Training Connections and Resources
 Phone: 304-529-7603 • Fax: 304-529-2535 • Email: tcr@rvcds.org

Registered Early Care and Education Professional Development Record Trainings Attended

Name: [REDACTED]

WV STARS ID#: [REDACTED]

Total Career Pathway Clock Hours: 32.00

Date: Monday, April 14, 2008

Core Knowledge Content Area: Child Growth and Development

Training Title	Training Date	Core Knowledge Clock Hours
Training on FCCERS R	10/22/2007	1.00
Training on SACERS	10/23/2007	1.00
Total Hours in Child Growth and Development		2.00

Core Knowledge Content Area: Child Observation and Assessment

Training Title	Training Date	Core Knowledge Clock Hours
Training on FCCERS R	10/22/2007	1.00
Training on SACERS	10/23/2007	1.00
Total Hours in Child Observation and Assessment		2.00

Core Knowledge Content Area: Curriculum

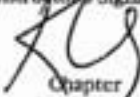
Training Title	Training Date	Core Knowledge Clock Hours
Best Theories and Best Practices in Early Childhood Education	9/17/2005	1.00
Slop Glop and Mop Creative Activities for Twos Threes and Fours	9/17/2005	2.25
Training on FCCERS R	10/22/2007	1.00
Training on SACERS	10/23/2007	1.00
Total Hours in Curriculum		5.25



Together, we can save a life

This recognizes that
JESSICA CROUCH
 has completed the requirements for
STANDARD FIRST AID
 conducted by
YMCA
 Date completed **05/02/2007**
 The American Red Cross recognizes this certificate
 as valid for _____ year(s) from completion date.


 Chairman, American Red Cross
 Instructor's Signature


 Chapter

Capital Area Chapter

Holder's Signature

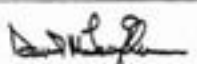


Cert. 653998 (Rev. Oct. 2001)



Together, we can save a life

This recognizes that
JESSICA CROUCH
 has completed the requirements for
**CPR/AED - ADULT PLUS CPR -
 CHILD AND INFANT**
 conducted by
YMCA
 Date completed **05/02/2007**
 The American Red Cross recognizes this certificate
 as valid for _____ year(s) from completion date.


 Chairman, American Red Cross
 Instructor's Signature


 Chapter

Capital Area Chapter

Holder's Signature



Cert. 653998 (Rev. Oct. 2001)

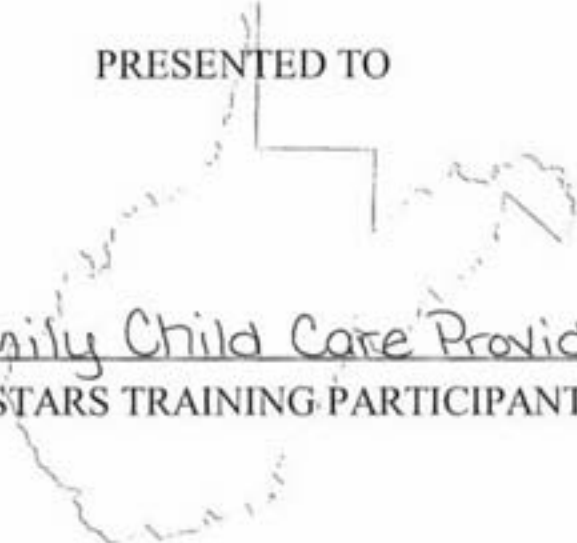


WV STATE TRAINING AND REGISTRY SYSTEM

CERTIFICATE OF TRAINING ATTENDANCE

PRESENTED TO

Family Child Care Provider
WV STARS TRAINING PARTICIPANT



WV STARS TRAINER'S SIGNATURE

5747 Reach for the STARS-Family Child Care Environmental Rating Scale

WV STARS TRAINING REGISTRATION NUMBER/TITLE

TRAINING DATE

COUNTY

Core Knowledge Content Area	Clock Hours
Professionalism	1.5

SCORE SHEET—EXPANDED VERSION

Family Child Care Environment Rating Scale—Revised Edition

Thelma Harms, Debby Cryer, and Richard M. Clifford

Observer: _____ Observer Code: _____

Home: _____ Facility Code: _____

Provider(s): _____ Provider Code: _____

Number of providers present: _____

Number of children enrolled: _____

Highest number of children family child care home allows at one time: _____

Highest number of children present during observation: _____

Time observation began: _____ : _____ AM PM

Time observation ended: _____ : _____ AM PM

Time interview began: _____ : _____ AM PM

Time interview ended: _____ : _____ AM PM

Date of Observation: / /
m m d d y y

Number of children with identified disabilities: _____

Check type(s) of disability: physical/sensory cognitive/language
 social/emotional other: _____

Birthdates of children enrolled: youngest / /
m m d d y y
 oldest / /
m m d d y y

Number enrolled in each age group:

Infants (birth through 11 mos.) _____

Toddlers (12 mos. through 29 mos.) _____

Preschool/K (30 mos. through 5 yrs.) _____

School-agers (6 yrs. through 12 yrs.) _____

SPACE AND FURNISHINGS

1. Indoor space used for child care

1 2 3 4 5 6 7

Y N	Y N	Y N NA	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>		

7.3. Accessibility: a) Doorways \geq 32" wide? (y / n)
 b) Easy to use handles on doors (y / n)
 c) Thresholds appropriate height/beveled if $>$ 1/4" (y / n)

2. Furniture for routine care, play, and learning

1 2 3 4 5 6 7

Y N	Y N	Y N	Y N NA
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
		5.4 <input type="checkbox"/> <input type="checkbox"/>	
		5.5 <input type="checkbox"/> <input type="checkbox"/>	

5.3. Examples of provisions that promote self-help used (at least 2 observed):
 1)
 2)

5.5, 7.3. Use of adult seating by provider observed (at least 1 example)? (y / n)

January 30, 2009

To Whom It May Concern:

As an early interventionist in the state of West Virginia, I have been visiting Sally Caregiver's Family Child Care Home for the past year to implement various early intervention services. I continue to work closely with Sally to provide services to special needs children in her family child care home and to assure that the environment is appropriate for the special needs children in her care.

Please contact me with any questions regarding this matter or for further information.

Thanks,

*signed

Early Interventionist

Certificate of Attendance

This certificate is awarded to

Program Director

Celebrating Connections Conference in Charleston, WV
February 20-22, 2008

Sponsored by:



A handwritten signature in black ink that reads "Ginger Huffman".

Conference Committee Signature