

Tier II Reimbursement Requirements

Validation File for ABC Child Care Facility

**123 Main Street
Charleston, WV 25301**

(Model)

Business Plan for

ABC Child Care Facility

123 Main Street

Charleston, WV 25301

Written by: Dana Director

EXECUTIVE SUMMARY

This section of the business plan will provide a brief overview of the child care program, highlighting and summarizing the primary elements of the business plan's contents. The purpose of a business plan is to describe the child care center, explain who the center will serve, and outline its competition. In addition, it lays out the center's marketing strategy (how the center will maintain full occupancy), and explains the financial operations of the center. The business plan should provide the reader the ability to understand the child care industry itself, as well as the details about your specific child care center.

The business plan should be credible, clear, and authoritative. It should cite specific "sources" of information that are within the plan. Business plans are usually 10-15 pages in length (excluding the introduction and any supporting documents) and it should be typed (single or double spaced) without grammatical or typographical errors.

The sections of a child care center business plan include:

- The Business Introduction
- The Business Organization Section
- The Management/Operations Section
- The Marketing Section
- The Financial Section
- Supporting Documents

Simply stated, in developing a Child Care Center Business Plan, you are developing a "road map" for your center. You are defining where you are going, and how you will get there.

BUSINESS INTRODUCTION

- ❖ Provide a history and description of the business
 - How and why did you enter the child care field?
- ❖ Mission Statement
 - Who are you and what do you do?
 - What services do you offer?
 - Who do you serve?
- ❖ Research market feasibility
 - Is there a need for child care in the area where your business will be located?
 - How much of a need is there and how much of it will you serve?
- ❖ Competition
 - Who is your competition?
 - What services do they offer; what are their strengths and weaknesses?
 - Are they a threat to your business?
- ❖ Industry trends
 - What does the child care industry itself look like at this time: is it stable or declining?
- ❖ Potential market
 - Given what's known about the above issues, what is the potential demand/need for your facility?

BUSINESS ORGANIZATION

- ❖ Legal
 - Will the center be a sole proprietorship, a partnership, or a corporation?
 - Will it be profit making or a non-profit organization?
 - Will it have a board of directors?
 - Will it be employer sponsored or supported, or funded by state or local agencies?
 - Who will determine the policies and budget?

- ❖ Insurance
 - What types of insurance will you carry (liability, fire, theft, health, accident) and through whom?

- ❖ Tax and bookkeeping system
 - What records do you need to maintain?
 - What system will you use?

- ❖ Regulation, licensing, and/or government issues
 - What licensing regulations are there for your industry?
 - What are the zoning regulations for your location?
 - What local building code requirements must you adhere to?

MANAGEMENT/OPERATIONS

- ❖ Personnel/management team
 - Who are they?
 - What are their qualifications?
 - What education have they had?
 - Are they competent, capable, and experienced?

- ❖ Benefits
 - What benefits are being offered to employees, if any?

- ❖ Employee requirements and job descriptions
 - What are your hiring practices?
 - What is your wage scale?
 - What are your staffing patterns?
 - What will specific employees be expected to do?

- ❖ Business operations
 - How will you actually run your business?
 - What are your major business policies?
 - What is your schedule of daily program activities and how will they provide you with a competitive edge?
 - What are your business's goals and objectives? (include child and family outcomes)

- ❖ Suppliers
 - What equipment and materials do you need?
 - Where will they be obtained?
 - Provide breakdown of costs by supplier.

- ❖ External partners
 - Will a lawyer, accountant, or early childhood specialist's services be used?

- ❖ Technology needs
 - Do you need or will you need any technology to help you, such as computers, telephone add-ons, etc.?

MARKETING

- ❖ Describe your services
 - What do you offer and to whom?
 - Do you offer any special services that may not be offered elsewhere?

- ❖ Describe the target market for your facility
 - Who will be served?

- ❖ Identify your location
 - Where is your facility located?
 - Has it met local and state inspections and zoning requirements?
 - Does it accommodate special needs?
 - What features about your site are desirable for child care and families served?

- ❖ Pricing strategies
 - How will fees be determined?
 - Will there be late fees, paid holidays, and vacations, sick days, etc.?
 - Will you charge for special services, i.e., transportation?

- ❖ Promotional strategies
 - How will you reach your customers?
 - What advertising methods will you use?

FINANCIAL

- ❖ Start-up costs
 - If applicable, what will you need to purchase to begin?
 - What operating funds will be needed?
 - Where will this money be obtained?
 - How much, in total, is needed to successfully cover all start-up costs?

- ❖ Cash flow projection
 - Where will your income come from and where will it go?
 - Anticipate your income and expenses for a two-year period, month by month and by year.

- ❖ Income statement

- ❖ Balance sheet: assets, liabilities, net worth

- ❖ Break even analysis
 - Revenue versus expenses: how much money do you need to break even?
 - Can you make a profit?

- ❖ Financing plan
 - Will you need to borrow money? How much?
 - How will you use it and how will it be repaid?

- ❖ Identify sources of funds
 - Determine how the program will be funded.
 - Will you seek a bank loan?
 - How much money can you provide?

SUPPORTING DOCUMENTS

- ❖ Personal resumes
- ❖ Letters of reference
- ❖ Job descriptions
- ❖ Contracts, leases, licenses to operate business
- ❖ Client lists

The information provided here can be used as a tool to assist you in designing your business plan. More information can be found at <http://www.gvsu.edu/images/BPWORKBK.pdf>

Family and Child Outcomes

Preface

Early intervention and early childhood special education support young children with disabilities and their families. For children, the ultimate goal of this support is to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community. For families, the ultimate goal is to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities.

An "outcome" is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children and families. The child and family outcomes are interdependent in that positive outcomes experienced by the family serve to promote the child outcomes and outcomes achieved by the child benefit the family.

As outcomes in an accountability framework, these statements should be taken as desirable accomplishments of the system. It is understood that a service system cannot guarantee the achievement of any outcome involving families or children. The achievement of an outcome is the result of a variety of factors, only one of which is early intervention or preschool special education. Even in the best system, it is likely that not all families or children will achieve all of the desired outcomes. Nevertheless, early intervention and early childhood special education should strive to achieve the outcomes for all the families and children they serve.

Family Outcomes

1. Families understand their children's strengths, abilities and special needs.
2. Families know their rights and advocate effectively for their children.
3. Families help their children develop and learn.
4. Families have support systems.
5. Families are able to gain access to desired services, programs, and activities in their community.

Based on input from the consensus-building process, it was concluded that all five family outcomes apply to early intervention and outcomes 1 and 2 and possibly 3 apply to early childhood special education as it is currently being delivered.

Child Outcomes

1. Children have positive social relationships.
2. Children acquire and use knowledge and skills.
3. Children take appropriate action to meet their needs.

PROJECTED CHILD CARE CENTER ANNUAL OPERATING COSTS
Example - Somewhere, Mississippi

This operating statement is based on 9 infants and 51 preschoolers each day, 5 days per week, 52 weeks per year.

Income

Registration fee	<u>6,000</u>
@ 60 x \$100/yr.	
Tuition	<u>234,000</u>
@ 60 x \$75/wk.	
Supply fee	<u>3,000</u>
@ 60 x \$25/semester x 2 semesters	
 TOTAL GROSS INCOME	 <u>243,000</u>

Operating Expenses

Director	<u>20,000</u>
Caregivers/Instructors*	<u>87,000</u>
6 @ \$14,500/yr. (40 hrs./wk)	
4 @ \$6.00/hr. (20 hrs./wk)	<u>24,960</u>
Support Staff (cooking/cleaning)	<u>8,970</u>
1 @ \$5.75/hr. (30 hrs./wk.)	
 Subtotal Salaries	 <u>140,930</u>
 Fringe Benefits/Cost of Employees @ 20% (a full benefits package would need to be calculated using a higher fringe %)	 <u>28,186</u>
 Total Salaries	 <u>169,116</u>

Rent (@ \$1,000/month)	<u>12,000</u>
Licenses/Permits	<u>230</u>
\$50 application fee (one time fee)	
\$150 licensure fee	
\$30 business permit	
Advertising/Promotion (@ \$10/month)	<u>120</u>
Utilities/Telephone	<u>5,400</u>
Utilities @ \$400/month	
Telephone @ \$50/month	
Professional Services	<u>1,200</u>
Accountant/Attorney (@ \$100/month)	
Supplies/Equipment (@ \$50/month/classroom)	<u>3,000</u>
Insurance	<u>2,400</u>
Maintenance/Repair (@ \$100/month)	<u>1,200</u>
Food Costs (@ \$3,570/month)**	<u>42,840</u>
Miscellaneous (@ \$100/month)	<u>1,200</u>
Other - \$7,500 Building Renovation Loan	<u>1,069</u>
Total Operating Expenses	<u>70,659</u>
TOTAL EXPENSES (SALARIES + OPERATING)	<u>239,775</u>
TOTAL NET INCOME (LOSS)	<u>3,225</u>

* Number of teachers required will vary depending on number of children, ages of children, and group sizes. Refer to the Mississippi Regulations Governing the Licensure of Child Care Facilities for grouping and caregiver variations and ratios listed below.

** Food costs are calculated using current USDA food reimbursement figures (@ 2.09 per hot meal and .57 per snack. Does not include food costs for staff and infants. Based on 1 hot meal and 2 snacks per day per child.

PLANNING YOUR PROFESSIONAL GROWTH

Rosa Simone Velasquez

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Grafane, Vermont 05799
Home Phone: 802.802.8020
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BACKGROUND

I started a Family Child Care Home nine years ago when I had the first of my three children. I expected to close my program when my youngest child went to school; however, I realized I enjoyed it and was providing an important service to the community. My goals are to specialize in providing child care to traumatized children and to maintain my professional credential.

WORK HISTORY

1993 - present *Owner - Director Rosa's Nest (Grafane, VT)*

Own and operate a licensed Family Child Care Home for seven children ages 3 months - seven years. Responsibilities include: enrollment, curriculum, teaching, book-keeping, and working with parents and school staff.

1990 - 1993 *Assistant Teacher Smiling Rainbow Playschool (Oslo, VT)*

Worked with the three-year olds in a licensed morning preschool. Assisted the teacher with preparing materials, planning activities, and teaching.

1985-1990 *Home Visitor Southern Vermont Head Start (Jackston, VT)*

Conducted weekly visits to nine families with preschool children to address education, social services, health, and parent involvement issues. Developed activities for children and parents. Maintained thorough, confidential records.

EDUCATION

- 1998 Child Development Associate credential
- 1991 Courses taken in Child Development and Early Childhood Education (CCV)
- 1982 Diploma (Easton High School; Easton, NH)

INTERESTS AND ACTIVITIES

CPR and Advanced First Aid certification, gardening, playing the piano for church choir, member of Starting Points Child Care Network.

REFERENCES WILL BE FURNISHED UPON REQUEST

RIVER VALLEY CHILD DEVELOPMENT SERVICES

JOB DESCRIPTION

TITLE: Center Director – Child Care

RELATIONSHIP: Direct responsibility would be to the Associate Director and the Executive Director of River Valley Child Development Services

GENERAL QUALIFICATIONS: Teaching and administrative experience
Master degree preferred or BA in Child Development or Early Childhood. Other relevant experience and academic qualifications considered
Be registered with WV STARS State Training and Registry System

- SPECIFIC DUTIES:**
- STAFF**
 1. Supervise all staff at child care center
 2. Interview candidates for new child care employees and make recommendations of most qualified to River Valley Associate Director and Executive Director
 3. Arrange monthly centerwide staff meetings
 4. Evaluate all staff using formal evaluation forms once a year or more frequently for new employees and those requiring improvement
 5. Consult with staff regarding concerns
 6. Assist in planning inservice
 7. Schedule all volunteers and education students
 8. Schedule substitutes
 9. Provide staff development opportunities
 10. Assist staff in planning and follow through on ISDP process
 11. Approve memos and flyers distributed to parents and others
 12. Maintain a parent information board and/or center

- PARENT**
 1. Organize parent advisory committee or maintain ongoing committee
 2. Assist parent advisory committee in planning Parent meetings at least four times a year
 3. Monitor enrollment and maintain waiting list
 4. Orient new families

5. Conference with parents about concerns as needed
6. Communicate with parents about past due fees, late pick-up fees, required records and changes in family data
7. Coordinate quarterly newsletter
8. Prepare memos to parents
9. Maintain a parent information board and/or center

CHILDREN

1. Regularly monitor children's activities
2. Monitor and update children's records
3. Coordinate curriculum development and selection of materials
4. Monitor lesson plans
5. Assess classroom space and assist in needed improvements
6. Assist staff in solving child management problems
7. Monitor assessments of children's development

RECORD KEEPING:

1. Complete all forms required by West Virginia Child Licensing Regulations, Child Care and Adult Food Program, and DHHR Child Care Eligibility
2. Keep ongoing records of information required for River Valley Child Development Services annual report (see Child Care Policy and Procedure Manual)
3. Review monthly budget and remain within supply/ equipment/ food allocations
4. Approve all supply and equipment requests
5. Arrange for necessary upkeep and repairs
6. Collect child care fees, prepare receipts and deposits, and follow through on past accounts
7. Assist with updating manuals of policies and procedures, parent handbook, job descriptions, evaluation forms and other forms as needed
8. Assemble monthly reports for office use including DHHR per diem and Child Care and Adult Food Program reports
9. Maintain accurate time sheets on staff
10. Maintain inventory
11. Submit reports to other agencies as required (Foster Grandparents, etc.)
12. Maintain all data programs through computer link

OTHER DUTIES:

1. Know and understand WV Child Care Licensing Regulations

2. Know and understand CACFP requirements and reimbursement process
3. Know and understand Department of Health and Human Services per diem (Title XX) process
4. Assist representatives from licensing, health department, fire marshal, or food program monitor the center
5. Prepare necessary correspondence
6. Write narrative and prepare child care section of annual report
7. Secure all monies and checks. Make weekly deposits and maintain accurate records of parent fees, late fees, activity money, fundraising and donations
8. Order classroom and maintenance supplies
9. Monitor delivery of supplies and equipment
10. Attend monthly directors meeting
11. Participate in agency approved staff development plan
12. Actively participate/coordinate fundraising for River Valley Child Development Services programs
13. Maintain the physical appearance and condition of center
14. Produces a quarterly program newsletter
15. Maintain or seek program accreditation through NAEYC
16. Able to lift 40 pounds
17. Work successfully in a team environment
18. Other duties assigned by Associate Director or the Executive Director of River Valley Child Development Services

**ESSENTIAL
FUNCTIONS:**

- * Ability to compose written materials
- * Ability to organize and be self-directed
- * Ability to evaluate program and staff
- * Ability to communicate with staff, families, children and community organizations
- * Ability to foster a cohesive and supportive staff
- * Ability to evaluate financial statistics and reports
- * Have knowledge of computer systems and/or willingness to learn
- * Ability to compile documentation as required by licensing authorities

- * Complete First Aid and CPR training

SALARY/ BENEFITS:

Based on academic qualifications and experience
Fringe benefits include vacation, sick, personal leave,
short term paid disability leave, eight paid holidays

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LICENSE
STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

This Certifies that

ABC Child Care Facility

is hereby granted a **Regular License** to operate a
Child Care Facility

Located at: Charleston Kanawha County West Virginia

to conduct child care services under the provisions of West Virginia Code, Chapter 49, Article 2B, subject to the standards of child care formulated pursuant to the provisions of said code. This certificate shall be in effect until date of expiration hereinafter set out unless revoked or modified for due cause by the Secretary, West Virginia Department of Health and Human Resources. This license is not transferable.

Capacity/Age: 4 / 0 Yrs 2 Mnth - 2 Yrs 0 Mnth

03/01/2008

Date of Issuance

Capacity/Age: 36 / 2Yrs 0 Mnth - 13 Yrs 0 Mnth

Capacity/Age: _____

08/31//2010

Date of Expiration

Summer Recreation/Day Camp Capacity: _____

By: _____

Secretary
West Virginia Department of Health and Human Resources

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		

Indoor and Outdoor materials at ABC Child Development Facility-

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

Diapering Policy

Reason this policy is important: Children's diapers, staff involved in changing diapers and the diaper changing area/supplies have the potential to spread germs and disease. Following proper procedures and room set up will reduce the contamination of the setting (hands, furnishings and floors) and decrease the risk of the spread of illness.

Procedure and Practices, including responsible person(s):

- Diaper changing table is sturdy, a convenient height (28"-32") with a water proof pad in good repair (no cracks,) and placed on a floor surface that can be cleaned and sanitized. (Tile, linoleum). (Carpet should not be used)
- Diaper changing is only done in designated area, positioned to allow for supervision of all children and not located in food preparation areas.
- Diaper changing supplies that may present a hazard shall be stored in an area inaccessible to children except during diaper changing.
- Diaper changing tables will not be used to store items other than diaper changing items (toys, papers, etc..., will not be placed on surface).
- A sink is within reach of diaper changing table to allow for proper hand washing immediately and a tightly covered, plastic lined, hands-free diaper pail is available next to diaper area.
- The child will not be left alone on changing table. Safety belts will **not** be used

_____ (staff title/name) will be responsible for maintenance and organization of diaper changing area/supplies.

Diapering Procedures (http://www.healthychildcarenc.org/training_materials.htm)

Step 1: Get Organized: gather supplies needed before bringing child to diaper area:

- Paper liner to cover changing surface from shoulders to feet.
- Fresh diaper
- Plastic bag for soiled cloths and clean cloths (if needed).
- Wipes
- Diaper cream, if appropriate, squeezed on to a tissue.
- Disposable gloves (if used, put on before touching soiled clothing/diaper and remove before touching clean diapers and surfaces).

Step 2: Place child on changing table and clean child's diaper area

- Always have one hand on child.
- Unfasten diaper, lift child's legs to clean child's bottom.
- Remove stool and urine from front to back and use a fresh wipe each time.

Step 3: Remove soiled diaper and discard

- Put soiled wipes in soiled diaper; fold forward with out touching any surface and place in plastic-lined, covered, foot operated garbage can.
- If gloves are used, remove them and place in garbage can.
- Use a disposable wipe to wipe staff hands.

Step 4: Put on clean diaper and dress child

- Slide fresh diaper under child.
- Use tissue to apply diaper cream, if necessary.
- Fasten diaper and dress.

Step 5: Wash child's hands and return child to play area

- Use soap and water to wash child's hands.
- If child is too heavy to hold or cannot stand at sink,
 - wipe hands with damp, soapy, paper towel -
 - wipe hands with clean wet paper towel -
 - dry hands with clean paper towel.

Step 6: Clean and sanitize diaper area

- Dispose of paper liner and clean visible dirt from changing table with soap and water.
- Wet entire surface with disinfecting solution (¼ cup bleach to 1 gallon water),
- Let stand for at least two minutes. Let air dry or wipe with clean paper towel.

Step 7: Wash hands and record diaper change in child's daily log

- Wash hands with soap and water for 20 seconds - turn off water with paper towel. Record in child's log ([family/caregiver information exchange form](#)).

When the policy applies:

ABC Child Care Center Diaper Changing Checklist

Instructions: Examine all areas of the classroom (including bathrooms and outside areas used by children in the classroom) for equipment, materials, health, and safety criteria listed on this checklist. For materials and equipment, place a check in the box corresponding to the classroom if all items listed are observed. Use the notes column to record items missing.

Items	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
1. Equipment and furnishings for diaper changing and changing soiled underwear or other clothing located away from food prep area. (9.A.01)		
2. Changing area is separated by a partial wall or located at least 3 feet from other areas that children use. Changing procedures are posted. (5.A.08)		
3. Hand washing sinks within arm's length of diaper changing table. (9.A.01)		
4. A chair with a back and a seating height that allows a child to sit with his or her feet on the floor or ground (for each child older than 12 months). (9.A.01)		
5. Tables at a height that allows a child to sit comfortably with the table between underarm and waist.(9.A.01)		
6. At least one cot, crib, mat, sleeping bag or pad for each child who spends more than four hours a day in the program (<i>not required for Kindergartners</i>). No child is allowed to sleep on the floor without using rest equipment. (9.A.01)		
7. Daily record documenting the type and quantity of food consumed by all infants and children with special feeding needs (5.B.04) <i>Note: the specific information in the record need not be visible to observers for privacy, but the mechanism for providing such information to families should be apparent.</i>		

ABC Child Care Facility: Pre-School 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

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

ABC Child Development Facility

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!

The Creative Curriculum for Early Childhood

Our Philosophy

The philosophy behind our curriculum is that young children learn best by doing. Learning isn't just repeating what someone else says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In their early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking).

In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes, and colors, and they notice relationships between things.

In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an airplane or a block is a hamburger. These early symbols - the stick and the block - are similar in shape to the objects they represent. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read" pictures which are symbols of real people, places and things. This exciting development in symbolic thinking takes place during the pre-school years as children play.

- Play provides the foundation for academic or "school" learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

The Goals of Our Curriculum

The most important goal of our early childhood curriculum is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them *how* to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development,

- *Social*: To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- *Emotional*: To help children experience pride and self-confidence, develop independence and self-control, and have a positive attitude toward life.
- *Cognitive*: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- *Physical*: To help children increase their large and small muscle skills and feel confident about what their bodies can do.

The activities we plan for children, the way we organize the environment, select toys and materials, plan the daily schedule, and talk with children, are all designed to accomplish the goals of our curriculum and give your child a successful start in school.

- A Letter to Parents on Blocks
- A Letter to Parents on the House Corner
- A Letter to Parents on Table Toys
- A Letter to Parents on Art
- A Letter to Parents on Sand and Water Play
- A Letter to Parents on the Library
- A Letter to Parents on Music and Movement
- A Letter to Parents on Cooking
- A Letter to Parents on Computers
- A Letter to Parents on Outdoor Play

For more information on The Creative Curriculum for Early Childhood, please contact,

Teaching Strategies, Inc.

Post Office Box 42243

Washington, DC 20015

(800) 637-3652, (202) 362-7543

(202) 364-7273 [FAX]

info@TeachingStrategies.com

Teachers at ABC Child Care Center link the program's curriculum to the WV Early Learning Standards Framework in the following ways:

Social and Emotional Development-

Standard 1: Children choose and become involved in one activity out of several options

Standard 2: Children are encouraged to identify and label their feelings

Standard 3: Children take on pretend roles and situations in the classroom

Standard 4: Children are guided in finding multiple uses for classroom objects

The Arts-

Standard 1: Children are given time to dance to music of various cultures

Standard 2: Children are encouraged to use their imaginations in drawing shapes, letters, and other symbols

Standard 3: Children retell stories they have heard and act out main events of familiar stories

Physical Health and Development-

Standard 1: Children hold markers, crayons, and other objects using fine motor skills to make specific strokes or figures

Standard 2: Children are given pathways and obstacles to pedal and steer around on tricycles on the outdoor playground

Standard 3: Children are given reminders about self-help skills, such as clean-up time and hand-washing

Standard 4: Children create and are taught to follow classroom rules, with reminders

Language and Literacy-

Standard 1: Children are encouraged to use simple sentences to express wants and needs

Standard 2: Children recognize and identify alphabet letters by name and comprehend meaning from books and other text

Standard 3: Uses scribble writing to attempt letter-like forms

Mathematics-

Standard 1: Teachers initiate discussions of similarities and differences

Standard 2: Children are given tasks to sort objects by size, shape or color

Standard 3: Teachers and children discuss time concepts such as past, present, or future events

Standard 4: Children use comparative words to describe number, size, shape, weight, and color

Science-

Standard 1: Children are encouraged to wonder "what will happen if" and test possibilities demonstrating cause and effect

Standard 2: Children are given time to observe and examine objects and notice details and attributes

Some examples of books available to children at ABC Child Care Facility:

For infants- Pat the Bunny
Baby Faces
Sheep in a Jeep
I See a Cow
Maybe My Baby

For toddlers- Brown Bear, Brown Bear, What do you see?
Goodnight Moon
Shapes and Colors
Duck by the Sea
Mr. Brown Can Moo, Can You?

For preschool- Winnie the Pooh's ABC
The Very Hungry Caterpillar Board Book
Barnyard Dance!
Good Night, Gorilla
Is Your Mama a Llama?



Learning Centers at ABC Child Care Facility:

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

Block Area- Unit blocks, toy people, animals, cars and trucks, and large legos.

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

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	

Assessment form for Preschoolers 2-4

Child's Name:

Birth Date:

Year:

Children will be introduced to many skills during their preschool years. Each child develops at an individual rate of growth. Mastery of these developmental skills will vary from child to child, as some skills might be easily mastered, while others might take a little more time. Remember LOTS of praises!

1=All of the time

2=Improving on this skill (w/h=with help)

3=Needs more time

If blank, then we have not worked on that skill yet

ATTENTION SPAN

Sits for a story _____

Completes tasks independently _____

Easily follows 2 step directions _____

Listens appropriately to requests _____

Responds appropriately to requests _____

SOCIAL/EMOTIONAL DEVELOPMENT

Initiates activities _____

Interacts comfortably with adults _____

Interacts comfortably with peers _____

Expresses anger in age appropriate fashion _____

Controls aggressive behavior _____

Engages in cooperative play with peers _____

Attends to task at hand _____

Changes activities or routines w/o difficulties _____

Accepts adult limits _____

Waits for his/her turn _____

Shares willingly with other children _____

Uses equipment and materials properly _____

Asks for assistance when having difficulty _____

Accepts responsibility for own actions _____

Attempts to solve problems w/ minimal adult assistance _____

Follows daily routine with minimal adult assistance _____

Feels good about self _____

Displays pride about accomplishments _____

Plays and shares with others. _____

Curious about the things around me. _____

I rest at nap time. _____

I take care of my personal needs. _____

listen and follow directions. _____

PHONICS/READING READINESS (see below)

Interested in letters _____

I know my first and last name. _____

I sing songs and do finger plays and rhymes. _____

I like stories and books. _____

Enjoys being read to. _____

Understands that reading is down from left to right and is able to turn the pages for you in the right direction. _____

ABC Child Care Facility Parent Handbook



Revised January 2009

Hours of Operation: The center is open Monday through Friday, including all holidays except Thanksgiving Day and Christmas Day. The center opens at 6:00am and closes promptly at 6:00pm.

Attendance Policies: All parents are required to check in upon arrival at the Center 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 Center:

- 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 Center 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 Center 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 Center there is an increased chance of breakage and/or loss. The Center cannot assume responsibility in the case of breakage or loss.

Communication: We ask that you supply Center administration and teachers with all contact information as it changes after receipt of your initial registration form. In addition

to telephone numbers, we ask that you supply the Center with 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.

Center visitations: The center 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 Center staff 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 Center 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 Center staff 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 center 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 staffing at the Center. 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 to the Center. 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 the Center will not be refunded or "swapped" for other days when the child is not scheduled to be present.

Parent Participation Policy: Periodic classroom and Center-wide events are held. Parent workshops are offered as needed. All parents are welcome to attend monthly Parent Group meetings to become involved in Center 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 center 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 at the center. 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 Center, 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 the Center at pick-up as well.

Parents are required to inform the Center 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 Center will not initiate toilet learning. Staff will, however, keep parents informed of any signs of readiness observed by the Center. Parents should keep Center staff 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. Center staff 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 Center 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 Center 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 Center. 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 center staff are mandated child abuse reporters in accordance with WVA Health System policy.

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!



Parent Newsletter

February 2007

Non-School Day Sign ups

We ask that you sign up in advance if your child is going to attend on a non-school day, such as the President's Day holidays. The deadline for sign ups is the week before the non-school day and after that time you need to call the office to see if we have room to accommodate additional children. These sign ups are crucial to our planning for staffing and meals.

We are experiencing issues with parents who do not sign up and then bring their child on a non-school day without calling the office. This causes us to not have adequate staff or food when a lot of parents are doing this. Please help your center staff by signing up and calling the office if you find you need your child to attend. Thanks for your help!

Parent Surveys

This month you will be receiving a Parent Survey with your bill. These surveys are one of the ways that we evaluate our program to make improvements. Your input is a valuable part of this process so please take the time to complete the survey and mail it back with your check. You can also complete the survey at our web site – www.extcc.org

Thinking Ahead to April 15th

Please save your monthly statements for your year end tax purposes. These statements, in addition to the year-end summary, should help you figure any credits you may be entitled to. Year End Summaries were mailed to you in early January.



Incoming Kindergartners

If you have an incoming kindergartner for the 2007/08 school year, please call the main office immediately, 545-2402, so we can set up your child in our system and prepare packets for enrolling. Siblings are automatically in the program with no wait, but we need to know about them.

REMINDERS

- You may have winter break charges appear on your February statement.
- If you have a new address, cell phone, work phone, want to add a person to your emergency card or any other changes, please call the ECC office at 545-2402 with this information.
- All schedule changes must be called into the main office at 545-2402. Informing someone at the center is not enough.





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: ██████████

WV STARS ID#: ██████

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

American Red Cross



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)

American Red Cross



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



Program Director

WV STARS TRAINING PARTICIPANT

WV STARS TRAINER'S SIGNATURE

5747 Reach for the STARS - Environmental Rating Scales

WV STARS TRAINING REGISTRATION NUMBER/TITLE

TRAINING DATE

COUNTY

Core Knowledge Content Area	Clock Hours
Professionalism	1.5

SCORE SHEET – EXPANDED VERSION

Early Childhood Environment Rating Scale - Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

Observer: Program Director Observer Code: 372
 Center/School: ABC Child Care Cntr. Center Code: 094
 Room: Bouncing Bunnies Room Code: 36
 Teacher(s): Ms. Sally Caregiver Teacher Code: 47

Date of Observation: 02/28/08
 Number of children with identified disabilities: 2
 Check type(s) of disability: physical/sensory cognitive/language
 social/emotional other: _____
 Birthdates of children enrolled: youngest 10/14/07
 oldest 03/17/05
 Time observation began: 08:00 AM PM
 Time observation ended: 04:00 AM PM
 Time interview began: 12:00 AM PM
 Time interview ended: 01:00 AM PM

Time	8:00am	10:00am	2:00pm	4:00pm
# of staff present	2	2	2	2
# of children present	10	10	10	8

Highest number center allows in class at one time: 12
 Highest number of children present during observation: 10

SPACE AND FURNISHINGS				
1. Indoor space Y N Y N N A 1.1 <input type="checkbox"/> <input type="checkbox"/> 3.1 <input type="checkbox"/> <input type="checkbox"/> 1.2 <input type="checkbox"/> <input type="checkbox"/> 3.2 <input type="checkbox"/> <input type="checkbox"/> 1.3 <input type="checkbox"/> <input type="checkbox"/> 3.3 <input type="checkbox"/> <input type="checkbox"/> 1.4 <input type="checkbox"/> <input type="checkbox"/> 3.4 <input type="checkbox"/> <input type="checkbox"/> 3.5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	Adequate space for children, adults & furnishings. Some peeling paint on walls, most furniture in good repair (2/3). Adequate lighting, temperature, sound.		
2. Furniture for care, play, & learning Y N Y N N A Y N N A Y N 1.1 <input type="checkbox"/> <input type="checkbox"/> 3.1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5.1 <input type="checkbox"/> <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"/> <input type="checkbox"/> 5.2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7.2 <input type="checkbox"/> <input type="checkbox"/> 3.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	5.1 Child sized? _____ + <u>10</u> = _____ (# child sized) (# children) (% child sized) Safe & child-sized furniture. Some storage available. Minimal adult seating, but furniture is well-organized and accessible to children.		

PLANNING YOUR PROFESSIONAL GROWTH

Rosa's Individualized Professional Development Plan

Date Developed: 8/00

Rosa obtained her CDA two years ago and has one year left before she needs to renew her credential. Rosa wants to renew her credential and will complete the necessary requirements. She also has decided to focus on becoming a protective services provider.

Core Area	Goals	Strategies	Resources	Timeline	Status
1. Safe and Healthy Learning Environments					
2. Physical and Intellectual Development	<ul style="list-style-type: none"> increase program ideas and variety of materials 	<ul style="list-style-type: none"> Take CCV class "Methods and Materials in Early Education" 	<ul style="list-style-type: none"> Application Scholarship Books, materials 	<ul style="list-style-type: none"> 8/00 9/00 9/00 	
3. Social and Emotional Development	<ul style="list-style-type: none"> Understand the impact of abuse and trauma on young children 	<ul style="list-style-type: none"> Take Basic Protective Services workshop at the Family Center 	<ul style="list-style-type: none"> Sign up Arrange child care for sessions 	<ul style="list-style-type: none"> 12/00 1/01 	
4. Relationships with Families	<ul style="list-style-type: none"> Understand the cycle of abuse in families. 	<ul style="list-style-type: none"> Take Basic Protective Services workshops at the Family Center 	<ul style="list-style-type: none"> See above 	<ul style="list-style-type: none"> 1/01 	
5. Program Management					
6. Professionalism	<ul style="list-style-type: none"> Become more active in childcare network Renew CDA 	<ul style="list-style-type: none"> Talk with Bessie Smith, local network leader. Take courses, submit materials 	<ul style="list-style-type: none"> naptimes, evenings forms 	<ul style="list-style-type: none"> 9/00 7/00 	
7. Observing and Recording Behavior					
8. Child Growth and Development	<ul style="list-style-type: none"> Understand effects of trauma and abuse on children's brain development 	<ul style="list-style-type: none"> Take Basic PS workshops at Family Center Attend workshops at VAEYC 	<ul style="list-style-type: none"> See # 3 	<ul style="list-style-type: none"> 1/01 10/01 	



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 VII

Joe Manchin III, Governor

*2005
2008*



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

Certificate of Attendance

This certificate is awarded to

Staff Member

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

Sponsored by:



A handwritten signature in black ink, appearing to read "Ginger Huffman".

Conference Committee Signature