

Tier II Reimbursement Requirements

Validation File For ABC Child Care Center

**123 Main Street
Charleston, WV 25301**

(Model)

Business Plan for

ABC Child Care Center

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 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?

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?

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%	<u>28,186</u>
(a full benefits package would need to be calculated using a higher fringe %)	
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 .37 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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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 (Grafton, 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 (Jackson, 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

3000000



LICENSE
STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

This Certifies that

ABC Child Care Center

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

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: Signed
Secretary
West Virginia Department of Health and Human Resources

ABC Child Care Center Parent Handbook



Revised January 2008

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.

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](#)).

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>		

Items	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
8. Information is posted about child food allergies in food preparation areas and areas of facility that child with allergies uses (5.B.05) <i>Note: not applicable if no children with food allergies OR if parents do not give consent to post information. The specific information posted may be covered for privacy as long as all food preparation and teaching staff are aware of how to access the information.</i>		
9. Clean, sanitary drinking water is available to children throughout the day (not including breast-fed infants) (5.B.06)		
10. Liquids and foods hotter than 110 degrees Fahrenheit out of children's reach (5.B.07)		
11. Sinks are accessible to children; stools may be used to provide access. (9.C.05)		
12. Program excludes baby walkers. (9.C.08)		
13. No choking hazards are in proximity or within reach of infants and toddler/twos. (9.C.16)		
14. Bathrooms have barriers to prevent entry by unattended infants and toddlers/twos. (9.C.17)		
15. Infants and toddlers/twos do not have access to large buckets of liquids. (5.A.15)		
16. Room temperature and humidity is maintained by heating, cooling or ventilating to meet national standards. (9.D.05) <i>(Documentation of heating, cooling, and ventilation included in program portfolio)</i>		
17. Fully working fire extinguisher and fire alarm in each classroom are tagged and serviced annually. (9.C.11) <i>(Check date on tag; if the program is located in school or other large building, fire alarm information may be kept in the office rather than tagged.) Fire extinguishers not needed in with built in sprinkler systems.</i>		

Items	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
18. Fully working carbon monoxide detectors are tagged and serviced annually. (9.C.11) <i>(Not required if facility includes no fuel-burning equipment and does not include an attached garage.)</i>		
19. Written evacuation plan is posted. (10.D.08)		
20. Emergency telephone numbers are posted. (10.D.08)		
21. Normal conversation can be heard without raising one's voice. (9.D.04)		
22. Adaptations, when needed, allow children with disabilities and other special needs to fully participate in the program. (9.A.01)		
23. Individual space is provided for each child's belongings. (9.A.02)		
24. Non-disposable materials are durable and in good repair. (9.A.03)		
25. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities. (9.A.03)		
26. The classroom is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. (9.A.05) <i>(See guidance for 3.C.02 and 3.C.03 for infant sleep supervision.)</i>		

WV Early Childhood Transition Checklist

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WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING TO THE SCHOOL SYSTEM
(PRESCHOOL, KINDERGARTEN, OR OTHER PROGRAMS
FOR CHILDREN WITH AND WITHOUT DISABILITIES)

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

These activities are appropriate for ALL children transitioning TO or FROM ANY setting including school settings for students with and without disabilities.

Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

For Children & Families Being Referred for Transition to Special Education Services in the School System: children ages 3 through 5 & older having or suspected of having a disability

Completed	Activity	Timelines
	Receive referral demographic information from family or agency from which child is transitioning.	10 months prior to 3 rd birth date (if transitioning from WV Birth to Three)
	Participate in meeting with parents and referring agency (example: 90 day face-to-face for WV Birth to Three or meeting with Head Start, Child Care, Private School or Other Community Agency)	

Class Ratio Form

3

Directions: Fill in the table for each classroom in your program.

Classroom	# of Teachers	# of Children	Age Group
1. Cute Caterpillars	2	8	6 wks - 12 mos.
2. Perky Penguins	2	6	1-2 yrs.
3. Kuddly Kittens	2	6	1-2 yrs.
4. Bouncing Bunnies	2	12	2 yrs. / 25-35 mos.
5. Little Lambs	2	12	3 yrs. / 36-47 mos.
6. Silly Seals	2	16	4 yrs. / 48-59 mos.
7. Zippy Zebras	2	16	5 yrs. / 60 mos. +
8. Tough Turtles	2	16	5 yrs. / 60 mos. +
9.			
10.			
11.			
12.			
13.			
14.			
15.			



Winter 2006 weekly menu for Teddies



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Snack	An assortment from cheese, crackers, breadsticks, fruit ,and dips				
Lunch	Pilchards bolognaise made with five-vegetable sauce	Savoury beef with mixed vegetable and potato	Vegetable risotto	Chicken carbonara	Sausages served with mashed potato and baked beans
Vegetarian alternative	Vegetable bolognaise made with five-vegetable sauce	Savoury Quorn mince with vegetables and potato	Vegetable risotto	Mushroom carbonara	Vegetarian sausages served with mashed potato and baked beans
Babies' lunch	Carrot and potato puree Stewed apple	Sweet potato and parsnip puree Baby yoghurt	Courgette and broccoli puree Pureed pear	Mushroom and butternut squash puree Peach puree	Leek and potato puree Banana puree
Pudding	Stewed apple served with custard	Fruit yoghurt	Pear crumble served with custard	Coco cake served with coco sauce	Rice pudding
Tea	Vegetable spring rolls served with fluffy rice	Carrot and swede soup served with home-made rolls	Tuna with leeks in a white sauce served with penne	Mixed pepper and red onion served with couscous	Cauliflower cheese
Vegetarian alternative	Vegetable spring rolls served with fluffy rice	Carrot and swede soup served with home-made rolls	Leeks in a white sauce served with penne	Mixed pepper and red onion served with couscous	Cauliflower cheese
Babies' tea	Pea and courgette puree	Carrot and swede puree	Leek and potato puree	Mixed pepper and parsnip puree	Cauliflower and broccoli 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.

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

Child's Biography

My nickname is: _____

I have ____ brothers & ____ sisters, their names and ages are:

My favorite activity is:

My favorite food is:

My least favorite food is:

My favorite person is:

My favorite toy is:

I am afraid of:

I can do all these things by myself:

Why are you looking for a new child care arrangement?

Has your child had previous day care experience?

Please list prior caregivers and/or day care centers:

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.

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 peas
 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!

Learning Centers at ABC Child Development Center:

Art Center- Construction paper, Crayons, Markers, Scissors, Glue, and Glitter.

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.

Indoor and Outdoor materials at ABC Child Development Center-

Dramatic Play materials:

1. Dress-up clothes and hats
2. Outdoor house with kitchen, telephone, etc.
3. Baby dolls and doll house, clothes, blankets
4. Tricycles, toy cars, and stop signs
5. Cash registers with toy money

Sensory materials:

1. Sand and water table
2. Play-doh with accessories
3. Shaving cream activity table
4. Sand box (outdoors)
5. Activity- make your own play-doh

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. _____

Points to pictures in the book when asked questions about the pictures. ("Where is the dog?" ... "the blue ball?" etc.) _____
 Understands that books are special and that we take very good care of them. _____
 Can say the alphabet without singing it. _____
 Memorizes several short poems, (nursery rhymes). _____
 Can recognize own name _____

LANGUAGE DEVELOPMENT

Retells a simple story _____
 Communicates effectively with age appropriate vocabulary and grammar _____
 Able to recall and recite a simple Fingerplay or song _____

WRITING/PENMANSHIP

Holds a crayon correctly when coloring. _____
 Can trace straight lines. (With a crayon, not a pencil) _____
 Can trace curved and zigzag lines. (w/ a crayon, a pencil) _____
 Demonstrates proper posture while drawing/coloring _____

MATH READINESS (see below)

Can do math patterns. _____
 Knows numbers and colors. _____
 Identifies basic shapes _____
 Can count out loud to 20. _____
 Can count objects to 20. _____
 Understands simple comparisons like:
 "Katie, is this box big or little"? "Kelly, which ball is smaller, the blue one or the green one"? _____

SOCIAL STUDIES

Knows all of the different family members names, mommy, daddy, sister, brother, aunt, uncle etc. _____

 Knows the names of common foods. _____
 Knows the names of the articles of clothing. _____
 Knows the names of things around the house; the rooms, furniture etc. _____
 Knows phone number _____
 Knows town _____
 Knows Province _____
 Knows Address _____
 Can point out their Province on a Canada map _____

PHYSICAL/MOTOR DEVELOPMENT (see below)

Fine motor skills

I can use crayons _____
 I can use scissors _____
 Uses scissors for age appropriate cutting tasks _____
 Uses age appropriate pencil grasp effectively when writing _____
 I can use glue _____
 Hand preference: right _____ Left _____
 Adept at small manipulations _____
 How many 10 blocks can be stacked _____

Gross motor skills

Seems to enjoy large motor activities _____
 Dresses him/herself with minimal assistance _____
 Demonstrates normal activity. (overactive? lethargic?) _____
 Joins in outside play. _____
 Kicks a ball _____

Bounces a ball _____

SCIENCE/HEALTH

Recognizes a variety of domestic and wild animal as well as the sounds that they make _____

Knows the names of outside objects, i.e. sky, trees, grass, sun etc. _____

Starting to understand the basics of good health principles. (Diet, hygiene, exercise, sleep etc.) _____

Starting to understand basic safety principles. (We don't touch the stove, don't run in the house, don't talk to strangers etc.) _____

ART/CRAFTS

Is familiar with and uses a variety of art mediums, colors and textures. _____

Takes care of own art supplies. _____

MUSIC

Listens to a variety of music. _____

Enjoys singing and knows the words to several children's songs. _____

Keeps simple time and rhythm by clapping hands. _____

Uses simple instruments. Bangs on a pot, hits sticks or blocks together etc. _____

PHYSICAL EDUCATION

Enjoys running, jumping, hopping, chasing, being chased etc. _____

MANNERS/HELPING

Three to four year olds have a very short attention span; Therefore, it is best to help them accomplish their tasks rather than to expect them to complete the tasks on their own. Children this age love to help their teachers/parents. Try not to damper their enthusiasm because it is easier for you to do the tasks yourself without their help. The attitude that they develop at this age will determine how willing they are to help when they get older. You want a child who understands his responsibilities as a member of the class/family and is happy to do their part.

Helps with picking up toys and puts them away. _____

Says please, thank you, you're welcome, excuse me. _____

Learning to say yes/no sir/ma'am. _____

Gets things for you and put things in the trash when asked. _____

This is only a short list. You can include your child in most of the classroom/household activities.

PERSONAL CARE

Dresses self with minimal assistance. (Clothes are set out for the child and the child can put them on correctly.) _____

Washes and dries hands with minimal assistance after using the bathroom and before meals. _____

GENERAL COMMENTS

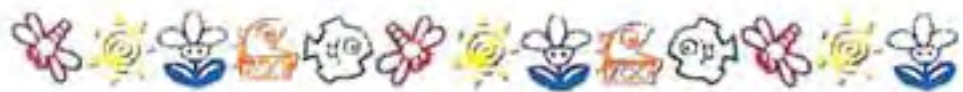
Does child require additional adult attention and assistance? _____

Please explain: _____

Please comment on child's unusual talents, interests, and individual needs. Is there any reason why this child should be screened for a possible special conditions before entering school in the fall? _____

If so, please indicate.

Remember to give lots of praise even for incorrect answers. Good try, Wow you were really close!



About Our Day

Today is: _____

What we ate:



Breakfast: _____

Lunch: _____

Snack: _____

We napped From: _____
to _____



Today we enjoyed: _____

Theme: _____

Notes & Reminders:



About Our Day

Today is: _____

What we ate:



Breakfast: _____

Lunch: _____

Snack: _____

We napped From: _____
to _____



Today we enjoyed: _____

Theme: _____

Notes & Reminders:





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.



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	

Individual Education Plan (IEP) for John Smith

Date of Meeting: 2/1/07

Presenting Problem 1:

John has trouble with Speech pronunciation. He struggles to communicate with teachers and peers in his preschool classroom.

Objectives

(Who, What, When, How)

Objective 1:

John's mother, Ms. Smith, will schedule regular meetings with a Speech Therapist beginning next week. For the next month, Ms Elliott, his preschool teacher, will report on John's speech in class at the end of each class involving a reading or speaking activity. Each day Ms. Smith will check with John's teacher to ensure that he does not regress in his communication. If this is successful, Ms. Smith and Ms Elliott will meet with John and develop a schedule for reducing the frequency of checking. If this is not successful, the IEP team will meet again.

Objective 2:

John's Speech Therapist will work with him to practice words and sounds that are difficult for him. They will have a therapy session every Tuesday and Thursday for one hour each session. The Speech Therapist will come to John's preschool and meet with him on that campus so that John's regular schedule remains consistent throughout the weeks. The Speech Therapist will report on John's progress after one month of therapy, and determine after a one month period if it is necessary to continue the therapy.

Objective 3:

The IEP created for John Smith will be reviewed and revised as necessary by Ms. Smith, Ms. Elliott, and the Speech Therapist, as well as the Director at John's preschool. John's education plan will be used as a guideline for tasks, activities, and learning strategies in John's preschool classroom, and will be reviewed at least monthly for updates.

Presenting Problem 2:

John becomes aggravated when attempting to talk or explain to peers and teachers. As his frustration escalates, his speech becomes less pronounced and his communication efforts are less successful.



Mark Your Calendars!

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[Our Phone #, Address and Directions](#)

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SibShops for Chittenden County,
10am-1pm: **March 8th & April 12th**

To register or for more dates email **Joanne**
or call 1-800-800-4005 x18.

[Click for general SibShop information.](#)

[For contact info on Sibshops offered in other areas.](#)

- Supporting Parent Trainings -

Nov. 3 (Saturday) St. Albans - Contact: Betty 802-524-6574 ext. 212

Jan. 17 (Thurs.) Williston - Contact: Jan 802-764-5290 ext. 30

tba Middlebury - Contact: [Linda](#) 802-388-1957

March 26 (Wed.) Rutland - Contact: Hilde 802-234-6495

April 30 (Tues.) Newport - Contact: Paula 802-895-4948

May 7 (Tues.) Bennington - Contact: Holly 802-753-7050

May 14 (Wed.) Brattleboro - Contact: Jaron 1-888-574-0353

[click for Training information, places, and times](#)

The 2008

Walk-a-Thon & Family Fun Day!

The 2nd annual event to benefit Parent to Parent of Vermont will be
at

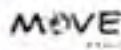
Saint Michael's College from 2-8pm

on **March 29, 2008.**

[Stay updated here and on the listserv.](#)



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For Information Call Parent to Parent: 1-800-800-4005



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ABC Child Care Center
Parent Satisfaction Survey

Target Audience: Parents

Comments: A survey to evaluate the quality of your child care program.

Q-1. How many years have you participated in this 4-H child care program?

NUMBER OF YEARS ____

Q-2. How many children have you had involved in this 4-H child care program?

NUMBER OF CHILDREN ____

Q-3. In general, how satisfied have you and your children been with this 4-H child care program? (Circle the number of your response).

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Parents (you)	1	2	3	4
Children	1	2	3	4

Q-4. Please rate the following as they relate to your child(ren)'s participation in this 4-H child care program. (Circle the number of your response).

	Poor	Fair	Good	Excellent
Health/safety conditions	1	2	3	4
Quality of educational activities	1	2	3	4
Quality of recreational activities	1	2	3	4
Convenience of location	1	2	3	4
Hours of operation	1	2	3	4

Transportation 1 2 3 4

Q-5. Compared to before your involvement in this School Age Child Care (SACC) program how satisfied have you been with each of the following areas since you child(ren)'s involvement in this program? (Circle the number of your response).

	More Satisfied Before	No Difference	More Satisfied Since
A. Your ability to concentrate	1	2	3
B. The volume of work	1	2	3
C. Increased interruptions	1	2	3
D. Increased errors	1	2	3
E. Your involvement in the school	1	2	3
F. Your knowledge of the community	1	2	3
G. Your communication with school personnel	1	2	3
H. Others (specify)	1	2	3

Q-6. While your child(ren) were involved in this program, how often during the school year did you experience each of the following due to child care arrangements. (Circle the number of your response for each item)

	None	1-3 Times	4-6 Times	6+ Times
A. Late for work	1	2	3	4
B. Quit a job	1	2	3	4
C. Left work early	1	2	3	4
D. Absent from work	1	2	3	4
E. Turned down over-time work	1	2	3	4

Q-7. How would you rate the cost of your child care arrangements in this 4-H

child care program? (Circle the number of your response).

1. VERY EXPENSIVE
2. SOMEWHAT EXPENSIVE
3. AFFORDABLE
4. VERY AFFORDABLE

Q-8. We would like you to compare several areas of your family life before you were in the SACC program with the time since your child(ren) have been in this program. Please indicate whether the situation is WORSE, THE SAME, or BETTER than it was before this program. (Circle the number of your response).

	Worse than Before	The Same as Before	Better than Before
A. Your health	1	2	3
B. Health of other family members	1	2	3
C. Family finances	1	2	3
D. Child care	1	2	3
E. Relationship with spouse	1	2	3
F. Relationship with children	1	2	3
G. Your community as a place to live	1	2	3
H. Your involvement in your child(ren)'s education	1	2	3

Q-9. Please indicate how successful you feel the SACC program was in each of the following areas. (Circle the number of your response to each area. NA=does not apply to you or your family.)

How Successful?

	Not	Slightly	Somewhat	Very	NA
a. Helping students complete more or better quality home-work assignments	1	2	3	4	5
b. Improving students' school attendance	1	2	3	4	5

c. Preventing students from being retained in the same grade for another year	1	2	3	4	5
d. Keeping students from being placed in special education classes next year	1	2	3	4	5
e. Helping students have fewer behavior problems at school	1	2	3	4	5
f. Helping students be more cooperative with teachers	1	2	3	4	5

How Successful?

	Not	Slightly	Somewhat	Very	NA
g. Helping parents increase their involvement in the school	1	2	3	4	5
h. Led to a decrease in vandalism in the school	1	2	3	4	5
i. Helped students improve their grades	1	2	3	4	5
j. Helping children develop interests in new topics or activities	1	2	3	4	5
k. Helping children do better in school	1	2	3	4	5
l. Helping children develop an interest in reading for recreation	1	2	3	4	5
m. Helping shy children become more outgoing	1	2	3	4	5
n. Helping children become more skilled at joining in group	1	2	3	4	5

activities

o. Helping rejected children make new friends	1	2	3	4	5
-----------------------------------------------	---	---	---	---	---

p. Helping children be more willing to follow directions and rules of adults	1	2	3	4	5
------------------------------------------------------------------------------	---	---	---	---	---

q. Helping children handle conflicts by talking or negotiating instead of hitting or fighting	1	2	3	4	5
-----------------------------------------------------------------------------------------------	---	---	---	---	---

Q-10. In general, how successful do you feel the SACC program in your school has been? (Circle the number of your response.)

- 1. Not successful
- 2. Slightly successful
- 3. Somewhat successful
- 4. Very successful

Finally, we would like some information for statistical purposes.

Q-11. What is your gender? (Circle your response)

- 1 female
- 2 male

Q-12. What is your age? (Circle the number of your response)

- 1 Less than 20 years
- 2 21–30 years
- 3 31–40 years
- 4 41–50 years
- 5 51 or more years

Q-13. What is your household structure? (Circle the number of your response)

- 1 Single parent

- 2 both parents in home
- 3 Step parent
- 4 Multiple family home (shared with friend or relative)
- 5 Other

Q-14. What is the highest level of education of you and your spouse/partner?
 (Circle the number of your response in each column)

	Yourself	Spouse
Less than high school graduate	1	1
High school graduate	2	2
Some college or vocational school	3	3
College graduate	4	4
Advanced college degree	5	5

Q-15. Please indicate how many children you have in each of the following grade levels living in your home.

Number of Children

- ___ PRE-SCHOOL
- ___ KINDERGARTEN
- ___ GRADE 1
- ___ GRADE 2
- ___ GRADE 3
- ___ GRADE 4
- ___ GRADE 5
- ___ GRADE 6
- ___ JUNIOR HIGH
- ___ HIGH SCHOOL

Q-16. What is your ethnic background? (Circle the number of your response)

- 1 American Indian
- 2 Asian
- 3 Hispanic
- 4 African American
- 5 Caucasian

6 Other (Please specify)

Q-17. Please indicate the employment status of those adults living in your home.
(Circle the number of your response)

Employment status outside home

	Full-time	Part-time	Not Employed
Female provider	1	2	3
Male provider	1	2	3
Other providers	1	2	3

Q-18. What was your total family income before taxes in 1991? (Circle the number of your response)

- 1 Less than \$10,000
- 2 \$10,000--\$19,999
- 3 \$20,000--\$29,000
- 4 \$30,000--\$39,000
- 5 \$40,000--\$49,000
- 6 \$50,000--\$74,999
- 7 \$75,000 or more

Is there anything else you would like to tell us about your school age child care needs?

YOUR COMMENTS:

THANK YOU FOR YOUR PARTICIPATION

Kanawha County Telephone Resources

Important Questions to Ask:

- ✓ To whom am I speaking with? What is your phone extension? Job title?
- ✓ What services does your business or organization offer?
- ✓ Who is eligible to receive your services?
- ✓ If you cannot help me could you transfer, or refer, me to someone who can?
- ✓ What are your days and hours of operation?
- ✓ Could you mail the necessary paperwork to me, or do I need to apply for services in person?
- ✓ Do I need to make an appointment, or do you take walk-ins? If so, may I come in today?
- ✓ What items must I bring in order to apply?
- ✓ Please give me your physical address and driving directions to your office.
- ✓ Does your business or organization have a website I can refer to? If so, what is your web address?



American Red Cross	(304) 340-3650
Autism Service Center	(304) 525-8014
Autism Training Center	(800) 344-5115
Big Brothers Big Sisters	(304) 746-7900
Central Child Care Food Program	(304) 382-0797
Children with Special Healthcare Needs / Handicap Services	(304) 558-5388
Connect Child Care Resource and Referral	(304) 595-6401 or (888) 595-8290
Covenant House Drop-In Center	(304) 344-8433
Dunbar-Institute Samaritan Center	(304) 768-3828
Family Services of Kanawha Valley	(304) 340-3676
Heart and Hand House / South Charleston Community Civic Council	(304) 744-6741
Jericho House (St. Albans area)	(304) 727-0179
Joseph's Tree House	(304) 744-3108
Kanawha Charleston Health Department	(304) 348-8069 or (304) 348-8080
Kanawha County Head Start	(304) 348-7706
Kanawha County DHHR	(304) 746-2360
Manna Meal	(304) 345-7121
Mountain Mission	(304) 344-3407
Mountaineer Habitat for Humanity	(304) 746-0141
Nitro-St. Albans Community / Emergency Services/St. Albans Care & Share	(304) 755-2280
Right From the Start	(304) 558-5388 or (800) 642-8522
Resolve Family Abuse Program	(304) 340-3549
Salvation Army	(304) 343-4548
Sojourner's Homeless Shelter	(304) 340-3562 or (304) 340-3597
Tyler Mountain/Cross Lanes Community Services	(304) 776-5813
Union Mission	(304) 925-0366 or (304) 343-4352
Upper Kanawha Valley Improvement Council	(304) 949-6077
U.S. Housing and Urban Development	(304) 347-7000
WIC	(304) 746-7880 or (800) 953-4002
WV Birth to Three	(866) 402-2094
WV Child Support Enforcement	(304) 347-8688 or (304) 558-3780
YMCA Scholarship Program	(304) 340-3527

Internet Resources

Organization	Website	Description
The Alliance for Children and Families	www.alliance1.org	Provides services to nonprofit, family-serving and economic empowerment organizations
American Academy of Pediatrics	www.aap.org	Attainment of physical, mental, social health and well being for children
The American Library Association	www.ala.org/parents	Resources for parents, kids, and teens
AssistiveTech.net	http://assistivetech.net/	Assistive technology devices for people with disabilities and the general public
Association for Children with a Disability	www.acd.org.au	Information, support and advocacy for families
Beansprout Network	http://beansprout.net/	A marketing services company that provides pediatric professionals and the families in their care with innovative tools, resources, and educational programs to enhance patient care and practice efficiency
Child Care Aware	www.childcareaware.org	A non-profit initiative committed to helping parents find the best information on locating quality child care and child care resources in their community
Child Care Bureau	www.acf.hhs.gov	Supports low-income working families through child care financial assistance and promotes children's learning by improving the quality of early care and education and after school programs
Child Care Exchange	www.childcareexchange.com	Promoting the exchange of ideas among leaders in early childhood programs worldwide through its magazine, books, training products, training seminars, and international conferences
Children's Defense Fund	www.childrensdefense.org	The mission of the agency is to mobilize community resources, combat poverty, effect a permanent increase in the capacity of individuals and communities to deal constructively with their problems
Circle of Parents	www.circleofparents.org	Prevent child abuse and neglect and strengthen families through mutual self-help parent support groups
Connect Child Care Resource and Referral	www.wvdhhr.org/connect	A division of River Valley, we assist income-eligible families with the costs of child care and provide referrals for people who need child care providers
Early Childhood Health Project	www.wvdhhr.org/echp/	A collaboration of individuals and agencies working together to improve the health and safety of young children while in out-of-home care in West Virginia
For Baby's Sake	www.forbabysake.ca/	Dedicated to inform and educate the public about the hazardous environments created by using many traditional baby products



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

Level VII

Physician III



Joe Manchin II, Governor

Date Approved: February 10, 2005

Date Expires: November 30, 2008



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 	

PLANNING YOUR PROFESSIONAL GROWTH

Rosa's Timeline for Professional Development

Target Date	Core Area	Activity	Status
Year One (6/2000 - 5/2001)			
9/00	2	Take CCV class	
9/00	6	Talk to network group leader about involvement	
1/01	2,4,5	Attend Basic Protective Services training	
4/01	6	Prepare and submit CDA renewal materials	
Year Two (6/2001- 5/2002)			
	6	Review past IPDP and update	
	7, 5	Take course on observation / intervention	
	1	Contact Health Dept. About resources	
Year Three (6/2002 - 5/2003)			
	6	Review past IPDP and update	
	4	Hold parent advocacy information nite w/ speaker	

KEY FOR CORE AREA

Vermont Early Childhood Framework

- CD - Child Development
- LE - Learning Environments
- ETN - Effective Teaching & Nurturing
- PP - Parent Partnerships
- EPB - Ethics & Professional Behavior
- PM - Program Management
- HP - Health and Prevention

CDA

- 1 Safe and healthy learning environments
- 2 Physical and intellectual development
- 3 Social and emotional development
- 4 Relationships with families
- 5 Program Management
- 6 Professionalism
- 7 Observing and recording behavior
- 8 Child growth and development

**Standards for Vermont Educators
Department of Education**

- L Learning
- PK Professional Knowledge
- C Collegueship
- AD Advocacy
- ACC Accountability





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:

Designated Lead Teacher

Established Since 2005

Level 1

Joe Manchin III, Governor



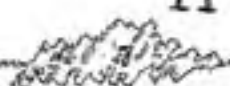
PLANNING YOUR PROFESSIONAL GROWTH

Roger's Individualized Professional Development Plan

Date Developed: 5/1/00

Roger reviewed his areas for growth and decided to concentrate on solving some current classroom challenges (integrating children with special needs and expanding his curriculum with new materials) as well as focusing on two goals to which he felt professionally committed (developing a personal philosophy statement and doing more volunteer work). He figured out a reasonable time frame to complete these goals, developed strategies and identified resources he will need to reach his goals.

Core Area	Goals	Strategies	Resources	Timeline	Status
Child Development	<ul style="list-style-type: none"> Learn strategies for working with children with special needs 	<ul style="list-style-type: none"> Go to workshops addressing these issues 	<ul style="list-style-type: none"> Listings of workshops/conferences Registration fees 	3/2001	
Learning Environments	<ul style="list-style-type: none"> Make new materials for my classroom 	<ul style="list-style-type: none"> Obtain books & catalogs to get ideas for creating materials Observe other programs/classes for ideas of materials Create materials 	<ul style="list-style-type: none"> Books/ Catalogs Sub for class Materials 	9/2000 9/2000 3/2001	
Effective Teaching and Nurturing	<ul style="list-style-type: none"> Develop a personal philosophy statement on teaching and distribute to parents 	<ul style="list-style-type: none"> Observe other programs/classes for development of philosophy Write philosophy, review w/ mentor Inform parents and staff 	<ul style="list-style-type: none"> Sub for class Obtain a mentor 	9/2000 12/2000 1/2001	
Parent Partnerships					
Ethics and Professional Behavior	<ul style="list-style-type: none"> Become actively involved on VAEYC subcommittee 	<ul style="list-style-type: none"> Go to the VAEYC annual meeting Choose a subcommittee of interest, call chair of committee to volunteer 	<ul style="list-style-type: none"> Possible sub to attend meetings 	5/2001	
Program Management					
Health and Prevention					



Roger's Timeline for Professional Development

Target Date	Core Area	Activity	Status
Year One 6/2000 - 5/2001			
9/00	LE/ETN	Observe other programs	
9/00	LE	Get books and catalogs for ideas	
11/00	ETN	Obtain a mentor	
12/00	LE	Introduce new materials into classroom	
1/01	ETN	Write philosophy statement; review with mentor	
3/01	ETN	Plan a staff / parent discussion on philosophy	
3/01	CD	Attend workshop on children with special needs	
5/01	EPB	Attend VAEYC annual meeting	
5/01	EPB	Join VAEYC or other subcommittee	
Year Two 6/2001- 5/2002			
	PP	Review past IPDP and create new IPDP	
	PM	Strengthen parent partnerships through home visits and diversity education / training	
		Establish a staff development committee	
Year Three 6/2002 - 5/2003			
		Review past IPDP and create new IPDP	
	CD	Learn about children's mental health / get involved with CLPS	
	ETN	Implement family heritage traditions into program	

KEY FOR CORE AREA
Vermont Early Childhood Framework

CD - Child Development
 LE - Learning Environments
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 PP - Parent Partnerships
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CDA

1 Safe and healthy learning environments
 2 Physical and intellectual development
 3 Social and emotional development
 4 Relationships with families
 5 Program Management
 6 Professionalism
 7 Observing and recording behavior
 8 Child growth and development

Standards for Vermont Educators
Department of Education

L Learning
 PK Professional Knowledge
 C Collegueship
 AD Advocacy
 ACC Accountability





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@wvcds.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

Staff Credential Form

Management:

	Highest Level of Education/ Child Care Credentials	Years of Experience in Child Care	Registered on the STARS Career Pathway?	If yes, what level on STARS Career Pathway?	CPR and First Aid Certifications? If yes, what is the expiration date?
Owner	B.A.	5	yes	8	7/7/08
Director	B.A.	2	yes	7	5/20/08
Assistant Director	ACDS	2	yes	5	9/10/08

Staff:

Lead Teachers (Name)	Highest Level of Education/ Child Care Credentials	Years of Experience in Child Care	Registered on the STARS Career Pathway?	If yes, what level on STARS Career Pathway?	CPR and First Aid Certifications? If yes, what is the expiration date?
Teacher 1	CDA	2	yes	4	8/5/08
Teacher 2	ACDS	1	yes	5	9/10/08
Teacher 3	WNTCECE	2	yes	3	12/4/08
Teacher 4	A.A.	2	yes	6	1/13/09
Teacher 5	CDA	1	yes	4	11/4/08

Assistant Teachers (Name)	Highest Level of Education/ Child Care Credentials	Years of Experience in Child Care	Registered on the STARS Career Pathway?	If yes, what level on STARS Career Pathway?	CPR and First Aid Certifications? If yes, what is the expiration date?
Teacher 6	WNTCECE	3	yes	3	5/13/08
Teacher 7	3 semesters ACDS	2	yes	3	9/10/08
Teacher 8	A.A.	1	no	—	3/2/09
Teacher 9	WNTCECE	1	yes	3	4/21/08
Teacher 10	A.A.	1	no	—	5/13/08

Part-Time Staff (Name)	Highest Level of Education/ Child Care Credentials	Years of Experience in Child Care	Registered on the STARS Career Pathway?	If yes, what level on STARS Career Pathway?	CPR and First Aid Certifications? If yes, what is the expiration date?
Teacher 11	WNTCECE	1	yes	3	12/15/08
Teacher 12	A.A.	0	no	—	no
Teacher 13	H.S. Diploma	1	yes	2	1/4/09
Teacher 14	GED	0	no	—	no

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

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

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

SPACE AND FURNISHINGS

1. Indoor space

1 2 **3** 4 5 6 7

Y N	Y N N A	Y N	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"/>	
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"/>		

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

1 2 3 **4** 5 6 7

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"/>	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"/>
	3.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

5.1 Child sized? _____ + 10 = _____
 (# child sized) (# children) (% child sized)
 Safe & child-sized furniture. Some storage available. Minimal adult seating, but furniture is well-organized and accessible to children.

POSITION STATEMENT



Code of Ethical Conduct and Statement of Commitment

Revised April 2005

A position statement of the National Association for the Education of Young Children

*Endorsed by the Association for Childhood Education International
Adopted by the National Association for Family Child Care*

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf.)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Child Care & Early Education RESEARCH CONNECTIONS Advisory Council

Members of the *Research Connections* Advisory Council represent the breadth of the field of child care and practice. Together, they offer a wide range of expertise in support of *Research Connections*.

The *Research Connections* Steering Committee regularly seeks the Advisory Council's input and review to research reports, add to the archive of research data sets, develop syntheses to address research and policy opportunities to bring researchers and policy makers together. Council members are listed below.

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Urban Institute

W. Steven Barnett, Ph.D.

Director
National Institute for Early Education Research

Lynson Moore Beaulieu

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Douglas J. Besharov, L.L.M.

Professor, Maryland School of Public Affairs
University of Maryland

Donna Bryant, Ph.D.

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Martha Zaslo
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