



# Central Washington University

Early Childhood Learning Center & Rainbow Center



ECLC Garden

Updated: 11/2020

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## Welcome

### ***Congratulations on becoming an employee of The Early Childhood Learning Center and/or Rainbow Center at Central Washington University!***

Our learning center seeks to achieve the objectives of providing quality childcare by filling each position with the individual who is most competent and qualified. This handbook is provided so that each employee will have an understanding of the basic policies and procedures that are in effect at the learning centers. This employee handbook applies to all employees. Our center values each and every employee and their strengths. It is important to us that each employee increases performance on a daily basis while meeting necessary standards.. Employees are expected to meet minimum Washington State requirements and guidelines, some of which you will find referenced throughout this document as WAC's.

Our center's goal is to provide a positive working environment as well as a trusting and committed learning environment upon which all employees may build a future. ***As an employee you retain the right to terminate your employment with the Early Childhood Learning Center at any time and the Early Childhood Learning Center retains a corresponding right to terminate the employment relationship at any time.***

**THIS HANDBOOK IS NOT INTENDED AS A FORMAL OR EXHAUSTIVE STATEMENT OF PARENT/CHILD/STAFF RIGHTS AND RESPONSIBILITIES. IT IS COMPOSED OF GENERAL STATEMENTS OF THE EARLY CHILDHOOD LEARNING CENTER AND RAINBOW CENTER'S CURRENT POLICIES, RULES, PROCEDURES, AND LICENSING REQUIREMENTS. WE FEEL STRONGLY THAT WE MUST RETAIN FLEXIBILITY TO MEET FUTURE BUDGETARY CHALLENGES. ACCORDINGLY, THE EARLY CHILDHOOD LEARNING CENTER RESERVES THE RIGHT TO AMEND, MODIFY AND/OR ELIMINATE ANY OF THESE POLICIES, RULES AND PROCEDURES AT ANY TIME AT THE ECLC'S SOLE DISCRETION, WITH OR WITHOUT PRIOR NOTICE.**

## Location

There are two sites serving the childcare needs for Central Washington University. The Early Childhood Learning Center (ECLC) is located at 1900 Brooklane, Suite 101, between "G" and "I" Courts. The Rainbow Center is located at 715 Dean Nicholson Blvd, Michaelson Hall, and Room 109.

## Hours of Operation

ECLC and Rainbow Centers operate on the University Calendar. We are open during university academic sessions and during finals week. Hours at both sites are 7:30-5:30 Monday through Friday.

## Capacity and Admission

We are licensed to serve 60 children between the ages of 2 and 12 years at the ECLC and 23 children between 1 month and 28 months at Rainbow Center. Rainbow Center allows for 9 children in the infant room and 14 in the toddler room. Children may attend two to five days per week, Monday-Friday. Preference in enrollment is given to children of university students parents. Children previously enrolled have first claim to a space the following quarter. New children will be enrolled in order in which they appear on the waiting list and in accordance to openings meeting the necessary scheduled times of care.

## History, Organization and Purpose

Established in January of 1983, The Early Childhood Learning Center (Formerly known as University Preschool/Day Care) is administered through Central's Division of Auxillary Services. The building, playground, and utilities are provided through an agreement with University Housing.

We believe that by providing CWU student parents, as well as staff and faculty, with high quality childcare that we are able to support each and every one of our enrolled families. We assist them in pursuing their university studies, teaching classes, or offering customer service to the campus community without undue anxiety about the childcare. We encourage parents to observe and/or volunteer and participate as their schedules allow.

As of September 2005, the Early Childhood Learning Center also cares for infants and young toddlers through what once was Child Care Central and is now called "The Rainbow Center."

We are dedicated to the highest quality developmental care possible for each child in a secure, homelike environment providing warmth, affection, positive redirection, and support.

Each classroom has an individual mission and philosophy to meet the unique needs of the development and growth of their students that encompass the overall mission of ECLC.

## Our Philosophy

We strive to help children in understanding that at the Early Childhood Learning Center, everyone is a learner *and learning is worth the risk*. We believe in teaching to the whole child by planning for all areas of a child's development and education. We plan for all areas of a child's developmental and educational needs Cognitive, social-emotional, creative, fine motor and gross motor. Individuality is acknowledged and respected as each child explores a child-centered environment at her or his own pace. We believe that parent involvement positively reinforces each child's family and culture.

Every child should feel respected and known during their time spent at the Early Childhood Learning center. In our program, we dedicate our teaching, design and interactions to ensure that each child grows in independence and increases his or her abilities to be self-directed, self-evaluating, and self-respecting by providing activities and materials that are readily accessible for children to make choices and participate in caring for their learning spaces. We strive to plan activities and interactions that promote each child's development of respect for the rights of others, to use their creativity without embarrassment, and to develop their ability to communicate ideas effectively. We believe that children learn through play and exploration while engaged in relationships with peers and with responsive, caring adults. ECLC provides a rich and challenging environment. Children can explore independently or choose structured activities at learning centers; they have opportunities to grow in decision-making, social development, and all learning areas.

We believe that children have an important role in developing our curriculum. By observing them, we build on their interests and ideas, adding those of parents and staff as well. This creates a continuous need for developing curriculum. We establish classroom environments in which children are encouraged to make choices, try new experiences, and work at their own pace. Children have the opportunity to ask questions and seek answers in challenging but non-competitive situations.

Adults in our program establish positive personal relationships with children to foster their development. We believe that caring for children and their educational needs are inseparable. Our goals are to meet children's needs to feel comfortable and secure, for them to know what is expected of them, and to have opportunities to express themselves.

Children develop and learn in the context of their families and community. We create a stimulating, accepting, and nurturing environment by establishing collaborative relationships with families. These emphasize mutual respect, cooperation, and frequent two-way communication.

## Staffing Information

### ECLC & Rainbow Center Administrative Staff

**Director:** Michelle Hill

[Michelle.hill@cwu.edu](mailto:Michelle.hill@cwu.edu)

509.963.1744

509.963.1862

**Assistant Director:** Brittany Tyler,

[Brittany.Tyler@cwu.edu](mailto:Brittany.Tyler@cwu.edu)

509.963.1744

509.963.1366

**ECPS 2:** Araceli Placencia, Early Childhood Program Specialist 2

[Araceli.placencia@cwu.edu](mailto:Araceli.placencia@cwu.edu)

509.963.1744

**Email:** eclc@cwu.edu

### Rainbow Staff

**Rainbow Phone Number:** 509.963.1366

**Site Supervisor:** Brittany Tyler, Assistant Director

**Infant Lead Teacher:** \_\_\_\_\_ (opening), Early Childhood Program Specialist 3

**Infant Lead Teacher:** Jamie Matson (closing), Early Childhood Program Specialist 3

**Toddler Lead:** Brandi Dixon Early Childhood Program Specialist 3 (8:30-5:30)

### ECLC Staff

**ECLC Phone Number:** 963-1744

**Kitchen, Cook:** Priscilla Froelich

**Blue Room Lead Teacher (4 & 5 year olds):** Caroline Browne (opening), Early Childhood Program Specialist 3

**Blue Room Lead Teacher (4 & 5 year olds):** Emily Ayers hours (closing), Early Childhood Program Specialist 3

**Yellow Room Lead Teacher (3 & 4 year olds):** Sarah Roberts (opening), Early Childhood Program Specialist 3

**Yellow Room Lead Teacher (3 & 4 year olds):** Nikki Nierman (closing), Early Childhood Program Specialist 3

**Red Room Lead Teacher (2 & 3 year olds):** Sheryl Walter (opening), Early Childhood Program Specialist 3

**Red Room Lead Teacher (2 & 3 year olds):** Kim Smith (closing), Early Childhood Program Specialist 3



## Employment Details

We employ a full-time director, a full-time assistant director, lead staff members and university student staff members.

University students complete our staff to maintain proper ratios of staff to children and are under guidance of lead staff and administrative staff. Ratios must meet the minimum standards as follows for capacity ratio (WAC [110-300-0356](#)):

### **Infants (birth through twelve months of age) with a:**

- Maximum group size of eight with a ratio of one staff to four children (1:4); or
- Maximum group size of nine with a ratio of 1:3.

### **Toddlers (twelve through twenty-eight months of age) with a:**

- Maximum group size of fourteen with a ratio of 1:7;
- Maximum group size of fifteen with a ratio of 1:5.

### **Preschoolers (thirty months through six years of age who are not attending Kindergarten or elementary school) with a:**

- Maximum group size of twenty with a ratio of 1:10; and

### **School-age children (five years through twelve years of age who are enrolled in or attending kindergarten or elementary school) with a**

- Maximum group size of thirty with a ratio of 1:15.

## Job Description

WAC [110-300-0110](#) (b)

Staff may reference job descriptions on hiring/employment paperwork. Staff may contact the Director or Assistant Director to get help accessing job descriptions. Each position has a different job description.

Student staff are considered Aides unless further training is completed and your supervisor has explicitly told you that you are filling a different role. The minimum role responsibilities are as follows:

## Role Determination Chart

| Role                   | Is the person a paid employee ? | Can they be counted in ratio?     | Can they be alone with children?  | What is their responsibility with children?   |
|------------------------|---------------------------------|-----------------------------------|-----------------------------------|---|
| Lead Teacher           | Yes                             | Yes                               | Yes                               | <ul style="list-style-type: none"> <li>Implement the early learning program</li> </ul>  |
| Assistant Teacher      | Yes                             | Yes                               | Yes, with supervision             | <ul style="list-style-type: none"> <li>Help a lead teacher or family home licensee</li> <li>Can serve as a lead teacher for up to two weeks.</li> </ul>                                   |
| Aide                   | Yes                             | Yes                               | No, requires continuous oversight | <ul style="list-style-type: none"> <li>Provide support</li> <li>If working 19 hours or less per month does not need to complete in-service requirements.</li> </ul>                       |
| Other Personnel        | Yes                             | No                                | No                                | <ul style="list-style-type: none"> <li>Does not directly care for children</li> </ul>   |
| Volunteer - Ongoing    | No                              | Yes, with additional requirements | No                                | <ul style="list-style-type: none"> <li>Help early learning programs</li> <li>To count in ratio, must complete additional requirements and may not be left alone with children.</li> </ul> |
| Volunteer - Occasional | No                              | No                                | No                                | <ul style="list-style-type: none"> <li>Help early learning programs</li> <li>May include special guests</li> </ul>  |

(Department of Children, Youth and Families, 2020)

\*Please note, the student staff (aides) working 19 hours a month or less are NOT required to complete DCYF required in-service training.\*

### Pay Dates

Employees are paid on the 10<sup>th</sup> and the 25<sup>th</sup> of each month. Pay periods are 1<sup>st</sup>-15<sup>th</sup> and 16<sup>th</sup>-31<sup>st</sup> of each month. You can arrange for direct-deposit of your check in your MyCWU account.

MyCWU Direct Deposit Directions from a computer:

- Log in to my.cwu.edu
- Click on the Employee Tab
- Click on Payroll on the left-hand tab
- Click on Direct Deposit
- Input Account information (you will need routing number and checking account number)

## Benefits

WAC [110-300-0110](#) (b)

1 hour of sick leave accrual for every 40 hours worked.

## Staff Regulations

### Conduct

WAC [110-300-0110](#) (d)(e)

All basic rules and further rules in this section may result in disciplinary action if violated.

When a group of people are working together it is necessary to have common rules of conduct so that the actions of one individual will not be detrimental to other staff persons or children at the Learning Center. The purpose of the following rules is not to impose unnecessary restrictions, but to protect all who work here and to endeavor to ensure that all staff work under the same conditions.

Violation of any rule of the Early Childhood Learning Center or Rainbow Center may result in discipline, up to and including discharge. The list of rules below does not contain every rule or possible standard of conduct expected from our employees, however, they state many of the more fundamental rules. If you are unsure about what is expected of you in certain circumstances, please ask your lead teacher or director.

Employees shall not engage in any of the following activities which are strictly prohibited by the CWU Early Childhood Learning and Rainbow Centers.

1. Striking or abusing a child; humiliating or ridiculing a child; endangering the life of a child; withholding food from a child as punishment; using harsh or abusive language or voice tones toward a child; threats of physical harm of a child; intimidation, gestures or verbal abuse including sarcasm, name calling shaming, derogatory remarks of a child or family; emotional abuse of a child, (for full list of prohibited interactions see WAC 110-300-0331).
2. Physical Restraint of a child, (see WAC 110-300-0335 for further description).
3. Inconsiderate or abusive treatment of children, parents, staff or visitors.
4. Unauthorized removal of record or unauthorized divulgence of parent information, information regarding children, or confidential or proprietary Early Childhood Learning Center information.
5. Gross carelessness or negligence.
6. Willful destruction of property.
7. Sleeping during work hours.
8. Coercing or inciting others to limit work performance or engage in any practice in violation of the Early Childhood Learning Center or Rainbow Center rules.
9. Being absent or tardy without authorization or without providing proper prior notice.
10. Contribute to unsanitary conditions or poor housekeeping.
11. Cause loss or waste of material, equipment, or parts due to carelessness.
12. Leave the Learning Center premises during the work shift without permission.
13. Fail to follow directions; verbal or written.
14. Misuse, destruction or removal of any school property from either center premises without authorization.
15. Falsify Learning Center records, or information to parents.
16. Fail to disclose all of the truth to those with a need to know.
17. "Gossiping" between staffing or parents in the program.

The Director and Assistant Director will be available to discuss any problems which may arise and to assist student and lead employees in solving such problems, whenever possible.

## Work Performance

Employees are expected to put in a fair day's work. Unsatisfactory work, poor performance, producing work below standard, excessive time away from the job, permitting avoidable waste, and lack of cooperation jeopardize the care we offer the children and the families we serve. Director or Assistant Director will evaluate work performance on an individual basis as needed.

## Care and Interpersonal Relationships

All children, parents, visitors, and fellow staff members must be treated with kindness, friendliness, patience, and respect. Staff must refrain from gossip, loud talking, harsh or abusive voice tones, and unnecessary noise and forms of conduct which could disturb the program and detract from the professionalism and well-being of the Learning Center.

## Information Regarding Children

It is contrary to the interest of the Learning Center, and those we serve, to give out information regarding children and their families. Such information must be held in strict confidence and is not to be discussed with anyone outside the Learning Center. Inside the Learning Center, such information must be discussed only when it will benefit the Learning Center, the children or the families we serve. Refer any external inquiries about children, their performance and families to the Center's Director or Assistant Director.

## General Safety

Every caution must be taken to guard against accidents to children and staff. Think Liability! It is the responsibility of every staff member to correct unsafe conditions such as liquid, food, paper, extension cords, or other conditions which could cause an accident. Report unsafe conditions to your direct supervisor immediately if you are unable to correct them promptly. All accidents must be reported to your immediate supervisor immediately.

## Emergency Procedures

It is the responsibility of all employees to understand their role in an emergency. This includes understanding and familiarization with location and operation of the fire alarm, location and operation of the fire extinguishers, reporting a fire to the fire department and knowledge of all fire exits and how to exit with children appropriately. Check emergency evacuation routes posted in each room. Emergency drills are performed in accordance to DCYF standards. Information is kept on drill performance and number of children and staff participating. All staff are expected to review the disaster handbook for basic knowledge of procedures. Lead staff are expected to understand and are prepared to follow the procedures of all scenarios outlined in the disaster handbook and guide student staff as appropriate. The disaster handbook can be accessed in emergency backpacks hanging on hooks in each classroom, or can be located with help of administrative staff or lead staff. Other emergency information can be found on bulk item boards located in each center.

## Eating and Drinking in Classrooms

Eating in the classroom is to be restricted to snack and mealtimes with children. You are requested to eat the same food as served to the children; a child sized amount. Only water will be allowed in the classroom, in a non-spill container. Drink soda, coffee, tea etc. on your break or lunch periods.

## Telephone Calls, Cell Phones, Smart-Devices, Tablets and Computers

Early Childhood Learning Center phones are for business purposes. The following policies are to be followed by staff and failure to do so may lead to disciplinary action or dismissal. Please inform lead staff and or Director/Assistant director if there are extenuating circumstances that may require you to have temporary alterations to the below policies per their approval.

- Phones
  - Must be free to conduct Learning Center business
  - The use of phones for personal reasons must be limited

- Messages will be taken when appropriate and staff will be notified of urgent communications
- Cell Phones
  - Cell phone usage is to be reserved for your break or lunch periods
  - Cell phones are not to be out in any classroom and should be stored appropriately with your other personal belongings out of reach and visual sight of children and families
  - Photos, videos and recordings are not to be taken on personal devices, if there is reason for photos etc. there are tablets and cameras designated for use in the program per lead teacher approval or direction
  - Usage of cell phones during breaks, etc. should be in a designated break area, office or alternate locations other than classrooms or playground
- Smart Devices
  - Smart watches are not to be used for communication should be reserved for your break or lunch periods
- Tablets
  - Personal tablets or devices should not be reserved for your break or lunch periods
  - Center Provided tablets
    - If using a center tablet, keep in mind that children are our #1 priority. A majority of your time should be focused on children and staff should be minimizing time on tablets as much as possible.
    - Student staff should only use tablets at the guidance/direction of lead teachers
    - Should be used for child records on Brightwheel, including medical logs, diapering, potty training, meal records, photos to parents, notes to parents
      - All Brightwheel communication with families must be at lead teacher guidance AND approval
    - May be used to identify staff schedules on SLACK per Lead Teacher direction
    - May be used for student photo/video for projects at Lead Teacher direction
    - Researching projects or activities at Lead Teacher direction
- Computers
  - Center computers are for usage relating to work only
    - Time in/out of work
    - Creating, editing or printing documents at the direction of lead teachers
    - Researching projects at direction of lead teacher

## Screen Time

WAC [110-300-0155](#)

ECLC/Rainbow centers do not participate in screen time activities for children. However, under lead teacher and administrative discretion screen time may be used for limited educational purposes. Student staff do not get to use screen time with any children without direction of a lead staff member. Green Room may use additional/regular screen time for remote learning purposes. There must be NO intentional screen time for children under 24 months (all of Rainbow Center).

## General Expectations and Requirements of Staff Members

1. The Early Childhood Learning Center and Rainbow Center staff members must be a person of good character. You are expected to have the understanding, ability, physical health, emotional stability, and personality suited to meet the needs of the children in our care, as well as participate as a valued member of our staff.
2. A schedule of your classes must be on file in the center, if you are a student.
3. Required paperwork from the CWU Student Employment Office, and CWU Human Resource Office, must be on file in the center as applicable.

4. All certifications acquired that pertain to your position and employment must have a paper copy of the certificate in your file.

### Open Communication Policy

The success of our learning center depends upon mutual cooperation, understanding and open communication among all of us. Should you have a suggestion, comment or if something is troubling you, we encourage you to let your immediate supervisor know. We believe this is essential to the well-being of all concerned. When people work together, problems and complaints occasionally arise. Whatever the problem, we are concerned that individuals be given an opportunity to resolve them. Address the issue(s) as promptly as possible after the problem arises. Delays frequently prevent getting all the facts and can result in a less-than-adequate solution to the problem(s).

### Student Staff

The initial step is to discuss the problem with your lead teacher. If you believe you cannot discuss with your lead teacher or if you are not completely satisfied with the response, you should take the matter to the Early Childhood Center Administrative Staff, Michelle Hill-Director or Brittany Tyler-Assistant Director.

### Attendance Policy

All employees are expected to be at work and on time every day they are scheduled to work. Late reports and unexcused absences may result in disciplinary action, including discharge. Employees are expected to strive for acceptable attendance.

### Attendance Rules

If it is absolutely necessary for employees to be absent from work due to illness, injury or other emergency, he/she must notify the Director at least one hour prior to their starting time, unless the employee is unable to give such notice because of an emergency. This can be done via SLACK app. Please reference WAC [110-300-0120](#), [110-300-0205](#) and [246-110-010](#) for further information about illness absence requirements.

Good health and regular attendance are requirements for this job. The earlier we know of your absence, the easier it will be to make arrangements for a substitute, if possible. If you are feeling ill the night before or if you wake up in the middle of the night and know you are ill, please call and leave a message and post on SLACK. Please let us know if you think your illness might last more than one shift, so we can make arrangements.

University Student employees are responsible for finding coverage for any/all absences other than for illness. If you are planning an absence ahead of time and are unable to find coverage you are expected to work. For illnesses, admin will attempt to help fill your shift, if it is not filled you are not expected to come in while ill.

### Unexcused Absences

Employees not calling in/posting on SLACK prior to a scheduled shift will be considered to have an unexcused absence and will be subject to discipline up to and including discharge. If an employee will be absent more than one day, he or she must call in prior to his/her scheduled shift each day and/or write on slack the amount of days.

### Authorized Absences

Employees are expected to take care of personal affairs and obligations at a time other than during their working hours; however, if it is necessary to be off for personal convenience, prior approval must be given by the Director/Assistant Director or Program Specialist. Preplanned absences will be posted in SLACK by the employee and employee is expected to verify shift coverage.

### Clocking In and Out

Student staff can use ECLC/Rainbow computers or personal phones to clock in on the MyCWU report time section. Student staff clock in when they are ready to work and will be heading immediately into a classroom or beginning work related duties. Staff may be asked to fill out a paper time sheet as needed. Paper time sheets are filled out to the exact



minute per provided clock. Staff are responsible for clocking in and out each day. For errors or forgot entries, a paper form is provided at ECLC and Rainbow Centers, at a designated location, to write down errors. These must be entered promptly and prior to the end of the pay period. Please ask a lead teacher or administrative staff member if you need help locating the paper form for missed entries.

### Breaks and Lunch Periods

- You will receive a 15 minute break if working four or more hours during an uninterrupted work period.
- You will receive a 15 minute break and a 30 minute (off the clock) break when working 5 or more uninterrupted work period hours.
- Take your break away from the classroom, other staff and children so that you don't disrupt the work and play going on.
- The green room (when children are not in attendance in the room), or outside are available for taking breaks at ECLC.
- The office area, overlook area, building and outside are available for taking breaks at Rainbow Center. There is a small café/coffee stand upstairs in Rainbow Center on the bridge on the second floor of Michelsen Hall.

### Quarterly Schedules

Students will turn in a schedule of finals week availability, to the Director, two weeks before Finals week starts.

New quarter class schedules are due to the Director two weeks before Finals Week starts. New quarter schedules will be available by the Friday before Finals Week starts, or as close to this date as possible. The program is transitioning to When2Work (W2W), December 2020.

### Daily Calendar Log-Staff Communication

Communication logs will inform you of what staff members are out for the day, who is filling in for them, schedule changes, and alert you to problems and provide relevant information to students from campus. Also, look in the notebook (communication log) for important information concerning children, parents and staff meetings. Student staff are expected to check the log at the beginning of each work shift.

### ECLC

The Log book (communication log) is located at the entrance to ECLC near the reception area. It is on a shelf between the bathroom areas. This is to remain covered at all times and is not available for parent and family review, as it may contain confidential information. (While families are not entering the building it is not necessary to cover the notebook.)

### Rainbow Center

There are log books for infant and toddler classrooms. These are located in the diaper changing area on the shelf. These books are for staff only and may contain confidential information regarding children, families and staff members. Lead staff make important notes about children, staffing, curriculum and staff-child interactions to meet the needs of the children and group. The log books should remain covered at all times and are not available for parent and family review, as they may contain confidential information. (While families are not entering the building, it is not necessary to cover the notebook.)

### Staff Meetings

Staff meetings with all staff, or student staff will be scheduled in advance.

Lead staff will have weekly staff meetings, as possible. If you have questions or topics for discussion, relay these to the Director the day before the meeting.

Student staff may attend regular staff meetings as necessary.

## Entering ECLC & Rainbow Centers

### ECLC

You will get access by using your CWU Connection Card. All staff members are expected to use it daily for entrance. Connection Cards are pressed against the black pad to the left of the entrance doors. When the light flashes green, you can open the door closest to the pad.

Lead Staff members have physical (A1518) keys for access in and out of the playground gates.

### Rainbow Center

You will get access by using your CWU Connection Card. All staff members are expected to use it daily for entrance. Connection Cards are swiped through the card reader. Rainbow Center *may* require a code entered in conjunction with your connection card swipe.

Lead Staff members have physical (RDA7) keys for access in and out of the center space and exterior playground doors.

## Clothing & Dress

Good judgement when dressing for work will make you feel the most comfortable while you are on the job, as well as help you earn the respect of our clientele. Obviously, you don't want to wear clothing that will be ruined by paint, gag, bleach water, and general grubbiness of working with young children. At the same time, dressing too casually will undermine your authority and professionalism with our clients. If your clothing is deemed unprofessional by Lead Staff or Director, you will be given an apron to wear or will be asked to leave your shift to change. You need to be able to sit, bend over, crawl on the floor, run in gravel etc. When sitting, bending, crawling clothing should consistently cover your back/rear leaving no skin exposed. Dress appropriately for the weather-warm, cold, wet, and windy- you need to enjoy being outside and your clothing must be comfortable for the weather, as we will spend time outside. Failure to dress appropriately for work may result in disciplinary action or dismissal. Jeans must not be ripped or torn

- Leggings/yoga pants are not appropriate as the only form of pants (can be worn under shorts or dresses/long shirts)
- Shirts should not be spaghetti strap or reveal cleavage
- Shorts, dresses etc. should reach at least mid thigh
- No workout or exercise clothing
- No pajamas

## Confidentiality and Professionalism

One of the great things about working with children can be developing friendships with their parents. At the same time, this poses challenges for us in our everyday communications. No matter how well we come to know the families in our care or the people with whom we work, we need to take precautions not to drop our professional manner in our everyday speech.

- Don't make judgments or assumptions about children or parents.
- Personal humor isn't always understood. Misunderstandings often result.
- It is never appropriate to speak to parents about any child but their own.

Gossiping in the classroom is inappropriate. Over-familiarity and being overly casual in our communications with others compromises our professionalism. It isn't appropriate in the classroom with our teaching partners nor is it appropriate in talking with the parents we serve to gossip. We owe it to ourselves, the children in our care, and to each other to maintain our professionalism. All staff will sign a confidentiality/gossip statement upon employment.



## Professional Development Expectations

Program Aides (Student Staff) working 19 hours or less per month are not required to complete DCYF in-service trainings (available through MERIT and DCYFtraining.com) but are expected to participate in any trainings and professional development as assigned by the Director or Assistant Director. The following are training requirements from DCYF for all roles:

| Role  | Training Requirements  | In-Service Requirements   |
|---|--|---|
| Family Home Licensee<br>Center Director<br>Assistant Director<br>Program Supervisor | <ul style="list-style-type: none"> <li>▪ Licensing Orientation (if applicable)</li> <li>▪ Child Care Basics*</li> <li>▪ First Aid/CPR</li> <li>▪ Blood Borne Pathogens</li> <li>▪ Food Handlers Permit (if applicable)</li> <li>▪ Safe Sleep (if applicable)</li> <li>▪ Child Restraint (if applicable)</li> </ul> | <ul style="list-style-type: none"> <li>▪ 10 hour Annual In-service Training</li> <li>▪ Enhancing Quality of Early Learning</li> </ul> |
| Lead Teacher  | <ul style="list-style-type: none"> <li>▪ Child Care Basics*</li> <li>▪ First Aid/CPR</li> <li>▪ Blood Borne Pathogens</li> <li>▪ Food Handlers Permit (if applicable)</li> <li>▪ Safe Sleep (if applicable)</li> <li>▪ Child Restraint (if applicable)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ 10 hour Annual In-service Training</li> <li>▪ Enhancing Quality of Early Learning</li> </ul> |
| Assistant Teacher   | <ul style="list-style-type: none"> <li>▪ Child Care Basics*</li> <li>▪ First Aid/CPR</li> <li>▪ Blood Borne Pathogens</li> <li>▪ Food Handlers Permit (if applicable)</li> <li>▪ Safe Sleep (if applicable)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 10 hour Annual In-service Training</li> <li>▪ Enhancing Quality of Early Learning</li> </ul> |
| Aide  | <ul style="list-style-type: none"> <li>▪ Child Care Basics*</li> <li>▪ Blood Borne Pathogens</li> <li>▪ Food Handlers Permit (if applicable)</li> <li>▪ Safe Sleep (if applicable)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ 10 hour Annual In-service Training</li> </ul>  |
| Volunteer   | <ul style="list-style-type: none"> <li>▪ Blood Borne Pathogens</li> <li>▪ Safe Sleep (if applicable)</li> <li>▪ Health and Safety Trainings – Recognizing and Reporting Abuse, Emergency Preparedness, Serving Children Experiencing Homelessness, Prevention of Shaken Baby Syndrome (if applicable)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ N/A</li> </ul>   |

\*Child Care Basics covers trainings listed in WAC 110-300-0106 sections 4-7, and 10. This includes the following:

(Department of Children, Youth and Families, 2020)

As outlined above, minimum training requirements for new student staff (aides) through DCYF are:

- child care basics
- first aid/cpr
- blood borne pathogens
- food handlers permit (this applicable to all staff)
- safe sleep (applicable to staff assigned to Rainbow Center).

The following graphs contain information for state WAC minimum requirements for staff. For a full list and detail of requirements from CWU, DCYF and ECLC please reference the Hiring Forms, Requirements and Directions section in this handbook.

All staff members working more than 19 hours a month for a cumulative 12 months of employment must partake in the 10 hour in service-training requirement. This requirement takes effect AFTER the 12 months of employment has been reached.

Recognizing and Reporting Abuse (0106 section 4), Emergency Preparedness (0106 section 5), Prevention of Shaken Baby Syndrome (0106 section 6), Serving Children Experiencing Homelessness (0106 section 7), Medication Management (0106 section 10)

**Training Completion Timeline**

Pre-Service Requirements – WAC 110-300-0105

Training Requirements - WAC 110-300-0106

**Table 2: Training Completion Timeline**

| Requirement           | When must this training requirement be completed?  | How is this training requirement completed?   |
|-----------------------|--|---|
| Licensing Orientation | <ul style="list-style-type: none"> <li>▪ Prior to being in charge of a program 50% or more of the time</li> </ul>                                    | <ul style="list-style-type: none"> <li>▪ DCYF provided online</li> </ul>  |
| Child Care Basics*    | <ul style="list-style-type: none"> <li>▪ Prior to being granted a license</li> <li>▪ Prior to working unsupervised with children</li> </ul>          | <ul style="list-style-type: none"> <li>▪ Complete Child Care Basics with a State-approved trainer, with DCYF provided online, or in a college course.</li> <li>▪ Complete ECED&amp;107 Health, Safety and Nutrition (part of the Initial Certificate) which meets the requirement for Child Care Basics.</li> </ul> |
| Child Restraint       | <ul style="list-style-type: none"> <li>▪ Prior to being authorized to restrain an enrolled child (if applicable regarding program policy)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Must be approved by DCYF if not provided by DCYF.</li> </ul>   |
| Blood Borne Pathogens | <ul style="list-style-type: none"> <li>▪ Prior to being granted a license</li> <li>▪ Prior to working with children</li> </ul>                       | <ul style="list-style-type: none"> <li>▪ Check with local agencies who offer this</li> <li>▪</li> </ul>   |
| First Aid/CPR         | <ul style="list-style-type: none"> <li>▪ Prior to working unsupervised with children</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Check with local agencies who offer this</li> </ul>  |
| Food Handlers Permit  | <ul style="list-style-type: none"> <li>▪ Prior to preparing or serving food to children</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Your local Health Department</li> </ul>  |
| Safe Sleep            | <ul style="list-style-type: none"> <li>▪ Prior to being granted a license</li> <li>▪ Prior to caring for infants</li> </ul>                          | <ul style="list-style-type: none"> <li>▪ DCYF provided training online</li> </ul>   |

Volunteer Training Requirements: Trainings listed in WAC 110-300-0106 sections 4-7, and 10 are included in Child Care Basics. If a volunteer does not complete Child Care Basics (which is not required for volunteers) a volunteer can complete these trainings as stand-alone trainings for free with DCYF online.

\* If already employed at the time this rule goes into effect, Child Care Basics must be completed within three months the date this section becomes effective. All new employees must have completed Child Care Basics prior to working unsupervised with children.

(Department of Children, Youth and Families, 2020)



**Table 3: In-Service Training Requirement**  
WAC 110-300-0107

Notes to remember:

- Early learning providers complete ten (10) hours of annual in-service training
- In-Service is required after 12 months of cumulative employment
- The annual training requirement is based on fiscal years (July 1 – June 30 annually)
- Five (5) in-service training hours may be carried over from one fiscal year to the next fiscal year
- “STARS hours” or “state-approved training” are other words commonly used when referring to “in-service”

| In-Service Requirement | When must this training requirement be completed?   | How is this training requirement met?  |
|------------------------|---|--|
| In-Service Training    | Enhancing Quality of Early Learning is completed as the first 2 years (20 hours) of in-service training.  | Enhancing Quality of Early Learning is developed and provided by DCYF or contractors.  |
|                        | <p>Following the completion of Enhancing Quality of Early Learning, ten (10) hours of in-service training is completed each year.</p> <p>Family home licensees, center directors, assistant directors and program supervisors complete the following every 3 years:</p> <ul style="list-style-type: none"> <li>• 10 hours of child development*</li> <li>• 10 hours of leadership practices*</li> <li>• 10 hours of any core competency area</li> </ul> <p>Lead teachers, assistants and aides complete the 10 hours of in-service in any core competency area.</p> | <ul style="list-style-type: none"> <li>• State-approved training</li> <li>• Other training must align with the state’s Core Competencies</li> <li>• College coursework aligned with core competencies</li> </ul> |

\* Child development training includes the following Washington state core competencies: Child growth and development, curriculum and learning environment, ongoing measurements of child progress, family and community partnerships, health, safety, nutrition, and interactions. Leadership practices training includes the following Washington state core competencies: Program planning and development, professional development, and leadership.

(Department of Children, Youth and Families, 2020)

Professional Development Plans

CPR/First Aid are offered at ECLC Green Room every 2 years, ask when the next training will be if you need a valid CPR card. All lead staff are on the same renewal date. Lead teachers hold in person or zoom trainings quarterly for student staff, as needed. All other training or planning is arranged with Director or Assistant Director. Please reference Professional Development Expectations and Hiring Forms, Requirements, Directions sections for further information. DCYF will reimburse trainings annually up to \$250.

## Information for Starting Employment

We hope you are looking forward to starting employment at the Early Childhood Learning Center. We have two sites: Rainbow Center in Michaelsen Hall Rm. 109 for infants and toddlers and ECLC at 1900 Brook Lane, Suite 101 is where the 2-8 year olds are located. Green room is school agers 5-12 suite 102.

## Hiring Forms, Requirements and Directions

### Department of Children, Youth and Families Requirements- DCYF (formerly Dept. of Early Learning)

1. All staff members must create an account on MERIT, obtain a MERIT STARS number, add ECLC or Rainbow Center as employer, and complete education area and general information for your Merit account.
2. All staff members must complete and turn in a Portable Background Check (PBC) through DCYF. This is completed on merit.
  - a. DCYF Portable Background Check Form (PBC)— Complete online. There is a \$12 cost to you paid only by credit card, money order or personal check.
    - i. <https://apps.del.wa.gov/MERIT/Home/SignInRegister>
3. Completion of a PBC will require fingerprinting to be completed by the employee. These are set up online as part of the PBC and will be completed in person at the chosen location.
  - a. Fingerprints- After your background check clears and the \$12 clears, they will send you an email to make an appt. online, you cannot call to make an appt. Fingerprints Completed in Ellensburg and the cost to you is \$44.00 payable online. After background check clears they will email you on how to schedule your appointment for fingerprints and you can choose the day and time. it a worthwhile trip. **YES YOU HAVE TO GET FINGERPRINTS DONE, EVEN IF YOU HAVE HAD THEM DONE THROUGH STATE PATROL. DEPARTMENT OF EARLY LEARNING REQUIRES AN EMPLOYEE TO GET FINGERPRINTS DONE THROUGH THEIR AGENCY.**
4. Mandatory TB skin test- Can be done at the Student Health Center on Campus (\$12.00) 509.963.1881. If you have already had a TB test done your Doctor can fax the results to me at 509.963.1124. If you have traveled out of the USA you will need to get another TB test
5. Mandatory HIV/AIDS-Blood Bourne Pathogen training. FREE!! This is mandatory training and if you have already done this training somewhere else, you will need to provide documentation.  
[http://www.lni.wa.gov/safety/trainingprevention/online/courseinfo.asp?P\\_ID=200](http://www.lni.wa.gov/safety/trainingprevention/online/courseinfo.asp?P_ID=200)
6. MMR proof of vaccination from the Doctor.
7. Mandated Reporter-Recognizing and reporting suspected child abuse, neglect, and exploitation training (dcyftraining.com)
8. Disaster and Emergency preparedness training (dcyftraining.com)
9. Medication Management
10. Abusive Head Trauma (dcyftraining.com)
11. Families experiencing homelessness training (dcyftraining.com)

### CWU requirements:

1. FREE Authorization for Background Inquiry—Hire Right will send an email to your CWU Email Account, or a text. Complete and submit. All students are required to submit criminal background checks. All CWU background inquiries are conducted by HireRight. Hireright will contact you via email to authorize the check. You will need to check your CWU email account for an email from: pcustomersupport@hireright.com. Fill out the immediately.
2. I-9 Forms- STEP 2 PROCESS DON'T DISREGARD SECOND EMAIL All students will submit an I-9 form online. You will receive an email on how to complete the online I-9. Then you will need to bring original and unexpired documents to Human Resources in Mitchell Hall. This means your social security card or passport or birth certificate.

## Online Training

CWU has recently changed their policies and is now requiring that all employees complete the below trainings. To launch course: click link above and sign in to MyCWU or visit CLA Online (cwu.skillport.com).

1. Title IX training (renew every two years)- <http://www.cwu.edu/student-employment/preventing-discrimination-harassment-training>
2. FERPA training (renew annually)—all students required to take this training. (this link will work when you are in CWU system. Link to take the training: FERPA for Higher Education (30-minute course)
3. University safety overview (READ ONLY)  
<http://www.cwu.edu/hr/sites/cts.cwu.edu.hr/files/documents/UNIVERSITY%20SAFETY%20Overview%20for%20Temp%20Hourlies.pdf>
4. Run, Hide, Fight-Surviving an Active Shooter Video <https://www.youtube.com/watch?v=5VcSwejU2D0c>  
\*\*The CWU online training change periodically and this list may not reflect the current trainings required. Please see MyCWU or visit CLA Online for current requirements.

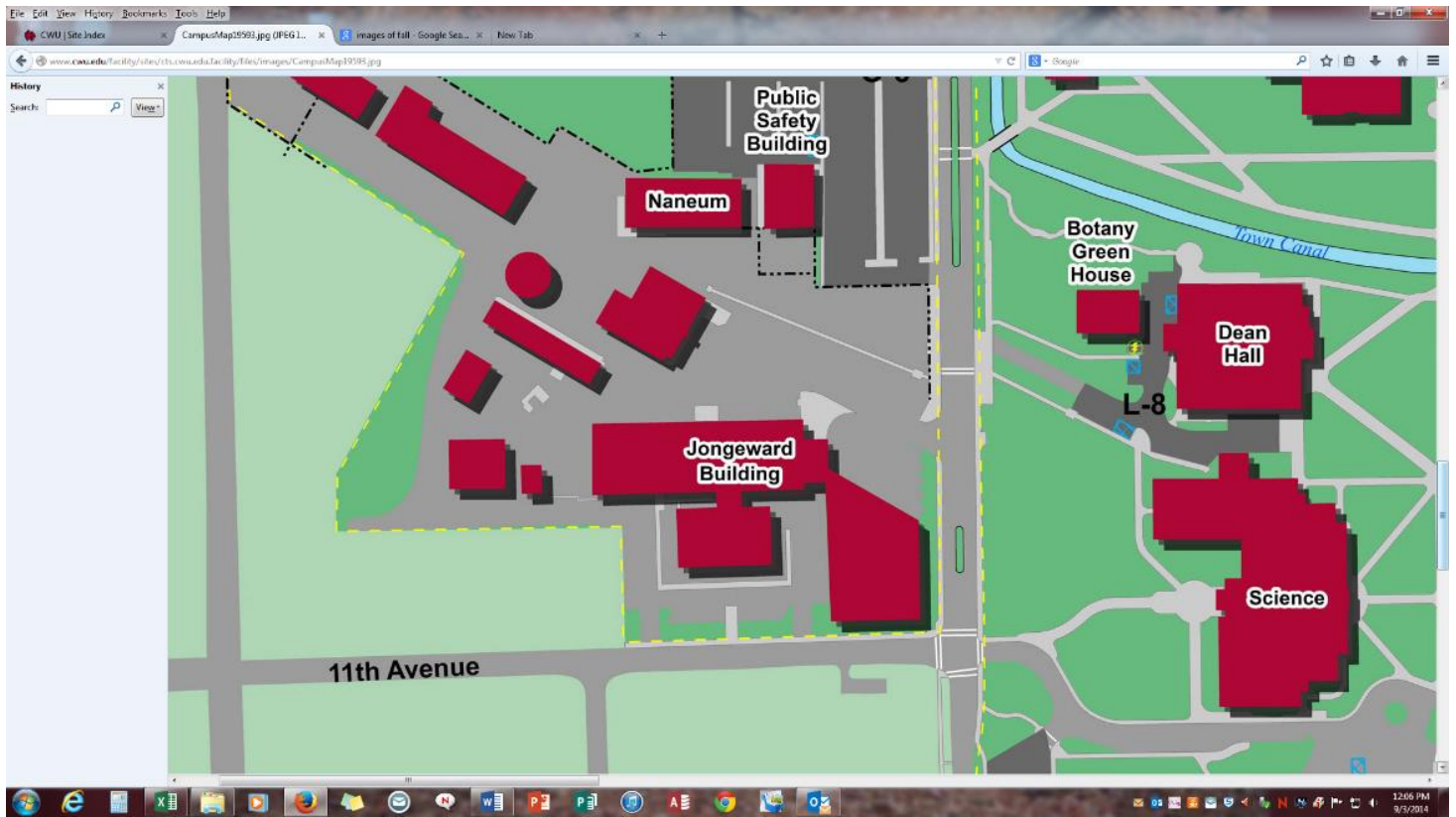
## ECLC requirements and forms

1. CWU KEY AUTHORIZATION CARD –Turn into LOCK SHOP at 11th and Wildcat Way, at the Jongeward Bldg. Take Connection Card (CC) and Driver’s License. DO NOT sign form until in the presence of staff at Lock Shop. This will allow you to have access to the center with your CC. You must have an access code to punch in when working at Rainbow. Use CC for daily access, DO NOT ring the bell.
2. ECLC Staff Handbook—The ECLC Handbook is online. Print signature page and return within five days of starting employment with the ECLC.
3. ECLC Disaster Policy Handbook- The Disaster policy is online. Read the handbook within five days of starting employment. Print the signature page from our website and sign it and bring it to ECLC.
4. A Food Handlers Permit is required for all staff members.
5. A paper application is required for staff files.
6. CPR and First Aid Certification is required for all lead staff members.
7. Signed Confidentiality Information statement.
8. Copy of Driver’s License.
9. Documentation of Orientation.

We will record 4 hours of time to your timesheet for completing the online training and reading both handbooks.

## Rainbow Center Requirements

1. Tdap shot
2. Safe sleep training
3. Prevention and identifying shaken baby syndrome/abuse head trauma training
4. Mandatory staff meeting in September



Here is a map to help you find the Lockshop at the Jongeward Building

### Anti-Harassment Policy

The Early Childhood Learning Center at Central Washington University is committed to maintaining a work environment that is free of discrimination. In keeping with this commitment, we will not tolerate harassment of our employees by anyone, including supervisors, coworkers, vendors or clients.

Harassment consists of unwelcome conduct whether verbal, physical, or visual that is based upon a person's protected status, such as gender, color, race, ancestry, religion, national origin, age, physical or mental disability, medical condition, marital status, veteran status, citizenship status, or other protected group status. The Early Childhood Learning Center will not tolerate harassment or conduct that affects tangible job benefits, that interferes unreasonably with an individual's work performance, or that creates an intimidating, hostile, or offensive working environment.

Sexual harassment deserves special mention. Unwelcome sexual advances, request for sexual favors, and other physical, verbal, or visual conduct based on sex, constitute sexual harassment when (1) the mission of the conduct is an explicit or implicit term or condition of employment, (2) submission up to or rejections of the conduct is used as the basis for an employment decision, or (3) the conduct has the purpose or effect of unreasonably interfering with the work environment. Sexual harassment may include explicit sexual propositions common sexual innuendo, gender specific traits, foul or obscene language or gestures common displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching, or brushing against another's body.

All employees are responsible for helping to ensure that we avoid at harassment, in any form. If you feel you have experienced or witnessed harassment, notify the Director or Assistant Director.

## CWU Class Credit

Central Washington University students, primarily for early childhood education, elementary education, special education, family and life sciences, and recreation may be assigned to the center for academic credit, to gain experience in observation and interaction with young children.

Students are under the supervision of a member of the CWU staff, ECLC Director, or ECE Specialist as assigned by the Director or Assistant Director. The CWU Supervisor, the ECLC Lead Teacher and the student will agree upon the student's responsibilities.

Students coming in to observe must only sign in with the class name, instructor, time of observation and what is being observed in the white 3 ring binder at the reception desk.

## Interactions With Children and Families

### Teacher-child Interactions

#### Getting Acquainted

Learning the names of the children is one of your first priorities. At first, this can be a little overwhelming, but you will be surprised at how quickly you learn names and who belongs to whom.

Start by asking a simple question:

- **Take the initiative in introducing yourself to parents.** Don't be afraid to say, "Hi, I'm \_\_\_\_\_ and since I'm new (or a floater, break relief person or I'm not certain who you are looking for) let's look for your child together so that I'll learn names and who belongs to whom".

Each classroom has an area that they post child/family pictures along with names. When you are new to a classroom, please ask the lead to guide you to the family photo board as well as where you can find children's pictures with their names to help you become familiar with the children and families you will be working with.

#### Learning Styles

We want you to use a variety of teaching techniques in order to present information in a way that each child can understand. Each of us learns differently- some primarily through sight-some through touch- we ask that you present information in a variety of ways. Also, understand that behavior management is teaching skills, which should also be varied to meet the needs of each individual child

Please remember- learning isn't just repeating what someone else says- it requires active thinking and experimenting to find out and "to understand" how things work.

"Play" is an important component of our program because it allows the child to experiment with how things work. It enables children to explore life in fantasy and enhances their ability to learn symbolic representation-the ability to let one object stand for another. This is the direct precursor to a child's ability to understand the highest abstract symbols used in academic learning, such as letters (symbols for sounds) and numbers (symbols for counting).

#### Child Guidance and Discipline Techniques

We feel providing a fail-safe center environment means not making unrealistic demands on child academically socially or developmentally.



Discipline should be designed to help the individual's development, encourage and model acceptable behavior and respect for the rights of others, it is not the matter of the teacher controlling the child's behavior, but rather, helping the child learn to control their own behavior

Preventing difficulties, the 1st step in positive discipline is to prevent difficulties from happening. There are many ways to ensure that the opportunities in the environment for misbehavior do not occur.

- Make sure that you have ample amount of attractive, interesting and engaging activities available for the children in the room.
- Arrange the room attractively.
- Rotate activities and materials to prevent boredom and invite challenge.
- Touch base the children who are behaving appropriately.
- Give positive feedback support and praise so that the good behavior is reinforced and children do not seek negative attention.
- Avoid tunnel vision always maintain an awareness of how the entire room is functioning and continually check for situations that could be get out of hand. Anticipate trouble areas.
- Physically move to situations that appear to be getting chaotic or out of control. Children usually know when they're not behaving appropriately and will check their own behavior when an adult is nearby.
- Circulate around your area as much as possible, get involved with children in their play.
- Help children to make choices. When a child is disrupting the play in one area, help the child become involved in a different activity then pull back and work with another area.

### Infant and Toddler Guidance and Development

Staff working with our infants and toddlers will follow all general guidelines for interactions and guidance of children that will be in the sections that follow but also have additional specific expectations for the age group. When working with infants especially, they are learning many skills and your attention should be focused on the children and not chatting with other staff about nonwork related things.

Infants and toddlers are busy developing language and communication skills. Staff are expected to do the following paraphrased from WAC [110-300-0296](#):

- Talking and listening to children
  - Actively engage children in conversation, even those who cannot speak back yet. Give pause where a person would typically reply.
  - Describe things you or the child are doing *"I am picking you up to change your diaper", "You grabbed a rattle, let's shake the rattle", "I see you climbed over the toy."*
  - Encourage soft infant sounds
  - Name objects, feelings (*rough, smooth, bumpy*)
  - Describe emotions and facial expressions
- Give one-one attention to children as possible
- Actively play, read and engage with children
- Mirror similar infant sounds giving the child extra focus and attention
- Communicate regularly with all children in your care
  - During feeding
  - During diaper changing
  - During cuddle times
  - During play
- Utilize items and plans provided by classroom lead teacher to support development including
  - Rhymes



- Interactive storybook reading
- Singing songs
- Finger puppets

Staff are expected to help build foundational **physical and cognitive abilities** by ([WAC 110-300-0296](#)):

- *Providing actively supervised tummy time throughout the day, when the infant is awake, for all infants in our program, even those that dislike tummy time.*
- Providing infants and toddlers freedom to explore and learn on their own on the floor.
- Providing infants and toddlers access to active outdoor playtime.
  - *Staff must enforce sun safety precautions for infants younger than six months old by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.*
- Encouraging infants and toddlers to play, crawl, pull up, and walk by using materials and equipment that promotes:
  - Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push and pull toys, riding toys, balls, squeezable toys, books, dolls, press-together blocks, and limited use of equipment such as bouncers, swings, or boppies; and
  - Spatial and numeracy understanding, for example counting toys, soft blocks and toys with different sizes such as measuring cups or spoons, and toys with different shapes and colors to help introduce sorting and categorization.

Staff are expected to help with developing infant and toddler social and emotional abilities by ([WAC 110-300-0296](#)):

- Providing social contact with infants and toddlers in addition to time spent feeding and diapering, by playing with children, naming and acknowledging emotions, and encouraging peer interaction
- Immediately investigating cries or other signs of distress
- Providing comfort to an upset or hurt child
- Positively responding to a child's verbal and nonverbal cues
- Intervening during negative peer interactions such as when a child grabs other children's toys, pulls hair, or bites
- Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions
- Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves

(Washington Department of Children, Youth and Families, 2020)

### Create a Climate for Healthy Child Development

When communicating or interacting with children, staff must maintain a climate for healthy, culturally responsive child development such as ([WAC 110-300-0325](#)):

- Using a calm and respectful tone of voice
- Using positive language to explain what children can do and give descriptive feedback
- Having relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group
- Greeting children upon arrival and departure at the early learning program
- Using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood

- Using physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating
- Validating children's feelings and show tolerance for mistakes
- Being responsive and listening to children's requests and questions, encouraging children to share experiences, ideas, and feelings
- Observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories
- Modeling and teaching emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings
- Representing the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families
- Interacting with staff and other adults in a positive, respectful manner.

(Washington Department of Children, Youth and Families, 2020)

#### Positive Interactions Between and Among Children

Staff must do the following ([WAC 110-300-0325](#)):

- Giving children several chances a day to interact with each other while playing or completing routine tasks
- Modeling social skills
- Encouraging socially isolated children to find friends
- Helping children understand feelings of others
- Including children with special needs to play with others

(Washington Department of Children, Youth and Families, 2020)

#### Positive Relationships and Guidance Techniques

*Staff must* work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt a classroom environment, routines, and activities to a child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior. Guidance techniques may include ([WAC 110-300-0330](#)):

- Coaching behavior
- Modeling and teaching social skills
  - taking turns
  - cooperation
  - waiting
  - self-control
  - respect for the rights of others
  - treating others kindly
  - conflict resolution
- Offering choices
- Distracting
- Redirecting or helping a child change their focus to something appropriate to achieve their goal
- Planning ahead to prevent problems and letting children know what events will happen next
- Explaining consistent, clear rules and involving children in defining simple, clear classroom limits
- Involving children in solving problems
- Explaining to children the natural and logical consequence related to the child's behavior in a reasonable and developmentally appropriate manner

(Washington Department of Children, Youth and Families, 2020)

### Facilitating activities to support child learning and understanding

Staff may facilitate child learning and understanding through a variety of techniques ([WAC 110-300-0310](#)):

- Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament
- Helping children enter into and sustain play
- Encouraging children to participate by asking questions and providing guidance
- Providing opportunities for children's creativity
- Linking concepts and activities to one another and to the children's lives and interests
- Noticing and responding to teachable moments
- Clarifying and expanding children's understanding
- Describing and discussing children's learning processes
- Encouraging children's efforts and persistence
- Showing tolerance for mistakes
- Using diverse vocabulary
- Leading discussions and activities
- Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children's home languages when possible
- Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process

### Language modeling and reasoning

*Staff must* be aware of and responsive to children's developmental, linguistic, cultural, and academic needs. Staff must be aware of and responsive to children's needs by engaging in activities such as ([WAC 110-300-0315](#)):

- Asking developmentally appropriate questions for the age group and allow children to answer without interruption from adults
- Circulating among the children during free choice activities and talking with children about what they are doing
- Using teaching techniques such as:
  - Self-talk: When the staff talk about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity
  - Parallel-talk: When the staff member talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities
  - Language expansion: When the staff member adds detail or new words to build on ideas that children are expressing
- Staff working with preschool and school-age children must use language to develop and encourage reasoning skills by using techniques such as:
  - Talking about logical relationships or concepts during the day including, but not limited to, the daily schedule, the differences and similarities between objects, or people in the classroom
  - Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships
  - Providing opportunities for reading and writing activities
  - Asking open ended questions to help children improve skills and acquire knowledge.
- Staff working with non-English speaking children must encourage language development and acquisition by using techniques such as:
  - Using words in various languages to talk about the routines
  - Reading books out loud or using audio books
  - Playing games in different languages

(Washington Department of Children, Youth and Families, 2020)

### Facilitating child interests, learning, perspective, and productivity

*Staff must* work to maximize children's interests, engagement with developmentally and culturally responsive activities, and ability to learn from play. *Staff must* maximize children's interests, engagement, and abilities by using techniques such as ([WAC 110-300-0320](#)):

- Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed
- Giving clear instructions and directions
- Making opportunities for children to learn during transitions by clearly communicating expectations and keeping transitions to a duration that is developmentally appropriate
- Staff must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities by using techniques such as:
  - Encourage child engagement
  - Promote each child's self-help and social skills
  - Organized around child interests and ideas
  - Allow choice, exploration, and experimentation
  - Promote active and play-based learning experiences
  - Allow children freedom to move during activities
  - Ensure child expression
  - Utilize interesting and creative materials
  - Offer hands-on opportunities for children
  - Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities
  - Orient and guide children toward learning objectives

(Washington Department of Children, Youth and Families, 2020)

### Clean Faces- It Means More than Respect and Consideration

No matter what time of the day it is, if a child is a mess-if his/her hands are covered with paint or marker, if his/her face is dirty:

- Help the child clean him/herself up.
- In the late afternoon, before pick-up time, make a point to check the children and help them clean their hands, faces, dust off their clothing etc. before their parent(s) arrive.
- By helping the children stay clean, you will show the parents you care for and respect their child. It will also help them feel that their child is being cared for in a loving manner.

### Runny Noses

Keep a box of tissues accessible to children at all times and teach them to:

- Wipe their nose independently.
- Put the tissue in the wastebasket.
- Wash their hands after wiping/blowing their nose.

Bring tissues outside with you. If the children in care don't recognize the need to blow their nose, or don't know how, please help them while describing what you are doing (they will learn as you describe). This is, indeed, one of your very important responsibilities.

## Washing Childrens' Hands

Children need to be taught to wash their hands routinely. They need guidance on steps to proper handwashing and must be monitored any time they are handwashing.

Handwashing steps are as follows

- Wet hands with warm water
- Apply soap to the hands
- Rub hands together to wash for at least twenty seconds
- Thoroughly rinse hands with water
- Dry hands with a paper towel, single-use cloth towel, or air hand dryer
- Turn water faucet off using a paper towel or single-use cloth towel unless it turns off automatically
- Properly discard paper single-use cloth towels after each use

We are regulated by the State of Washington as to “how we are to wash our hands”. Please follow the directions on the hand-washing poster which is located by every sink in both centers.

Staff must ***direct, assist, teach, and coach, children to wash their hands***, using the steps listed above regularly (WAC [110-300-0200](#)).

- When arriving at the center
- After using the toilet
- After diapering
- After outdoor play
- After gardening activities
- After playing with animals
- After touching body fluids such as blood or after nose blowing or sneezing
- Before and after eating or participating in food activities including table setting
- As needed or required by the circumstances (*dirty hands*)

**Staff must wash** their hands at minimum ([WAC 110-300-0200](#)):

- When arriving at work
- After toileting a child
- Before and after diapering a child (use a wet wipe in place of handwashing during the middle of diapering if needed)
- After personal toileting
- After attending to an ill child
- Before and after preparing, serving, or eating food
- Before preparing bottles
- After handling raw or undercooked meat, poultry, or fish
- Before and after giving medication or applying topical ointment
- After handling or feeding animals, handling an animal's toys or equipment, or cleaning up after animals
- After handling bodily fluids
- After being outdoors
- After gardening activities
- After handling garbage and garbage receptacles
- As needed or required by the circumstances.

(Washington Department of Children, Youth and Families, 2020)

## Outdoor Play

We go outside daily, as required by the Department of Children, Youth and Families. Dress accordingly to enjoy the outdoors.

- When outside, staff need to cover the entire playground- spread out!
  - Each staff member should have a zone/area they are monitoring, if you are at the climber and another staff is also there, look around to see where other children are and join them. If there are MANY children in one area, multiple staff may cover the same area, but should be located apart to better monitor the whole area.
  - Go to where the children are. You should always have in sight proper child ratio.
  - Playground areas should be checked every day prior to children coming outside ([110-300-0145.1](http://www.wa.gov/110-300-0145.1)), always be aware of safety issues and concerns (damaged equipment, weeds, broken glass, cigarette butts, open gates etc.)
    - Immediately correct or report to lead teachers
- Outside Play required- ([WAC 110-300-0360](http://www.wa.gov/110-300-0360))
  - DCYF has a minimum amount of time programs are required to active play outdoors
    - 20 minutes for each 3 hours of programming for infants (as tolerated) and toddlers
    - 30 minutes for each 3 hours of programming for preschool age and older
      - Programs that operate more than 6 hours must provide **90 minutes** of active play for preschool and up
      - Programs that operate more than 6 hours a day must provide **60 minutes** of active play for infants and toddlers (30 minutes can be moderate to vigorous indoor activities.)

## ECLC

- Climbers
  - Small climber, located by the shed, is geared for 2-5 year olds (Red & Yellow Classrooms)
  - Big Climber is geared for 5-12 year olds (Blue & Green Classrooms)
  - Only Children from Blue room are allowed on the big climber.
  - The Big Climber is not open unless a staff member is available to actively monitor play there.
    - Monitoring includes being aware of both sides of the climber and underneath.
- Helmet Policy:
  - Any child on a bike or trike must wear a helmet. Size the helmet so it fits snugly on the child's head. If the child has one from home, he/she should wear that helmet, not ours. Monitor the speed of bikes.
  - Spray helmets with bleach water concentrate or other sanitizing spray at the end of outside time (or when bikes are closed for the play period)
  - Do not allow children to throw down helmets, bikes, or other equipment. Bikes should be parked along Green Rooms wall, in the bike area.
  - Misuse of bikes, leads to loss of privileges
  - Helmets should be cleaned end of week with bleach water spray
- Slide Policy
  - Slide Down
  - Go Around
  - Slide down again
  - NO climbing up sliding surface and then coming down.
- Bathroom Needs During Outside Time:
  - When children come inside for the bathroom, a staff person must actively supervise this activity
    - Physically going in with them and keeping them within hearing and eyesight.

- Alert other staff that you are going inside and for how long you expect. When staffing numbers are low, stand and hold the door open to the restroom, so you can keep watching children outside and in the bathroom.
- The Shed
  - The shed should be kept organized and clean.
    - Arrange bikes so they are pointed out toward the door, ready to go. Trikes should be together, two wheelers together, etc.
    - Lesser used equipment should be in the back of the shed.
  - Children do NOT go in the shed- keep the door shut and both latches secured.
- General
  - No climbing on fences or trees
  - Toys and blankets from home do not go outdoors- unless approved by lead staff
  - Incident reports should be brought outside on a clip board to be filled out to maintain consistent monitoring of children
  - Keep patio and walk-ways clear of debris

## Family Interaction

### Greeting Parents

It is extremely important that parents have confidence in you and in our learning center. Part of that relationship is built on staff familiarity with the families and children.

- Parents and children should NEVER enter or leave the center without your acknowledgement. Families should always be greeted upon arrival, preferably by name. If another staff member has greeted the child and family, you should still acknowledge their arrival with a wave, smile or saying hello as best fits the situation. “Good morning child’s name, I’m so glad you’re here to play with me today. This morning we have name of toy or project happening that day! Good Morning parent’s name. How are you this morning?”
- You are expected to know who leaves when and with whom. Generally, lead staff will know times and who leaves with whom, but student staff should be able to recognize familiar faces as well as identify unknown adults, even if the child recognizes them.

### Answering the Phone

There will be times when you may be asked to answer the telephone. It is important to present a courteous and professional image over the phone. The proper way to answer the phone is:

“Good (morning, afternoon), Early Childhood Learning Center (Rainbow Center), this is \_\_\_\_\_. How may I help you?”

If the call is an **inquiry about enrollment**, please do NOT try to answer the person’s question yourself. Instead, please handle the call in the following manner:

*“I can take your information and place you on the waitlist and pass it on to the director or you can submit it online through our website at [cwu.edu/early-learning](http://cwu.edu/early-learning).”*

If asked if we are full, or that they have already submitted the information, reply:

“That is a question for the director, she oversees all enrollment.”

Do not tell the parent:

“ We are full, maybe or I don’t know.”

When you answer the telephone, take the following information:

- Who the call is for
- Name of the caller-ask him/her to spell name if necessary
- Time and date of call
- What the call is regarding
- Phone number the caller can be reached at
- A convenient time to return the call, or are they planning on calling back?
- Initial the message, so the person receiving it can ask you questions as needed.

Be sure to take the message accurately and deliver it to the person necessary.

We rely on voicemail to take messages during group times, when outside and before and after regular operating hours, if messages are not sent via Brightwheel App.

#### **When taking a message regarding an ill child:**

If a parent is calling to tell us a child is home sick, staying with Grandma, or just not coming in today, thank her/him for calling and then go to the sign in table in the appropriate room and put an “a” in the “Time In” time slot and an “a” in the “time out” slot. Write the information and reason in the daily log notebook in the office area (or classroom log, if at Rainbow).

***Under no circumstances do you give out information on staff or children over the phone.*** If the caller identifies himself/herself as a police officer, CPS worker or other pertinent person, we will gladly supply the information ***in person.*** We do not give telephone numbers to anyone other than employees or parents, and only with Director’s permission. This policy is to protect the clients we serve and you as an employee.

If ever in doubt, the best policy is to say NOTHING. Don’t ever hesitate to ask if you are not sure how to handle a situation.

The phone is not available to the general public who might drop in wishing to make a phone call. They can be directed to the Apartment Manager in I-14.

#### Checking ID-A Matter of Safety

For purposes of this section, we will use the term parents as the typical person who picks up children. Keep in mind, if the family has someone else who regularly picks up the child, and you ID checked the first time this person was introduced to you, you will not need to check this persons ID or look for a today only form every day. This section applies to any person whom is picking up the child that you have NOT met or do not recognize and is not a regular pick up person.

- You are required to check the ID of any person other than the child’s parents who arrives to pick up the child (You must also check parent ID if you have not met them, seen their picture or otherwise do not recognize the parent and no other staff are nearby to identify them).
- You may not release a child to any person other than parent who picks up unless you have a signed release signature on a “Today Only” form, available in each classroom, indicating someone else will be picking up the child on that specific day(s).
- If in doubt, contact the Lead Teacher or Director immediately!!
- Parent pictures are located on the family board in the classroom, this is a good place to identify parents.

How to Check an ID of a someone picking up a child:

- Look for Today Only forms, they should include the name of the person authorized to pick up the child(ren).



- Check the person’s ID. Explain to the person that you are sorry for the inconveniences, but our policy requires that we check ID for the safety of the children.
- If the person’s ID matches the name on the Today Only Form, you may release the child, and then thank the person for their patience.
- If there is not information authorizing someone other than a parent to pick up the child, please excuse yourself and talk to the Lead Staff or Administrative Staff (Director, Assistant Director, Program Specialist). In most cases, the parent had forgotten to sign a Today Only Form. However, we can never make this assumption. We must call the parent to confirm their intentions.
- If you checked for authorization and you know the person who is authorized to pickup the child, you do not need to check ID. However, you must be absolutely certain that the person has authorization to pick up the child on that particular day. Is the authorization for anytime or specific days?
- **Never assume it is okay to release a child just because the person picking up the child has done so previously. Lead staff will have information on who is authorized to pick up children and when.**

### Staff/Parent Communication—Keep it Positive

One of many important functions you have as a staff member here is the daily interaction with parents of the children enrolled.

Remember, it is difficult for parents to leave their children in child care. Whatever we can do to interject positive, happy moments in their day will help them feel that they have made a wise decision in enrolling their children here. Never forget that parents, as much as children, need a kind, friendly, and caring word to keep them going.

Do NOT relate negative comments to parents about their child at the end of the day. This is not to say we ignore problems or withhold information from parents. We are merely trying to be considerate of their feelings and respectful of their busy lives. Student staff should stick to things the child did today, the response of ‘it was a good day’, or ‘it was challenging today’ are not acceptable. Tell the family something about what their child actually did for the day. Think of what skills the child was working on, what activities were they interested in, what did they eat, and so on. **Lead staff will communicate with families in-regards-to ongoing issues as appropriate.**

A guide for student staff:

If a parent casually asks, “How did Johnny do today?” and you think to yourself, “AWFUL! He kicked and hit and spat all day!”, **THINK BEFORE YOU ANSWER.** You can reference what activities the child participated in or enjoyed that day. The entire day was not awful, think of times the child was interacting with others, playing on their own, playing in a group; share that information. Rather than dump garbage on the parent’s head, that they cannot control, by detailing the child’s inappropriate behavior you may say something like:

“While I was here today, Johnny enjoyed building with the blocks and spent quite a bit of time drawing at the table.”

If the parent really pushes and you can’t think of something nice- if there’s an on-going problem with Johnny, say something like:

“You know, I’d love to talk with you more about Johnny, but Lead Teacher Name has been here most of the day and would be able to go into further details with you. If you would like, I can leave a note for Lead Teacher Name to contact you for more details about Johnny’s day.”

If you are experiencing an ongoing problem with a child, please talk with the lead teacher or Director about it. Your lead teacher has a lot of experience and hopefully can offer suggestions and ideas. It could mean doing some brainstorming to come up with a manageable solution. Work extra hard to build a relationship with the child, this will help when challenging behavior arises. Remember we have all been at “whits end” before too.



Unless covered by an individual care plan or protected by the ADA, an ill child, staff member, or other individual **must be sent home or isolated** from children in care if the ill individual has:

- A fever 101 degrees Fahrenheit for children over two months (or 100.4 degrees Fahrenheit for an infant younger than two months) by any method, and behavior change or other signs and symptoms of illness (including sore throat, earache, headache, rash, vomiting, diarrhea);
- Vomiting two or more times in the previous twenty-four hours;
- Diarrhea where stool frequency exceeds two stools above normal per twenty-four hours for that child or whose stool contains more than a drop of blood or mucus;
- A rash not associated with heat, diapering, or an allergic reaction;
- Open sores or wounds discharging bodily fluids that cannot be adequately covered with a waterproof dressing or mouth sores with drooling;
- Lice, ringworm, or scabies. Individuals with head lice, ringworm, or scabies must be excluded from the child care premises beginning from the end of the day the head lice, ringworm, or scabies was discovered. The provider may allow an individual with head lice, ringworm, or scabies to return to the premises after receiving the first treatment; or
- A child who appears severely ill, which may include *lethargy*, *persistent crying*, difficulty breathing, or a significant change in behavior or activity level indicative of illness.
- At the first opportunity, but in no case longer than twenty-four hours of learning that an enrolled child, staff member, volunteer, or household member has been diagnosed by a health care professional with a contagious disease pursuant to WAC [246-110-010\(3\)](#), as now and hereafter amended, an early learning provider must provide written notice to the department, the local health jurisdiction, and the parents or guardians of the enrolled children.
- An early learning provider must not take ear or rectal temperatures to determine a child's body temperature. ([WAC 110-300-0205](#))
  - Providers must use developmentally appropriate methods when taking **infant or toddler** temperatures (for example, digital forehead scan thermometers or underarm methods);

(Washington Department of Children, Youth and Families, 2020)

### Nap-Time Policies, Procedures and Practices

Nap-time needs to be a restful time of the day. Your first priority when attending to children in a nap room is to help them relax and go to sleep. Please remember, even though this is somewhat of a down time in the classroom, it is still considered work time and should be used accordingly to complete projects and tasks. Nap time is not time for chatting.

Each classroom will have its own rest time routine. Each classroom will also have specific tasks that student staff will be assigned to do in order to help children rest and classroom specific tasks and projects when a majority of children, or all children are sleeping/resting.

If there are problems with rest time, please direct questions to your lead teacher.

### Mats, Cots, Sleeping Sheets, Blankets and Sleep Sacks Cleaning

([WAC 110-300-0241 & 110-300-0265](#))

- Mats, cots or cribs must be immediately cleaned, rinsed and disinfected if a child urinates, vomits or other bodily fluids are on it. The three-step process must also be used between children, if different children use the same sleep equipment on different days (or am/pm)
- Mats, cots or cribs must be cleaned, sanitized, and air dried at least once per week or more often as needed if used by only one child, or after each use if used by more than one child

- Rest linens must be laundered weekly or as needed and the child must have the same sheet and blanket daily. Blankets should be labeled with each child's name.
- Sheets, blankets and infant sleep sacks must be stored in such a way as to not cross-contaminate each child's blanket and sheets. Each child will have a cubby to store their blanket and/or mat in.

(Washington Department of Children, Youth and Families, 2020)

### Mats/Cots Arrangement

Mats or cots have specific arrangements that are required per WAC ([110-300-0265](#)).

- There must be at least eighteen inches on each side between each floor mat or cot
- Floor mats or cots must be arranged so children are head to toe, or toe to toe.

(Washington Department of Children, Youth and Families, 2020)

### Toddler and Preschool Nappers

Staff choose what children go down for rest first. If you are coming in from the playground, children are expected and encouraged to help assist in clean-up. Encourage children to come in quietly and calmly. Racing inside from the playground or lunch table is NOT acceptable. All children need to take off their shoes prior to resting. Children should be resting on top of their mats and not crawling under their sheets. If the child has a snugly from home, they may use it at this time.

- Change diapers, or use the toilet as appropriate
- Wash hands and get drinks if needed
- Play restful music
- Read stories individually (if this is classroom routine)
- Rub or gently pat the childrens' backs
- Rock the child if needed (for younger toddlers and twos)
- After children are asleep
  - Complete any checklists of rest time tasks in the classroom
    - Initial if needed
  - Complete any tasks or projects outlined by the classroom teacher
  - Immediately attend to any child that wakes

### Infant Nappers

Staff must follow safe infant sleep practices when infants are napping or sleeping by following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction, including (WAC [110-300-0291](#)):

- Actively supervising infants by visibly checking ***every fifteen minutes*** and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up;
- Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics.
  - If an infant turns over while sleeping, the provider ***must return*** the infant to his or her back until the infant is **able to independently roll** from back to front and front to back;
- Not using a sleep positioning device unless directed to do so by an infant's health care provider. The directive must be in writing and kept in the infant's file
- Sufficiently lighting the room in which the infant is sleeping to observe skin color;
- Monitoring breathing patterns of an infant;
- Allowing infants to follow their own sleep patterns;

- Not allowing blankets, stuffed toys, pillows, crib bumpers, and similar items inside a crib, bassinet, or other equipment in crib *if occupied by a resting or sleeping infant*;
- Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other equipment where infants commonly sleep;
- Not allowing bedding or clothing to cover any portion of an infant's head or face while sleeping, and readjusting these items when necessary; and
- Preventing infants from getting too warm while sleeping, which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch; a sudden rise in temperature; vomiting; refusing to drink, a depressed fontanelle; or irritability.

(Washington Department of Children, Youth and Families, 2020)

### Rest Only Children

Be aware of which children have difficulties staying quiet and arrange them to meet their needs and the needs of the group.

Staff must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children ([WAC 110-300-0265](#)).

### Minor Injuries

#### Bumps, Bruises and Scrapes

Staff will receive guidance from lead staff as needed for minor injuries.

#### Incident Forms

- Use whenever a child is injured at either center.
- You must complete the incident form with as much detail as possible. Please include all known details about the incident.
  - What happened
    - Detail area of body injured.
  - Any TLC or other details (ice pack, hug, bandaid).
  - When and where incident occurred.
- Lead Staff must review and sign the signature line at the bottom of the page prior to parents receiving the page.
- Parents sign the carbon copy forms and keep the white copy.
  - Tape the form face down on the child's locker, for confidentiality.
  - Take a picture, post in the Brightwheel app to the family.
    - Click on the (insert correct tab—injury—notes)
    - Write a brief note with picture attached of the completed (& signed by lead staff) form.
      - Appropriate notes: "incident form, see attached".
- Staff must also write the basic information of the incident on the incident log.
  - Please see lead teacher for location of incident log.
  - Initial all entries you make in the accident log and add full name at the bottom, so that we know who the initials belong to.
- The yellow copy of the incident form should be put in the Director's box in reception. The copy will be filed in the student's file after Director Review.

### Treating minor Injuries

- Injuries, cuts, bumps, abrasions, bites, etc. are to be washed with soap and water only.
- If you see the injury happen and thing, "Ouch", but there is not mark, complete and 'Incident Form' anyway, a bruise may appear later on.

- Whenever a scratch or mark is left on the child as the result of an injury, a form must be completed. Bring the form to the parent’s attention, so it does not get left on the cubby.
- If an injury is caused by another child, each child will get a form of their own.
  - DO NOT under any circumstances name the other child involved to either parent. It benefits no one to know which children were involved and breaches the other child’s confidentiality. Furthermore, parents do not need detailed information of consequences for the other child.

## Biting

Complete an ‘Incident Form’ for both the biter and the bitten and add to the incident log. Bites must always be cleaned with soap and water, ice pack applied (if child will allow), and TLC like hugs, if the child will allow.

Lead teachers should be the person to discuss bites with parents of the children involved. However, occasionally you may end up being the only person available to discuss with the parent. Discussions about injuries and bites should be confidential, if other parents or children are nearby, please invite the parent to a more private area of the classroom. If student staff must be the person to discuss with the family, the discussion should be short and follow the examples. Lead teachers can give further information if the family would like more. Here are some examples of how to discuss with the parent, if the lead teacher is not available:

- Talking with the family of the child bitten example:
  - “Susie was playing with another child this morning, when she reached for a toy she was bitten on the arm. Susie and the other child were immediately separated and Susie’s bite was cleaned. We offered an icepack to help with swelling, but she was ready to go back to playing pretty quickly. With all bites, we will continue to closely monitor Susie and the other child when they are together. If you have more questions or concerns, I can leave a note to schedule a meeting with (Insert Lead Teacher’s Name).”
- Talking with the family of the child that bit example:
  - “Johnny was playing with another child this morning, when the other child reached for the toy, he bit her on the arm. Johnny and the other child were immediately separated and Johnny was told teeth are for biting food, not biting friends. We will continue to monitor his play with other children closely for potential other bites. We will also continue working with him on using his words and other strategies to help curb potential bites. (Insert Lead Teacher’s Name) can give you further information about biting and strategies that he/she will use to help keep Johnny from continuing to bite, and ways family can support from home. I can leave a note to schedule a meeting with (Insert Lead Teacher’s Name) if you would like to discuss more with him/her.”

### **Interactions with the children during a biting incident:**

The majority of biting incidents occur between 18 and 24 months of age. When a child has been bitten by another child, it is important that you attend to both the “victim” and the “biter”.

- First, go directly to the situation and put an arm around each child.
- Affirm the feelings of the “victim”. Say “Ouch, that hurts!” and give comfort.
- Then focus on the “biter”. Say, “That hurt Susie. Biting hurts people. We don’t hurt our friends!”
- Other phrases you may want to say include:
  - “We use our teeth for chewing food, not hurting people”
  - “It’s not okay to bite. Look at Suzie, she has tears. You hurt her.”
  - “I will not let you bite people.”
- The “biter” may then be required to “sit and watch” while you attend to the victims wound, or assist in the process as possible.

Always record a biting incident. Report it on Brightwheel.

Again, NEVER tell the victim's parents who the biter was, only the circumstances of the action. Lead staff are responsible for informing parents via phone as needed.

## Emergency Injuries and Incidents

All lead staff members are required to maintain a First Aid and CPR card and Blood Borne Pathogen prevention training certification as a condition of employment. In the event of accidental injury:

- Call 9-1-1 if necessary- you do not need anyone's permission to call 9-1-1 in an emergency, *time is precious in the case of major emergencies* (perforated bone, anaphylaxis or other serious allergic reaction, choking, dismemberment, etc.)
- Inform the Director or Administrative staff available after immediate care has taken place or as directed.
- Make an immediate attempt to reach the child's.
- Until the arrival of the parent, physician, ambulance, paramedics, the Director or Lead Teacher will make all decisions regarding the care of the child.
  - Student staff may be expected to help Lead teachers as directed.
  - Student staff may be expected to clear the area of other children, distract the group, keeping them calm or relocate the group to another classroom, outside or other alternative location.
- Medical consent forms are located in the students file, located at reception (ECLC) or in the filing cabinet labeled "child files" in upstairs area (Rainbow).

## Diapering Young Children

[\(Wac 110-300-0221\)](tel:110-300-0221)

Diapering young children is an important responsibility. No matter how many times our little ones need to have their diapers changed, it is your responsibility to handle the task graciously and with a loving attitude. Never show disapproval for the child's body products or odors, or express disgust or revulsion in any way. The child may misinterpret your expression to be disapproval for him/herself as a person.

Classroom teachers may have specific curriculum- related activities for staff to do during the diapering procedure. Infants and toddlers spend a significant amount of time on the diapering tables and the process should be a learning process, positive and interactive.

It is extremely important that the following diaper-changing procedures be followed:

- Gather extra clothes from the child's cubby, if needed.
- Gather child's diapers from diaper cubby/box (above table, toilets or at rainbow in their box in the diapering area)
- Pull out stairs and lock in place, for children that can climb the steps.
- Put on disposable gloves.
- Collect child and help them to the changing pad.
- Remove the soiled diaper and clean the child with a clean diaper wipe.
  - Be Sure to wipe front to back, using a clean wipe with EACH STROKE.
- Hold on to the diaper with the disposable glove and put it into the diaper can.
- Throw away disposable gloves.
- Wipe your hands with a baby wipe PRIOR to touching the new diaper.
- Put on a fresh glove if cream is necessary.
  - You should NOT use the dirty gloves used for the dirty diaper to put fresh cream on the child.
- Put a new diaper on the child and dress him/her again.



- Use clean clothes if the others have become soiled or wet. If the child does not have extra clothing at the Center, use our clothing and remember to send a note home reminding families to return the borrowed clothing and to restock their child's spares (place note on their cubby and send a picture of the note in the notes section of Brightwheel).
- Wash any child's hands with soap and water that is over 6 months of age.
  - 6 months and younger can have hands wiped with a baby wipe.
- Return child to play area.
- Clean diapering pad using the 3 step process (soap water, wipe, water, wipe, bleach (2 min air dry or allow to dry while switching to a new, ready to use changing pad),
- Wash your hands following proper hand washing procedure.

When a child is wearing underwear and they are soiled, take them off and place the underwear in a plastic, sealable bag and label with the child's name. Close the bag and place it where children do not have access to it (The hallway hanging outside the classroom). Do NOT rinse out soiled garments (including cloth diapers). Make a note in Brightwheel that they have clothes to take home, also add to the note section of the diaper change record on Brightwheel.

- The diaper pail needs to be emptied daily.
- You must use fresh, clean gloves with each diaper change.
  - Gloves are disposed of in the diaper pail ONLY- not the trash can.
- Your hands must be washed following proper hand-washing procedure **in-between children**. Your hands have not been properly washed if you have been washing the child's hands, you must follow the procedure of scrubbing your hands etc, that is not completed by assisting a child with scrubbing their hands.
- **NEVER** step away from the changing table, leaving a child out of your immediate reach. This can be a lethal mistake and is cause for **immediate dismissal**.
- The diaper table should be cleaned following the 3 step process when a diapering round is complete.

## Medication Management

Only Lead Staff members are allowed to give prescribed medication to children with chronic and non-communicable conditions, under the following circumstances:

1. Medication must be in the original container with the child's full name and doctor's written orders on prescribed label. Do not accept any medication or cream in Ziploc bags, Tupperware, or anything not in its original package.
2. An 'Instructions for Medication' form must be filled out and signed by the parent. A written record will be kept of medications dispensed, including the time, date, and the person dispensing the medication. This may be recorded on Brightwheel in the Medications section, with the staff initials at the direction of the classroom lead teacher.

Paperwork is located in each classroom for medications. Post completed paperwork in the fridge for medications to be dispensed. After medication is no longer given, the form will be filed in the child's personal file.

- The medicine cabinet is located in the top filing cabinet drawer of red, yellow and blue classroom. Green room medication is in the locked cabinet near the main entrance door. Locations of the medication is subject to change and is staff responsibility to identify the location for the quarter. All necessary forms and information on children with special needs will be posted confidentially in each classroom.
- Any medicine requiring refrigeration: put medicine in tin box, then place it in the refrigerator (tin box is up on top of the refrigerator).
- Medicine that does not require refrigeration should be placed in the medicine cabinet and then locked.
- Do not store sunscreen with the medications.



Note: Children who are well enough to come to school will be considered well enough to take part in all activities, including outside play. Please do not allow any exceptions.

## Clothing

Children should come to school dressed for play. Some of our activities are messy. Children naturally get dirty and they should not have to worry about keeping clean.

At ECLC, every child should have in their basket: underwear, shirt, pants, and socks—all labeled with the child's name. At Rainbow Center, every child should have in their basket extra necessities, which may include: onesie, shirt, pants, socks, slippers, binky, sleep sacks. Extra clothes are placed in the child's locker for any possible emergency. Children should be dressed appropriately for the weather, i.e. wet, cold, or warm. Please consult your classroom lead teacher to identify where spare clothes are located if needed to prepare the child appropriately for outdoor play. We are outside part of every day.

If the child is in diapers or potty training, the family is responsible for furnishing those items. ECLC and Rainbow Centers always have spares. Please consult your classroom lead teacher to identify where spares are located. Lead teachers should be informed or involved in proper procedures should spares need to be used. They may instruct you to make a note to the family to put on their cubby, add to Brightwheel, record for center documentation etc. The teacher will know the current procedure for recording the use of spares.

## Toys from Home

We understand that many children are comforted by a special "sleep toy" at nap time, and this is perfectly acceptable. Occasionally, a child may wish to bring something special to show his/her friends and teachers—to be "shared" during group time. Generally, we would appreciate your help in discouraging children from bringing toys from home to play with during class time. We must ask that these be left in the child's locker if they are brought to school. Please be sure that anything brought from home is labeled with the child's name.

## Nutrition

A nutritious breakfast, lunch, mid-afternoon and (second snack) are served each day. Menus are posted in each classroom. We receive subsidies from the Child and Adult Care Food Program, and food is available to enrolled children at no charge without regard to race, color, handicap, age, sex, or national origin. Food served includes breads, proteins, fresh fruit and vegetables in accordance to nutritional guidelines. Only 100% fruit juice and pasteurized milk are served.

Snacks and meals need to be positive, relaxed and enjoyable for all ages. Planning a good transition time will help you accomplish this goal.

### ECLC Meals:

- Snacks and meals served are "family style" at ECLC: Children choose from plates; teacher serves from bowl. Serve small, but appropriate, portions to avoid waste.
- Teachers must sit at the table and should enjoy snacks and meals with the children.
- Practice good manners and engage in pleasant conversation with children.
- Children pour for themselves, prepare for snack and clean up for themselves as much as possible.
- Children are offered opportunities to participate in cooking and serving food.
- Children are encouraged, but not required, to eat some of the food being served.
- Kitchen Staff will pour more milk, serve and dish-up foods as needed, do NOT do it yourself.
- Children are to be offered each food at least twice, but may choose to decline.
- Withholding of food is NEVER acceptable as a consequence for behavior.

## Rainbow Meals:

Families may bring bottles prepared for the day from home. You may be expected to gather bottles and properly store them for a child throughout your employment at Rainbow Center. Bottles must be clearly labeled with the date and infant's first and last name for daily use. Bottles must be immediately refrigerated. Please see breast milk below for further information about bottles with breastmilk.

## Bottle Preparation

[\(110-300-0280\)](tel:110-300-0280)

When preparing a bottle, staff must ensure proper preparation and procedures are followed ([WAC 110-300-0280](http://wac.wa.gov/WAC/2011-03-01-0280)).

- Bottles must be prepared in the designated preparation area.
- The preparation area must be clean and sanitized prior to bottle preparation.
  - Sink used for warming or filling bottles must be clean and sanitized.
- Bottles and nipples used must be cleaned pursuant to WAC [110-300-0198](http://wac.wa.gov/WAC/2011-03-01-0198).
- Obtain water from a sink used for bottle or food preparation only (*Water prepared daily in a pitcher from the food/bottle preparation sink is fine*).
  - Water from **a handwashing or diaper changing sink** may **not** be used for bottle preparation.
- Use bottles and nipples in good repair (with no cracks), *if a bottle is in disrepair and the child has not others to use, a rainbow spare bottle may be used. Please consult the lead teacher on location of spare bottles.*
- Prepare infant formula according to manufacturer's directions and never serve infant formula past the expiration date on the container.
  - *You may be expected to routinely check expiration dates.*
- Bottles are to be warmed in our bottle warmer only.
  - *If there are issues with the bottle warmer, bottles may be warmed under running warm water or in a container of warm water.*
  - Microwave or stove top are NEVER to be used for warming bottles.
- Keep bottle nipples covered if bottles are prepared ahead, *as well as during bottle preparation.*
- Store prepared and unserved bottles in the refrigerator.
- *When in the classroom, staff are expected to check bottle label prior to feeding an infant the bottle and when bottle is complete is expected to make sure bottle and contents are out of reach of other infants.*
- Throw away contents of any formula bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator).
- Shake formula bottles vigorously when preparing.
- Swirl **breast milk** bottles in circles.
  - *Staff only need to gently swirl breast milk to mix the protein and fat contents, **shaking can ruin the integrity of the contents***
- *Lead staff or site supervisor will provide guidance if an infant runs out of formula or breastmilk.*

## Breast milk

[\(110-300-0281\)](tel:110-300-0281)

When a parent brings a bottle or bag of breastmilk, staff must:

- Immediately refrigerate or freeze the breast milk.
- Verify that there is a label on the breast milk container with the child's first and last name and **the date received**.

## Frozen Breast Milk

- *Check the freezer temperature, store frozen breast milk at zero degrees Fahrenheit or less, and in a closed container to prevent contamination.*
- *Student staff may be asked to check dates of receipt of frozen breast milk. If you are receiving the milk from a family you must remember to clearly label the date received. Frozen breast milk may be kept at the center for no more than thirty days **upon receipt** and return any unused frozen breast milk to the parent after thirty days.*

- Frozen breast milk must be kept in the refrigerator at a temperature of 39 degrees Fahrenheit for up to twenty-four hours after thawed. (*Move frozen breastmilk into the freezer to dethaw as necessary. In addition to dethawing in the refrigerator frozen breast milk will dethaw in a bottler warmer or under warm running water within several minutes*).
  - Use breast milk within 24 hours of thawing in the refrigerator (this means from the time it is no longer frozen or completely thawed, not from the time when you took it out of the freezer (CDC, 2020).
- Thawed breast milk that has not been served within twenty-four hours must be labeled "do not use" and returned to the parent or guardian.). (5)
- An early learning provider must thaw frozen breast milk in the refrigerator, under warm **(NOT HOT)** (CDC, 2020) running water, in a container with warm water, or in a bottle warmer.

#### Breastmilk Not Previously Frozen

- Staff must return any unused refrigerated, not been previously frozen, bottles or containers of breast milk to the parent at the end of the child's day, or label "do not use."

**Lead staff or Site Supervisor will provide guidance on procedure of what to do if an infant runs out of breastmilk.**

(Washington Department of Children, Youth and Families, 2020)

#### Bottle Feeding

Staff are expected to meet the following standards when bottle feeding infants in our care ([WAC 110-300-0285](#)).

- Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth.
  - Using the bottle warmer temperature tester.
- **Hold infants** during bottle feeding making eye contact and talking with them.
  - *This is an important aspect for development and communication.*
  - *Infants should regularly have your focused attention during bottle feeding.*
- Infants should be rotated on which arm they are held with.
  - This will help vision development (American Optometric Association, 2020).
- Hold toddlers to make eye contact and talk to them, when developmentally appropriate and necessary.
- Stop feeding the infant or toddler when he or she shows signs of fullness.
  - Signs to pay attention to and STOP feeding.
    - *infant stops sucking on the bottle*
    - *pulls away*
    - *turns head away*
    - *continues crying despite being soothed*
    - *falls asleep*
- Staff must **NOT** allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down.
- Infants may transition to a cup as developmentally appropriate.
- Staff must **NOT** add food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent.
- DO NOT leave bottles around the classroom where other children can grab them.

(Washington Department of Children, Youth and Families, 2020)

#### Infant and toddler nutrition and feeding.

##### Family Provided Food

([WAC 110-300-0285](#)) Infant or toddler food brought from home must be labeled with the child's first and last name and date received. Staff must also label the date the product was opened. Infants have individual tubs in the refrigerator and kitchen shelf for the proper storage of their food.

Lead staff consult with the child's parents on plans to support breastfeeding and resources to support breastfeeding mothers. You may inquire with the lead teacher of ways you may support the family as well.

Infants and toddlers are fed when hungry, according to their nutritional and developmental needs, unless medically directed. Generally, toddlers do well with our meal schedule and follow it once entering the toddler room.

### Introducing age-appropriate solid foods

- No sooner than four months of age.
- Based on an infant's ability to:
  - Sit with support.
  - Hold his or her head steady.
  - Close his or her lips over a spoon.
  - Show signs of hunger and being full.
- Soft foods offered to older infants should be cut into pieces one-quarter inch or smaller to prevent choking;
- Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment;
- Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit with and observe each child eating. If high chairs are used, each high chair must:
  - Not leaving infants or toddlers more than fifteen minutes in high chairs waiting for meal or snack time, and removing a child as soon as possible once he or she finishes eating.
- Preventing infants or toddlers from sharing the same dish or utensil.
- Not serving any uneaten food from the serving container after the intended meal.

(Washington Department of Children, Youth and Families, 2020)

### Safe Food Practices

Student staff may be assigned to kitchen duties and/or food preparation duties at Rainbow Center. Safe Food practices must always be followed to maintain the integrity of our program and to avoid food borne illnesses. (WAC [110-300-0197](#) and [110-300-0198](#))

- When working in the kitchen, preparing, or handling food staff are expected to wash their hands, pursuant to WAC [110-300-0200](#).
- Gloves are required when preparing and handling food.
- When storing food you must make sure that food is In original containers or in clean, labeled, dated, and airtight food grade containers, if appropriate
  - Food not required to be refrigerated or frozen must not be stored directly on the floor
  - In a manner that prevents contamination
- Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides).
- Food that is past the manufacturer's expiration or "best served by" date must not be served to enrolled children.
- Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods.
- For food requiring temperature control, staff must maintain a food temperature log.
- Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date the leftover food was opened or cooked.
- An early learning provider may serve leftover food that originated from the early learning program if the leftover food was not previously served and:
  - Refrigerated leftover food must be stored and then served again within forty-eight hours of originally being prepared.
  - Frozen leftover food must be promptly served after thawing and being cooked.
- Frozen food must be thawed by one of the following methods:
  - In a refrigerator.
  - Under cool running water inside a pan placed in a sink with the drain plug removed.
  - In a microwave if the food is to be cooked as part of the continuous cooking process.

### Preparing Food:

- Clean and sanitize a sink ***immediately before using*** it to prepare food to be served to children in care.
- Use a colander or other method to prevent food and kitchen utensils from touching the sink basin.
- Wear disposable gloves.

Clean dishes, pans, baby bottles, and kitchen utensils as follows:

- Cleaning and sanitizing with an automatic dishwasher that uses heat or chemicals to sanitize.
- Handwashing, rinsing, sanitizing, and allowing to air dry.

(Washington Department of Children, Youth and Families, 2020)

### Door Bell

At ECLC, if the door bell is rung and you are working reception, please answer the door. If you do not immediately recognize the person at the door, please ask how you may help them prior to allowing them into the building.

At Rainbow Center, if the door bell is rung, staff available will answer the door or it will need to be left until a staff member can safely answer it. If you do not immediately recognize the person at the door, please ask how you may help them prior to allowing them into the building.

### Identifying Children With Health Concerns

All staff will get to know the children well. If you have concerns of a child's growth, development, chronic illness, disability, etc, these should be addressed immediately with the classroom lead teacher. It is expected that student staff will relay this information and details of their concern to the lead teacher so that the lead may continue to assess and create dialogue with the family as determined appropriate. Lead staff may also seek additional resources from their supervisors and/or nurse consultant that student staff may not know about, please do not assume the staff member is ignoring your concern. You may follow up with the lead staff member. An individualized plan may be in place, or created at lead teacher and administration discretion.

Student staff may also relay concerns to Director or Assistant Director, if they feel there is additional need for the concerns to be addressed. Student Staff are NOT to discuss growth and developmental concerns with families without administration approval as growth and developmental concerns can be challenging topics and generally require a lead staff member or administrative staff member with the experience and expertise to tackle these delicate subjects.

### Child Supervision Requirements

Supervision of children is an important aspect of maintaining a positive, healthy, safe learning environment. Staff are expected to meet all supervision standards, fail to do so may result in disciplinary action or dismissal.

Staff must meet capacity and staff-to-child ratios while children are in care. This includes, but is not limited to ([WAC 110-300-0345](#)):

- Indoor and outdoor play activities.
- Off-site activities.
- During transportation.
- Meal times.
- Rest periods.

To maintain proper supervision, staff must supervise children in care by:

- Scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly.
- Visibly checking children on many occasions with little time in between.
- Positioning yourself to supervise all areas accessible to children.
- Attending to children and being aware of what children are doing at all times.
- Being available and able to promptly assist or redirect a child as necessary.

*Staff are still able to conduct activities during supervision, such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This staff member must remain in visual or auditory range, and be available and able to respond if needed.*

(Washington Department of Children, Youth and Families, 2020)

### Preventing Access to Unlicensed Space

All staff members are expected to properly supervise children, this includes preventing access to unlicensed space. Staff should be closing classroom doors and gates any time they are left open to prevent children from leaving the space. Staff also need to position themselves appropriately to be able to monitor any doors or gates that a child could exit through.

### Child Growth and Development

Lead staff will be continuously monitoring childrens' growth and development. Children will be evaluated quarterly with an ASQ evaluation.

### Curriculum

In efforts to provide quality childcare services, we serve children ranging in ages one month to twelve years old. Our primary goal is to sustain and encourage the curiosity and the eagerness to learn in all children enrolled in our Early Childhood Learning Center. Our classrooms currently use a variety of curriculums; Creative Curriculum, Kiwi Co, Little Passports and Sunshine Circles. Each of these curriculums provides the opportunity for classroom structures to be "student-driven" rather than teacher-directed.

### Classroom Responsibilities

All staff members are responsible for the appearance and smooth function of the Early Childhood Learning and Rainbow Centers. You are expected to help keep the classroom, work areas, and outdoors neat, orderly and organized. Lead teachers may have a checklist of responsibilities that student staff will be required to comply with to meet minimum state standards.

Some responsibilities included in this are as follows (this is not a full, complete list of possible responsibilities)

- 3 Step process table tops, high chairs, chairs, chair straps before and after meals
- Wiping walls
- Clean and disinfect classroom sinks daily
- Clean mirrors and windows
- Stock paper towels, toilet paper and tissues
- Stock soap dispensers
- Mix and change bleach water solution daily
- Clean art materials, brushes
- Bleach spray toys mid-day (when they have time to dry without child access)
- Vacuum or sweep floors
- Report maintenance and report concerns to director, in writing
- Report shortage of supplies used in the classroom to the lead teacher
- Organize storage areas and closets
- Restock first aid supplies
- Assist with bulletin boards and projects
- Clean out lockers and cubbies
- Clean and sanitize cubby areas



- Sweep concrete play area outside
- Sweep or shovel sidewalks
- Return and place chairs around tables
- Make certain toys and materials are properly stored and displayed on shelves
- Make certain the shelves are organized and inviting
- Put puzzles together, search for missing pieces
- Clean up/organize assigned areas
- Hang up dress-up clothes
- Recycle!
- Launder plush items or clothes, bibs, blanket, sheets etc.
- Clean and sanitize counter tops
- Clean classroom, materials, items in accordance with [WAC 110-300](#)

Each center and classroom has it's own opening, mid-day and closing routine, cleaning schedule and tasks. You are responsible for leaning these, following them, and consulting the lead or administrative staff as necessary to meet the expectations. DO NOT sit around, there is ALWAYS something to clean, organize or do. No matter what classroom or position you are in (kitchen, reception, floating) there is always something to do. Are all hard surfaces clean and sanitized, is everything stocked, are all toys 3 step process cleaned, has the floor been cleaned, etc.