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[NAME OF CHILDCARE]

**Employee Handbook:  
Child Care Policies & Procedures  
(2 of 2 Handbooks)**

Adopted by BOD: XXX, 2017

Amended by BOD: XXX, 2017

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**[NAME OF CHILDCARE]**

*The mission of [NAME OF CHILDCARE] is to provide high quality, developmentally appropriate child care in a nurturing, safe, and supportive environment. [NAME OF CHILDCARE] is a non-profit, employer-assisted parent cooperative.*

**[NAME OF CHILDCARE] Employee Handbook 2: Child Care Policies & Procedures**

*(Note—To help distinguish manual sections each section will specify CCP)*

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**SECTION 1-CCPP  
HANDBOOK INTRODUCTION**

**Welcome to [NAME OF CHILDCARE]!** [NAME OF CHILDCARE] strives to promote a team approach that involves staff, parents, and board members working together to create the best possible program for children. The pride and comradery in achieving this goal should foster a positive environment for all.

This Handbook, and its companion employee handbook, *Employment Policies* will familiarize you with the privileges, benefits, and responsibilities of being an employee at [NAME OF CHILDCARE].

This handbook focuses on staff policies to keep [NAME OF CHILDCARE] in regulatory compliance and to explicitly explain some of the policies and procedures that help to ensure a safe, nurturing, and enriching environment for children.

At [NAME OF CHILDCARE], as in the rest of the world, circumstances can change. As a result, we may have to revise, rescind, or supplement these policies from time to time. The policies described in this Handbook do not constitute a contract or a promise. The policies can change at any time, for any reason, without warning.

We are always looking for ways to improve communications with our employees. If you have suggestions for ways to improve this Handbook in particular or employee relations in general, please feel free to bring them to your supervisor.

**Program Mission & Approach**

[NAME OF CHILDCARE] is non-profit, employer-assisted parent cooperative. The program was formed by a coalition of the following community businesses and institutions committed to providing their employees and community members with high quality child care that supports families.

The mission of [NAME OF CHILDCARE] is to provide high quality, developmentally appropriate child care in a nurturing, safe, and supportive environment. This is based on the recognition that Social Competence is the key to all learning. Children's early interpersonal relationships determine their understanding of the world. The development of positive relationships based on respect for the individual is the foundation of the program. All children should have the opportunity to learn the skills necessary to participate in satisfying relationships and activities with their peers, teachers, parents and other significant adults.

Specific components of the program include:

1. Weaving parent involvement into the program in a way that offers parenting education, respects parents, and ultimately provides added benefits for children.
2. Integrating a preschool curriculum that is designed to meet the cognitive, social, emotional, physical, and creative needs of the children at their various developmental levels.
3. Offering play-based high-scope curriculum that provides choices for children and meets them at their interest level.

Parenting education is most effective when it involves hands on application of knowledge. This includes implementing curriculum, interacting with children, learning appropriate teaching and caregiving practices learned in part by observing children and teachers.

**Roles and Responsibilities: Board of Directors, Parents, and Staff**

[NAME OF CHILDCARE] is a non-profit child care center that operates as a cooperative. Parents and Employer representatives comprise the Board of Directors, who are ultimately responsible for establishing policies and for hiring and evaluating the Program Director.

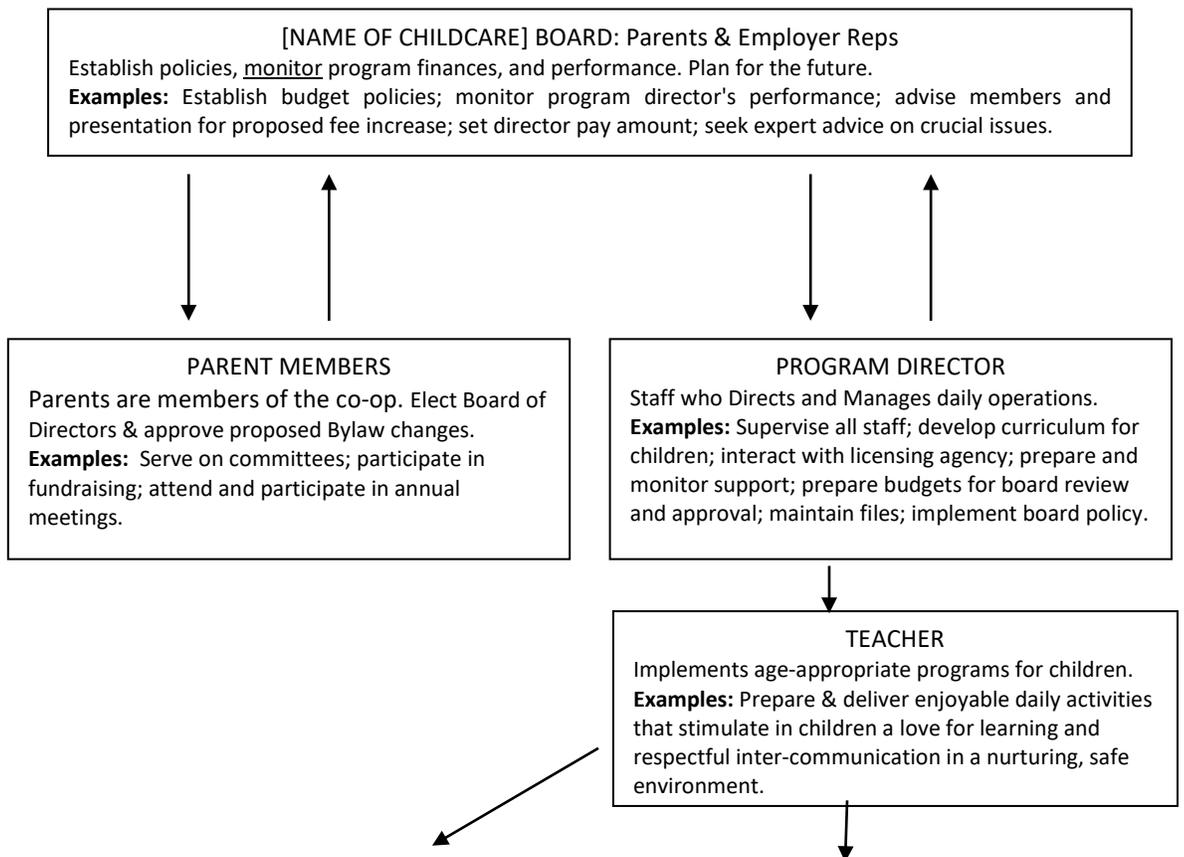
Because [NAME OF CHILDCARE] operates as a cooperative, parents are the members of the cooperative. They participate in the co-op in several ways. They elect or approve the board of directors, they serve on committees that support the co-op, and some may volunteer their time in the classroom and provide curriculum support. Studies show that parent involvement helps to extend all the learning and positive experiences of the child care center to home and helps children by making for a more seamless line between their home and out of home care.

Parent involvement should be embraced and nurtured by staff because of its positive benefits for children. Understandably, sometimes it might seem frustrating to have parents who expect staff to share information and answer questions. When occasional frustrations occur, remember the benefits that this involvement ultimately makes for children and for the ways that parent support enriches the center.

**General Staff Descriptions**

Each position has a detailed description and list of responsibilities, tasks, and regulatory requirements. Below are general job descriptions to help all staff understand mutual responsibilities.

All teachers, aides and other [NAME OF CHILDCARE] staff report to the Program Director. The chart below should help staff understand general roles and responsibilities:



**APPROVED CLASSROOM VOLUNTEER (PARENTS...)**

Assists staff with activities.

**Examples:** Set up/take down art easels & supervise activity; assist with snack/lunch set-up & supervision; supervise children at science or manipulatives table.

**AIDE**

Staff who assists teacher in the care of children.

**Examples:** Monitor child safety & behavior, read to children, change diapers, prepare for, supervise & participate in children’s indoor & outdoor activities.

**SECTION 2-**

**CCPP**

**THE EMPLOYMENT RELATIONSHIP**

*(more detail in Handbook 1)*

Your employment at [NAME OF CHILDCARE] is at will. This means that you are free to quit at any time, for any reason, just as we are free to terminate your employment at any time, for any reason – with or without notice, with or without cause. Nothing in this Handbook constitutes a contract or promise of continued employment.

**SECTION 3-CCPP**

**STATE LICENSING RULES AND REGULATIONS**

All employees are expected to know and comply with **North Dakota Child Care Rules and Regulations**. If you have a question about licensing rules, do not hesitate to ask. A copy of **North Dakota Child Care Rules and Regulations** is kept on site.

**SECTION 4-CCPP**

**PRIMARY CARE**

A crucial component of supporting the emotional needs of children is recognizing the importance of primary caregiving--importance of close and trusting relationships between the child and his/her primary caregivers. This includes supporting parent-child relationships, but also recognizing that the primary child care provider should be consistent, and staffing and grouping of children is done in a way that encourages the formation of close and trusting relationships between caregivers, infants and their families

**SECTION 5-CCPP**

**EMPLOYEE TRAINING EXPECTATIONS**

**5.1-CCPP: ENCOURAGING CONTINUING STAFF TRAINING AND EDUCATION**

[NAME OF CHILDCARE] encourages all staff to participate in ongoing training and education on topics that enhance and improve their caregiving skills. With pre-approval of such classes, [NAME OF CHILDCARE] may pay for at least a portion of the costs for such classes. Considerations involved in helping to pay for training include the Center’s budget and economic condition, class content and other methods of evaluating its relatedness and value to [NAME OF CHILDCARE], and job performance of the employee. While some employees may have been requested to gain further education in a particular area, in general, [NAME OF CHILDCARE] considers training to be an investment in employees who perform well.

All employees are required to certify attendance and completion of any approved training.

**5.2-CCPP: CPR and First Aide Training**

[NAME OF CHILDCARE] requires all staff to be CPR and First Aide certified.

**5.3-CCPP Completion of Basic Child Care Course**

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All employees are expected to satisfactorily complete [NAME OF CHILDCARE]'s approved basic child care course within 3 months of beginning employment.

**5.4-CCPP Minimum Ongoing Education**

From time-to-time [NAME OF CHILDCARE] will request that all or particular employees participate in specific training or education topics that are presented in-house, or by an approved agency. Such trainings may be optional or mandatory and employees are expected to comply, as appropriate.

**5.5-CCPP Staff Requirements**

[NAME OF CHILDCARE] will follow all regulations concerning education and experience requirement for Program Director, Teacher and aides.

**SECTION 6-CCPP**

**6:1-EXPECTATIONS IN THE TREATMENT OF CHILDREN**

Under all circumstances staff members will act consistent with ensuring the safe care for children who are in the care of [NAME OF CHILDCARE].

**6:2-Guidance and Socialization (Discipline)**

Under no circumstances will corporal punishment of any kind be used in at [NAME OF CHILDCARE]. Nor will an adult voice ever be raised in anger at a child.

It is the policy of [NAME OF CHILDCARE] to focus on positive guidance. Positive guidance is the practice of looking at each situation through the lens of child development and guiding children's behavior. This practice reframes the situation, so we move beyond a reaction and towards a more effective response.

Rather than using punishment that is punitive and harsh, positive guidance considers children's developmental needs, these are associated with, but not identical to age because each child develops differently. This approach includes considering developmental needs and:

- Offering opportunities to explore and learn
- Establishing routines and roles that help children know what to expect
- Setting clear boundaries and limits
- Offering choices
- Be proactive in knowing how to prevent stress or anxiety—such as transitions, from the daily drop-off and pick-up, to changing teachers or classes

**SECTION 7-CCPP**

**CURRICULUM, ACTIVITIES & INTEREST AREAS**

**7.1 Activities & Interest Areas**

Young children learn by doing. They need to touch, move, push, pull, taste, smell and listen to develop understanding. Interest areas and activities should integrate this knowledge to fully capture children's interest and foster learning. The center should be set up and organized to assure child safety and to help children feel safe.

Staff should watch children for teachable moments.

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Interest Areas and activities should integrate opportunities for:

- **Gross Motor:** Active & free play in large, uncluttered areas both outdoors and indoors
- **Fine Motor:** small building toys, art materials & manipulatives
- **Literacy:** Picture books that are organized and include a wide selection including, fantasy, factual, nature & science. Books should represent different races & cultures and different abilities (includes people with disabilities and those who use aides such as eyeglasses, crutches...).
- **Math:** opportunities to sort, count, measure, compare, recognize shapes, and experience written numbers (play phones, clocks, calendar...).
- **Science & Nature:** Categories of nature/science materials, such as collections of living things (rocks, shells, pinecones, bird's nest), Realistic representations in pictures books, games or toys, and tools (magnets, magnifying glass, prisms)
- **Art & Sensory:** Diverse types of art through drawing materials, paints, 3-dimensional materials (playdough, clay, wood), and tools (scissors, stencils, tape).
- **Block & Dramatic Play:** Opportunities both inside and outside. Blocks of sizes, shapes are educational in many ways, including the support of dramatic play. Dramatic play is encouraged through props and themes such as housekeeping, different types of work, fantasy and leisure activities. It is important that props represent diversity, such as dolls representing difference races, cultures, abilities, and clothing, cooking utensils and pretend foods represent diversity as well.
- **Music & Movement:** Musical toys and instruments should be accessible, recorded music played (not too loud) for musical purposes such as singing, dancing and movement (not just as background). Integrate diversity in types of music.
- **Rest and Relaxation:** Naps for infants are individualized, toddlers may also need individualization. Personalize naps with special blanket or cuddly toy. Practice a familiar practice and routine to help children relax.

**7.2-CCPP Program Planning**

[NAME OF CHILDCARE] believes that planning (which includes time for free choice/free play) is the best way to ensure an enriching, supportive child care program for children.

- A. For each age grouping, and when appropriate small groups or particular individual children at [NAME OF CHILDCARE], written daily activities will:
- Be appropriate to the age and needs of children,
  - Encourage active learning through direct experiences
  - Offer a variety of experiences to accommodate individual styles of learning
  - Foster social, intellectual, emotional, and physical growth,
  - Include intervals of stimulation/relaxation/active/quiet/rest times.

**SECTION 8-CCPP  
MEALS, MEALTIMES & ALLERGIES**

[NAME OF CHILDCARE] promotes healthy food in children by not serving processed, or sugary foods with meals. Such foods are only permitted on very special occasions.

Children and all staff must wash their hands well with soap and water before meals or any food prep.

**8.1-CCPP Food Allergies**

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All staff should be trained in caring for food allergies and food intolerances. It is important to notice signs of allergic reaction such as:

- Skin itching, rash or hives
- Gastrointestinal issues such as diarrhea, abdominal pain, vomiting, burning of the mouth or throat
- Respiratory difficulties such as wheezing, runny nose, nasal congestions
- Facial swelling, particularly in the tongue or lips

**8.1=2-CCPP Food Allergy action Plan**

Admission papers will inquire about known allergies of children. Allergies will be noted in each child's file and be posted in a place convenient for caregivers to be reminded, but not in direct site of children as to stigmatize them.

In issues of a severe allergy, [NAME OF CHILDCARE] will avoid the presence of the allergen, any medications of children for allergies will always be noted in the child's chart and readily available for emergency use.

**SECTION 9-CCPP  
DIAPERING, TOILETING, AND WASHING UP**

No child shall be punished, verbally abused or humiliated for soiling, wetting or not using the toilet. If children are being toilet trained, it shall not be coerced. Following are procedures for toileting and diapering must be posted in all toileting and diapering. This plan must be consistently followed.

**Toileting Procedures**

1. All children will be allowed to use the toilet when needed.
2. Children will be supervised during toileting but allowed as much privacy as is appropriate.
3. No child will be punished for soiling, wetting, or not using the toilet.
4. Children must wash their hands with soap and running water after toileting and before snacks, meals, or meal preparation.
5. All educators must wash their own hands after assisting a child with diapering/toileting. Individual paper towels will be used to dry hands.
6. Disposable gloves will be used whenever cleaning feces, urine, blood, or vomit.
7. Contaminated areas will be cleaned and sanitized using a [NAME OF CHILDCARE] approved disinfectant solution.

**Diapering Procedure**

1. Wash hands and put on disposable gloves.
2. Gather necessary supplies. Cover diapering surface with disposable paper towel.
3. Place child on covered diapering surface. Clean child's bottom from front to back with disposable wipe.
4. Fold all contaminated disposable items into the soiled paper and into a plastic bag and discard into lined covered trashcan. Diaper and dress child. Wash the child's hands.

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8. Clean diapering area with paper towel and disinfectant solution. After each use the changing table will be cleaned and sanitized using a [NAME OF CHILDCARE] approved disinfectant solution.
5. Wash hands thoroughly. Return supplies to child safe storage area.

**Hand Washing**

Children are instructed on how to wash hands by use of friction, soap and water and drying with paper towels. The hand washing protocol is posted in the bathroom.

1. Use warm water and liquid soap
2. Rub your hands together scrubbing backs of hands, wrists, between fingers and under fingernails
3. Rinse well under running water
4. Dry hands with paper towel (turn off water with towel before throwing away)
5. Discard paper into lined trashcan

**SECTION 10-CCPP  
NAPPING AND INFANT SLEEP**

**Section 10.1 Napping**

All children shall be given the opportunity to nap or rest without distraction or disturbance from other activities in the child care center. Developmentally appropriate rest times are integrated into the day. Children have unique needs for rest; some may not sleep. You can't force a child to sleep but you can insist on a quiet rest time.

Children who are tired at times other than the scheduled naptime will be offered a quiet place to rest. No child who is tired will be forced to stay awake. Children who do not need a nap will be offered an opportunity to "rest" which may include reading books or doing quiet activities.

**Section 10.2 Infant Sleep**

All infants under the age of 12 months will be laid flat on their backs for sleep in an approved crib. If parents request an alternate sleep position or device there must be a written order from a health care professional.

All infants sleep within sight of a caregiver and licensing requires that a sound monitor be used in the infant sleep room at all times. Visual checks must be done every 10-15 minutes.

Licensing requires written parental permission to use a blanket, sleep sack, security item, or pacifier.

**SECTION 11-CCPP  
MEDICATION POLICY**

Written permission from the child's parent and a health care provider or a prescription explicitly made out in the child's name is required in order to administer medication to a child. All medication is stored in a carefully secured location, inside a cabinet out of reach of children. Medication must always be clearly marked who it is for.

**SECTION 12-CCPP  
MANDATED REPORTER**

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All staff are mandated reporters—they must report any suspected child abuse or neglect.

**SECTION 13-CCPP  
WHAT TO DO IN AN EMERGENCY**

In case of an emergency, such as a fire, tornado, or accident, your first priority should be to the safety of the children and to your own safety. In the event of an emergency causing serious injuries, *IMMEDIATELY DIAL 9-1-1* to alert police and rescue workers of the situation.

If you hear a fire alarm or in case of an emergency that requires evacuation, please help children, and you, to proceed quickly and calmly to the fire exits. [NAME OF CHILDCARE] will hold monthly fire drills to familiarize everyone with the routes they should take. Remember that every second may count – don't return to the workplace to retrieve a child's or your own personal belongings or work-related items.

First aid kits are located in each classroom. A larger, more comprehensive kit is located at the reception desk.

**[NAME OF CHILDCARE]  
Employee Handbook Acknowledgment Form**

By signing this form, I acknowledge that I have received a copy of [NAME OF CHILDCARE] 's Employee Handbook-2. I understand that it contains important information about [NAME OF CHILDCARE] 's policies, that I am expected to read the Handbook and familiarize myself with its contents, and that the policies in the Handbook apply to me. I understand that nothing in the Handbook constitutes a contract or promise of continued employment and that [NAME OF CHILDCARE] may change the policies in the Handbook at any time.

By signing this form, I acknowledge that my employment is at will. I understand that I have the right to end the employment relationship at any time and for any reason, with or without notice, with or without cause, and that [NAME OF CHILDCARE] has the same right. I acknowledge that neither [NAME OF CHILDCARE] nor I have entered into an employment agreement for a specified period of time, that only the Board of Directors (BOD), has the authority to approve such agreements. Nothing in this Handbook constitutes a contract or promise of continued employment.

Employee's Name (Print) \_\_\_\_\_

\_\_\_\_\_  
*Employee's Signature*

\_\_\_\_\_  
*Date*