



University of Wisconsin
Whitewater
CHILDREN'S CENTER

Teacher Assistant Handbook and Orientation Guide

WELCOME!!!

We are excited to be starting another year at the UUW-Whitewater Children's Center. The center has been in operation since 1975 and has since been providing high quality childcare and early education to families with young children at the University & the greater Whitewater Community.

We hope that this will be a rewarding and challenging work experience for you. Being a teacher assistant at the Children's Center is not an easy job. We hope you will find that this is a job that can help you gain valuable professional experience, challenge yourself, advocate for young children, and become an important person to the children and families with whom you will work.

Think for one moment of what you are enabling these families to do by caring for their children. You are perhaps allowing a young parent the opportunity to go to school and receive an education. You may be allowing a staff or faculty member the time to perform research, teach courses or offer office hours to students. You could be making it possible for families to have some much needed rest from the demands of caregiving for young children. It is important to consider these possible scenarios, so that you realize how vital and important you are to the Children's Center and to the lives of the families that we serve.

This handbook will provide you with some answers to the most often asked questions that teacher assistants have at the Children's Center. In addition, policies, procedures, and information about our philosophy and curriculum will be covered in this handbook. However, there may be topics that you will still have questions about as you begin your work. Please feel free to bring these questions forward to any of our Core staff.

Our center is licensed by the state of Wisconsin and accredited by the National Association for the Education of Young Children (NAEYC). At all times, we comply with the DCF 251 (Licensing Rules for Group Day Care Centers in Wisconsin) and the Accreditation Criteria set forth by NAEYC. Both of these documents are cited throughout this handbook and are available for reference in the director's office.

Thank you in advance for your commitment to our children and families!

It's going to be a great year...

Peace-

Erica Schepp

UWW-CC Director

BASIC CENTER INFORMATION:

WHO ARE THE CORE STAFF MEMBERS AT THE CHILDREN'S CENTER?

The Children's Center has 7 core staff members.

Director: Erica Schepp
Program Administrative Assistant: Peggy Lean
Hummingbird Room Infant Teacher: Katie Check
Robin Room Toddler Teacher: Chelsea Newman
Mallard Room Young Preschool Teacher: Jenna Fintel
Owl Room Preschool Teacher: Ellie Bader
Crane Room 4K Teacher: Jennalee Johnson

In addition, one Teaching Associate who shares a leadership role in the classroom along with the Lead Teacher is assigned to each classroom.

Teaching Associates for the SPRING 2022 semester are:

Hummingbird Room Infant Associate Teacher: Madison Loeffelholz
Robin Room Toddler Associate Teacher: McKenzie Collier
Mallard Room Young Preschool Co-Associate Teachers: Caitlin Mertins & Paige Leathers
Owl Preschool Associate Teacher: Haley Westhause
Crane Room 4K Associate Teachers: Justin Calvino

CHILDREN'S CENTER HOURS OF OPERATION AND CALENDAR

The Children's Center offers year round, full day care for children from the age of 12 weeks through age 5 (up to age 12 for school age children during interim and summer sessions). Hours of operation are Monday through Friday 7:30-5:30. The center closes for some holidays and staff development days. The center offers the following sessions for Interim care; August Interim, Winterim, Spring Break, 2 summer sessions. Families must enroll separately for these sessions and classrooms are staffed according to these enrollment needs. TA's sign up to work for these sessions separately from the semester schedules and are required to work one week of interim throughout each calendar year.

NAEYC ACCREDITATION CRITERIA

The criteria for accreditation through NAEYC is located in the director's office. Please let one of the core staff members know if you would like to review these criteria. The Children's Center goes through the process of accreditation renewal every six years.

STATE RULES & REGULATIONS

The UWW-CC is licensed and regulated by the Department of Children and Families. The Wisconsin State Licensing Rules for Group Day Care Centers are located in the office. This can also be found at <https://dcf.wisconsin.gov/cclicensing/rules>.

TA SCHEDULES AND CONTRACTS

Teacher Assistants are assigned a consistent schedule for each semester through the "TA Contract". They are required to work their regularly scheduled hours (or find someone to cover their assigned shift) **for the entire semester (INCLUDING FINALS WEEK)**. Residence halls do close before the center closes for each semester. If you are scheduled to work, please inform the director who will make special arrangements with University Housing to stay in order to fulfill your work responsibilities. **It is up to you to find coverage for any shifts that conflict with your finals schedule.** Please be sure to make these arrangements well in advance! TA's can sign up for new hours prior to the start of each subsequent semester with a "Returning TA Application".

POSITIONS / JOB DESCRIPTIONS:

TEACHER ASSISTANT

This is an entry level position. All TA's start at a pay rate of \$8.25/hr. TA's are eligible for an hourly raise for each semester that they return to work at the Children's Center (based on attendance and job performance). TA's support the Children's Center Staff with the care of the children.; Prepare and monitors activities. Performs related duties as required with appropriate demeanor and professionalism around children, willingness to learn and accept supervision.

MENTOR TEACHER ASSISTANT

Must have at least one semester of experience with our center. Very reliable work habits and evidence of leadership abilities. When promoted to a Mentor TA, the employee will receive an additional \$1.00/hour raise. Assists the Children's Center Staff with the care of the children. Prepares and monitors activities. Performs related duties as required with appropriate demeanor around children, willingness to learn and accept supervision. Trains new staff on classroom / center policies and routines. Provide additional support for individual children with specific needs.

TEACHING ASSOCIATE

Must have at least one year of very successful work in our center or commensurate experience elsewhere in a comparable program. Pay rate is \$12.00/hr. Must be able to commit to working 20-25 hours/week. Assists the Children's Center Staff with the care of the children. Prepares and monitors activities. Performs related duties as required with appropriate demeanor around children, willingness to learn and accept supervision. Trains new staff on classroom / center policies and routines. Provide additional support for individual children with specific needs. Very reliable work habits are required. Capable of substituting for a lead teacher in their absence and demonstrates leadership of other student workers in professional and team-building areas. Focuses on communication and building strong relationships with families to provide consistent care for children. Closely partners with the Lead Teacher in planning and team development.

KITCHEN ASSISTANT

Prepares meals and snacks in correct serving portions in compliance with CACFP guidelines for each classroom. Completes regular cleaning duties in kitchen. Pay rate begins at \$10.00/hr.

OFFICE ASSISTANT

Pay rate begins at \$10.00/hr. Performs general office duties. Answer phones, greet families in the office, and maintain staff files. Performs related duties as required with appropriate demeanor around children, willingness to learn and accept supervision.

PUNCHING IN/OUT

All teacher assistants must use the HRS system to punch in / out for their shift. This can be done on a personal device prior to entering the classroom or on a classroom device. You must arrive, be clocked in, and ready to start your shift in the classroom at your scheduled time. **You may not punch in more than 5 minutes before your assigned start time.** In addition, TA's need to sign in on the yellow BLS sheets in the classroom. Your punches are checked on each payroll cycle and compared to the schedule and the BLS sheets. Volunteers, Student Teachers, and observers sign-in on an individual sheet in the Volunteer / Observer Binder. Student employee paychecks are distributed through direct deposit on a bi-weekly schedule. If you forget to clock out at the end of your shift, please inform Peggy Lean (program assistant). Breaks are recorded in the binder on the TA desk, you do not need to punch out for breaks.

DRESS CODE: Staff members are expected to observe the 3 C's for appropriate attire at work as follows: •

COMFORTABLE – Staff is expected to play with the children and be down at their level whenever it is appropriate. To do this, staff must be dressed in comfortable clothes that allow free movement and activity. Staff members should wear clothing they feel comfortable getting dirty or stained, as staff members are expected to participate alongside the children during all daily activities. Sneakers or sandals with secure straps are appropriate footwear. • **CLEAN** - All clothing should be clean with no stains, rips or tears, and must smell appropriate. This also applies to personal hygiene. • **COURTEOUS** - Staff members interact with children and parents on a daily basis and should dress professionally. Clothing

may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. Certain articles of clothing are never appropriate for the work environment, including: halter tops, strapless "tube" tops, short skirts/shorts (a good rule of thumb is that the bottom hit at fingertip length or below - so that when you are bending over to play with or assist children you stay appropriately covered), excessively torn jeans/shorts, and shorts which expose undergarments. It is expected that all staff members will present themselves and the Children's Center in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately. Thanks for your cooperation!

ATTENDANCE POLICY / ABSENCE PROCEDURES

All staff are made aware of their assigned schedule at the beginning of the semester and sign a contract of commitment to this schedule. We always operate in compliance with NAEYC ratios, so it is imperative that you show up for your assigned shift or find coverage when you are unable to work. **If you are ill (with symptoms that may be contagious - for example: fever, strep throat, pink eye, rash, vomiting, or diarrhea) or have an extreme emergency that keeps you from showing up for your shift, here are the steps to follow:**

- 1. Call the Children's Center office (472-1768) at least two hours before your scheduled shift. If you are scheduled to open a classroom at 7:15 and are ill, please notify the director, program assistant (Peggy Lean), and lead teacher via email the night before your shift. Call the office 262.472.1768 if you wake up ill and are unable to work.**

- 2. Post a message on the Children's Center Webex Teams. It is your responsibility to continue to try to find coverage until you have made contact with a Core Staff member who has cleared your absence for the day.**

***If a TA has two or more NO SHOW/NO COVERAGE absences within a semester, their employment may be terminated. Some exceptions related to COVID may be considered, but communication is key!**

***IF YOU ARE AN OPENING TA AND NOTICE THAT A CO-WORKER HAS NOT SHOWN UP FOR THEIR OPENING SHIFT, PLEASE NOTIFY THE OFFICE OR A LEAD TEACHER IN ANOTHER CLASSROOM – YOU SHOULD NEVER BE WORKING ALONE IN THE CLASSROOM.**

If you know that you will need to miss work for a planned activity, appointment, etc., we ask that you let us know as soon as possible AND follow the procedures for finding someone else to cover your assigned shift:

- 1.) Please post a message to the Webex Teams space. Include the DATE, TIME, and CLASSROOM that you need covered.
- 2.) When you find someone to cover your shift, please forward the message in webex teams to your Lead Teacher, Peggy Lean, and Erica Schepp to confirm the shift change. Once you offer to pick up a shift (and it is confirmed on webex teams) it becomes your responsibility.

****Please try to plan well in advance for any changes. We also appreciate that you keep changes to a minimum and only when completely necessary. The children in our care depend on having consistent caregivers that they know and trust!***

TARDINESS

It is imperative that all teacher assistants arrive on time for work. Since there may be another teacher assistant who is leaving when you are arriving it is important that we are able to rely on each staff member to be prepared to work at their assigned starting time. Chronic tardiness is not tolerated and can be grounds for termination.

STATE AND NAEYC REGULATIONS

STAFF MEETINGS / TRAININGS

All staff must attend a 6 hour orientation meeting, complete the on-line trainings (Mandated Reporter and AHT), and CPR/First aid training before beginning work at the Children's Center. These trainings count toward the total 15 hours needed to fulfill the staff development requirement for the year. If a TA begins work after the initial training meeting, then a meeting is set up with a core staff member to assimilate the TA into the Children's Center.

Each semester two mandatory meetings are scheduled. Each meeting will last approximately 60-90 minutes. These meetings will consist of a variety of topics; team building, center information, speakers on educationally related topics, discussions, etc. These meetings are mandatory and are paid work times. If a TA is unable to attend the scheduled meeting, they are expected to contact the director and lead teacher to arrange for a plan to make up this time and receive any important information that was presented at the meeting. TA's will not be paid for the hours making up the meeting time.

Staff meetings for the Spring semester dates are:

February 16 5:30PM-7:00PM

April 12 5:30PM-7:30pm

CODE OF ETHICS / CONFIDENTIALITY

Each staff member is required to sign and date a Code of Ethics / Confidentiality statement each year. This is kept in each employee's file. All staff members are held accountable for this information stated in its contents.

STATE REQUIRED FORMS / CERTIFICATIONS

Each staff member is required to have the following forms in their files:

- Staff Record – Child Care Centers
- Background Check Request Form
- Staff Orientation Checklist – Group Child Care Center
- Staff Health Form (This requires a physical examination and a TB skin test and must be filled out by a physician). This needs to be updated every two years
- Prevention of Abusive Head Trauma Training Certificate
- Reducing the Risk of SIDS / Safe sleep practices Training Certificate
- CPR/FIRST AID/AED/Blood-borne pathogens Certificate
- Current Transcripts
- Code of Confidentiality

In addition to these forms, all employees are required to have electronic fingerprinting completed within 60 days of employment. Upon fingerprinting, background checks are completed to examine criminal history records. DCF determines the prospective employee's eligibility to work based on the results of the background checks. Fingerprinting only needs to be completed once every five years. Annual background checks will be automatically completed on all employees in subsequent years.

BLOODBORNE PATHOGENS TRAINING

Bloodborne Pathogens Training yearly is a requirement of all staff on a yearly basis. The Children's Center will offer this training at least once a year (If you cannot attend this training, you will need to have this training

prior your beginning work date at the Children's Center and is your responsibility. Failure to comply with this policy may result in termination of your employment.

LABOR LAWS

A copy of the Labor Laws is posted in the main office. If you have questions concerning discrimination and/or other labor laws, please access information by calling the numbers listed on the poster.

BREAK POLICY

HOURS WORKED	BREAK
>4 and <6	15 minutes paid
>6 and <8	30 minutes paid
Over 8	30 minutes paid & 30 minutes unpaid (might be split up depending on classroom needs)

Breaks are recorded in the binder on the TA desk. The Program Associate checks all breaks and adjusts timesheets. You do not need to clock out for your break time. All breaks are to be arranged with your lead teacher. Flexibility is necessary and greatly appreciated when it comes to breaks. Just as when you arrive and leave the classroom, we expect you tell the lead teacher when leaving the classroom. Failure to inform the lead teacher of your departure can jeopardize the safety of the children and may result in termination. We understand that working with young children is a difficult job and that there are many other things occurring in your life. If the needs of the children have been met and there is enough staff in the classroom, the lead teacher will approve additional or extended breaks that will be unpaid.

CENTER PHILOSOPHY AND THE TEACHER ASSISTANT'S ROLE

WHAT IS THE PHILOSOPHY OF THE CENTER?

Our philosophy at the Children's Center can be summed up in one very short statement - "**Children are capable and competent.**" To explain this statement in terms that can be used in a classroom is not as simple. We follow the approach of the Infant Toddler Centers in Reggio Emilia Italy and we implement our curriculum through the Emergent Curriculum Approach. Please carefully read the attached article, "Values and Principles of the Reggio Emilia Approach to gain a better overview of the program.

WHAT DO THE CHILDREN DO ALL DAY?

Our curriculum is one that is based on active learning through play in a variety of activities. During the open-ended "play time" (which we feel is the time of most importance), the children are actively involved in their environment, moving freely from one interest area to another and experimenting with the activities, materials, and people. There are also opportunities for large and small group times throughout the day. During the morning large group time of the day (called morning meeting or morning assembly), the children work with the teacher to plan their day, listening to a story, singing a song, playing a game, doing yoga etc. During large group times the children are encouraged (but not required) to become involved, feel comfort in being in a group, and applaud the efforts of others.

The children also have times each day to be engaged in large motor activities. The lead teachers schedule a variety of ways for the children to exercise during the day. Unless the weather is very inclement, the children go outside twice a day. When outside, the children play on the playground with bikes, balls, scooters, etc.

One of the lead teachers may take the children on a walk around the campus or to Starin Park. In the winter, the children and teachers go sledding and play in the snow. When it is either too cold or raining outside, the lead teachers may choose to have large motor experiences in the classroom, the sensory room, or the Roseman Gym.

All classrooms offer a period of rest for children. Children are not forced to sleep but are encouraged to not disturb their classmates that need to nap. The rest time occurs after lunch in all classroom. Please check with your classroom core teacher on the rest and sleep policies with the specific age groups you work with.

Breakfast, lunch and afternoon snack are provided during the day for each classroom. The children may assist in making the snacks as part of the daily routine. During meal times, the teachers sit with the children and also eat. The teachers model appropriate mealtime behavior and encourage conversations, polite manners, passing, and cleaning up when finished.

HOW DO WE MEET THE NEEDS OF CHILDREN WITH DIFFERING ABILITIES AT THE CHILDREN'S CENTER?

We are fortunate to have children with many varying abilities at our center. It may be evident to you as you enter the classroom that there are children with differing abilities. However, there are many children who have special needs who you may not recognize as such. Please understand that at the Children's Center, we believe every child is special and has special abilities and needs.

Several children have IEP's (Individualized Educational Plans) or IFSP (Individual Family Service Plans) because of diagnosed exceptional educational needs. The lead teacher will let you know if a specific activity needs to be addressed. Please do not be afraid to ask one of the core staff members about the differing abilities of a child. However, please remember that we do not use labeling language at the center. Examples of labeling language are: "LD child", "autistic child", "Down's kid"

The child should always comes first and the use of labels is rarely necessary. If, for whatever reason, you need to use a label, do so in a no offensive manner: a child with a learning disability, a child with Down Syndrome, a child with difficulty expressing emotions in a non-threatening way, etc. A staff member may be dismissed immediately for using labeling language.

WHAT IS DEVELOPMENTALLY APPROPRIATE PRACTICE?

NAEYC defines "developmentally appropriate practice" as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities. Building on each child's strengths—and taking care to not harm any aspect of each child's physical, cognitive, social, or emotional well-being—educators design and implement learning environments to help all children achieve their full potential across all domains of development and across all content areas. Developmentally appropriate practice recognizes and supports each individual as a valued member of the learning community. As a result, to be developmentally appropriate, practices must also be culturally, linguistically, and ability appropriate for each child.

The Developmentally Appropriate Practice Position Statement is a framework of principles and guidelines to support a teacher's intentional decision making for practice. The principles serve as the evidence base for the guidelines for practice, and both are situated within three core considerations—commonality, individuality, and context.

WHAT IS MY ROLE AS A TEACHER ASSISTANT?

MAINTAIN STAFFING RATIOS

The chart below shows NAEYC AND DCF criteria for staff to child ratios. Only certified or adequately trained staff are considered when calculating ratios. Student teachers, volunteers, and observers are not counted in the ratios. Lead teachers, teacher assistants, and qualified, scheduled volunteers are counted as staff when determining ratios. At the Children's Center, our goal is to always be staffed at the lowest ratios highlighted on this chart. The maximum group size for each age group is also listed on this chart.

Classroom Ratios

Black = DCF and NAEYC Required Ratio

Red=Children's Center Preferred Ratio

Group Size

Room Name	Ages	6	8	10	12	14	16	18	20
Hummngbird & Robin Rooms	Infants and Toddler (birth to 24 months)		1:4 1:3						
Mallard Room	Young Preschool (24-36 months)				1:6 1:6				
Owl Room	Preschool (2.5 years-3 years)							1:8 1:6	
Crane Room	4K (4-5years)								1:10 1:8

Multi-age grouping is both permissible and desirable (especially during the last hour of the day). The staff-child ratio and group size requirements shall be based on the age of the youngest child in the group.

These ratios allow for positive, meaningful interactions to occur with young children and adults, but only if the adults are truly engaged with the children. If we are to maintain these ratios, we must also be aware that each person has a job to do when in the classroom. Sometimes when there are many adults in the classroom, it is easy to let things go and believe that someone else will be responsible for the task. Also with many adults, we risk too much socializing and not attending to the children. We want to see people getting along and having fun at the Children's Center because it is good modeling for the children, but we must always put the children's needs first. You are required to provide **SIGHT AND SOUND SUPERVISION of the children AT ALL TIMES.** **At any time, you can and will be asked how many children are in your care. You MUST know the answer to this question.**

As a teaching assistant, your role is one which the title implies; you are to assist the lead teacher in the daily functioning of the classroom. This is very vague since there is so much to the teacher's role and it would be difficult to try to list all of the intricate parts to the teacher's responsibilities. Below is a list, found in NAEYC's Criteria for High Quality Early Childhood Programs, of interactions that should occur in high quality centers between children and staff, which should guide TA's in their daily work. Other classroom specific duties will be designated by the Lead Teacher in the classroom.

- Staff express respect for and affection toward children by smiling, touching, holding, and speaking to children at their eye level throughout the day, particularly on arrival and departure and when diapering or feeding very young children.

- Staff are available and responsive to children; encourage them to share experiences, ideas, and feelings, and listen to them with attention and respect.
- Staff equally treat children and families of all races, religions, cultures and abilities with respect and consideration. Staff provide children of all gender identities with equal opportunities to take part in all activities. Staff should also work to speak in more gender neutral ways, so as to not reinforce gender stereotypes.
- Staff use positive techniques of guidance, including redirection, anticipation of and elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism. Staff abstain from corporal punishment or other humiliating or frightening discipline techniques. Consistent, clear rules are explained to children and understood by adults.
- Staff create orderly consistent and safe transitions for children, as they move from one activity to another.
- Staff assist children to be comfortable, relaxed, happy, and involved in play and other activities.
- Staff foster cooperation and other prosocial behaviors among children.
- Staff help children to verbalize feelings and ideas.
- Staff interact frequently with children.

Although your most important job is to meet the needs of the children, there are also other responsibilities to being a teaching assistant. Along with the lead teachers and director, the teacher assistants are responsible for making the Children's Center a comfortable, neat, and sanitary place for the children, families, and other staff. This means that sweeping, sanitizing tables, changing diapers, washing dishes, laundry, cleaning cubbies, washing sinks, picking up and sanitizing toys, etc., is done by **ALL** employees of the Children's Center. This helps us to maintain a clean, safe environment. If the numbers of children are low and you are looking for things to do, see the cleaning instruction charts for additional duties (lead teachers will point these out to you).

COMMUNICATION DURING SHIFT CHANGES

When Teacher Assistants begin their shifts, it may feel very busy and you may not know that the next important thing to do is. When you come in for your shift, **the first thing that you should do is check in with the teachers who are currently** in the classroom. You should ask the following questions to be start your shift: 1.)How many children are present, 2. What needs to be done next and 3.) Is there any other important information about the children and their day, what activities they have already done, etc. This communication is critical, so that important information can be passed along, so that the TA's who are working at closing time are able to give accurate and meaningful information to the families.

FAMILY APP /CHARTING / DOCUMENTING

Each child has an account on the Kaymbu and Daily Note app. This is a tool used to communicate information about the daily happenings for each specific child. **Both lead teachers and teaching assistants** update this app throughout each day. It is important to keep this information up to date throughout the day. Information about bathrooming / diaper changes, meals, and rest times are the critical information that is first recorded on the classroom charts and then entered on the app on either the classroom ipad or ipod. Your assistance with this task is greatly appreciated and helps to improve the quality of care we provide for the children by building strong connections with the families.

If a child has an bathroom accident or clothes need to be changed, please follow the following procedure:

- Put the wet or soiled clothes in a plastic bag

- Find clean clothes in the child's cubby (or they may be in a bag on a hook in the hallway) or borrow from the collection of the Children's Center's clothes
- Indicate details on the child's daily note app.

TEACHERS IN THE ART AREA

When in the art area with the children, please be aware of the developmental level of the children and do not make elaborate art projects that they cannot master. Remember that the materials and projects are out for the children to explore; please do not make cards for your partner, signs for your room or jewelry for yourself. Feel free to sit at the tables and talk to the children about what it is that they are making, but **do not** make the same project for the children in an effort to show them how it should be done or to make an example. We focus on process art rather than product art. The value of the work they are doing is in the PROCESS. It does not need to look like anything. If children ask you to draw something for them, please encourage them to try it themselves. Think about using words that encourage them and scaffold the process for them. There is no “right” way to do art. When you make a model or examples for them to copy, they will end up comparing their skill level to yours and to each other. This can be a source of frustration and dissatisfaction.

*Resist the urge to ask to say anything about their artwork. Do not place your judgment on what “IT IS”, rather you can notice and comment about what you see them doing in the process (what materials they are using, how hard they are working or persevering through any frustrating challenges for them, etc.

“True creative art focuses on the process NOT the product” – Lisa Murphy, The Ooey Gooey Lady

COMMONLY ASKED QUESTIONS

WHY DON'T CHILDREN HAVE TO SAY "I'M SORRY"?

We would like the children to take on responsibility for their actions rather than allow them to simply say "I'm Sorry". First make sure that all of the children involved in the situation are physically safe and unharmed. If anyone is hurt, give the majority of your attention to that child. Initially, little or no attention should be given to the child who did the hurting. Then, please work with the child to ask them why they hit someone, took something away, or called someone a name. If one child has hurt another child, the child who hurt the first child needs to ask the child if he/she is O.K. Involve all of the children. Talk about how they feel, why it happened, etc. When you are finished then you can ask the child if there is anything they want to say. If the child does not say "I'm Sorry", please do not make them. Instead, tell the hurt child that you are sorry and act as a model. Even if a child says that he or she is sorry for what they did before any discussion takes place, please do not stop there. The child still needs to know that they are responsible for their actions and a discussion like the one previously mentioned should be used.

WHY DON'T THE CHILDREN HAVE TO SHARE MATERIALS?

We would like the children to learn to share and to feel comfortable with sharing. However, children, especially those who are very young, are extremely egocentric and are not ready to think of other people's needs. This skill of thinking of others and recognizing that others have feelings too, comes with age and with a great deal of modeling. Some of our older children may be ready to start sharing, but for the most part this is a concept that is pushed too early on young children. Instead of asking or telling children to share, help them to take turns. You can even use a clock, egg timer or the sound of the bells outside as a timing device to let the child know that their turn is up and now the other child will have a turn. When it comes to things like playdough, blocks, Lego sets, etc., we are even less likely to make children share. It as if we are punishing a child for finding materials, enjoying those materials, and making it look like fun to other children. We punish them when we tell them that they now need to share. Instead, divert the child who wants some of the materials to another area, material or to another child. We need to encourage children to use the materials in imaginative ways without inhibiting the process.

WHY DON'T WE MAKE THE CHILDREN SAY PLEASE AND THANK YOU?

We want the children to be kind and courteous to each other and the staff members, but we believe that proper manners should be imitated not mandated. We expect that all staff members will use words like please, thank-you, you are welcome, etc. When children do use these phrases that we associate with "good" manners, please praise them.

WHAT IS OUR FORM OF DISCIPLINE?

We aim to be proactive in our classroom management (creating environments that support children). Rather than thinking of discipline as a response to an act, think of discipline as something that can be addressed before it occurs. Move to areas that could be potentially explosive or areas that have children in them who appear to be losing control of their emotions. Areas like the block area, the loft, an area with a limited amount of toys, and dramatic play, could all be areas that may need extra supervision. Learn to redirect the children, positively encourage the child who is acting the way that is most appropriate, help the children to express their feelings

through words rather than acts of violence, and always act as a model for the type of behavior you wish the children to exhibit.

The use of any form of physical punishment, psychological abuse, or coercion is **NEVER** permitted when disciplining a child. Physical restraint of a child is **ONLY** permitted when it is a matter of keeping the child or others near the child safe.

- *Examples of physical punishment: shaking, hitting, spanking, paddling, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling arms, hair, ears; requiring a child to be inactive for a long period of time.*
- *Examples of psychological abuse: shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at, making threats; frightening a child; ostracism, withholding affection.*
- *Examples of coercion: rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform any action (such as eating or cleaning up).*

****Any staff member will be immediately dismissed for verbal, physical abuse or coercion of a child or another staff member.****

WHAT IF I SUSPECT OR WITNESS A CHILD IS BEING ABUSED/NEGLECTED?

All TA's must complete the Mandated Reporter training. According to the law, **it is your responsibility to report suspected abuse to one of the lead teachers or the director immediately.** The suspect abuse should be documented in the med. log book or on an accident report, which is brought to the attention of the director. If there is a concern about the director, the Vice Chancellor for Student Affairs should be notified. These supervisors can support the staff member in making a formal report to the Department of Children and Families for further review, if necessary.

These are extremely sensitive issues that should **NEVER** be discussed among the teacher assistants (the teacher assistant should only discuss the incident with the lead teacher, director, or Vice Chancellor for Student Affairs). The Center follows a consistent protocol in cases of suspicion of abuse or neglect. Do not try to prove or disprove abuse; do not confront the alleged perpetrator! Suspected abuse or neglect should be documented in the med. log book or accident report as appropriate. After documenting the concern, you should also bring this to the attention of a lead staff member. We can help you determine if a call to Walworth County Health and Human Services or other authorities should be made at that time.

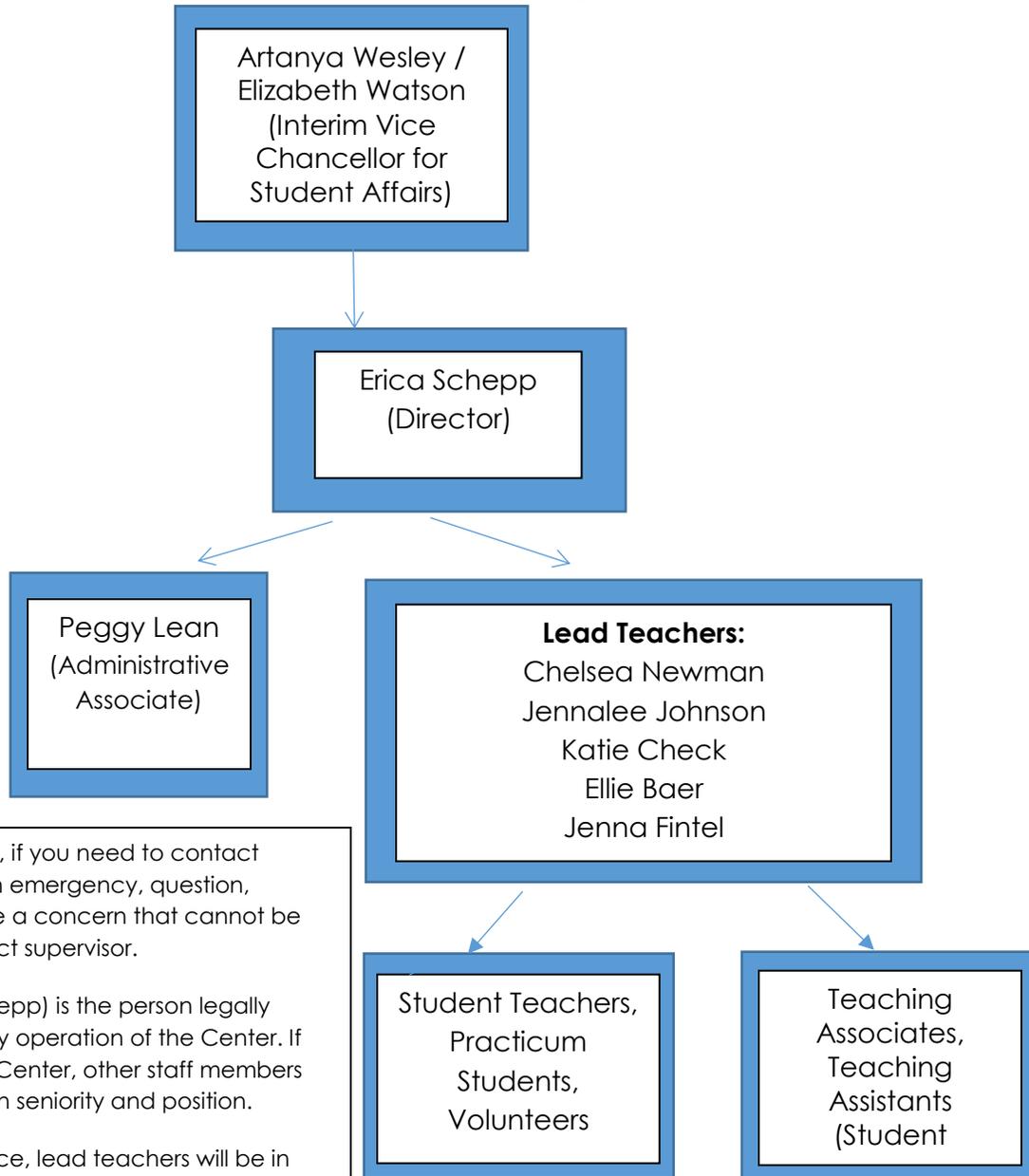
Consider this scenario:

If there is suspected abuse and it is discussed in a flippant manner at the center by a TA, the discussion could very likely spill out to others not involved at the center. That information could reach the parent whom the teacher assistant suspected abused their child. If the suspected abuse is either confirmed or negated through investigation, the center's credibility and the credibility of the teachers who broke the confidentiality of the

suspected abuse would be diminished. The teacher assistant would be terminated immediately if this were to actually happen.

If you have a concern about a Children’s Center employee’s treatment of children, you are responsible to report this to the person who is the direct supervisor of said employee. The organizational chart for the Children’s Center is as follows:

UW-Whitewater Children’s Center Organizational Chart



Please follow this chart, if you need to contact someone regarding an emergency, question, concern, or if you have a concern that cannot be resolved with your direct supervisor.

The Director (Erica Schepp) is the person legally responsible for the daily operation of the Center. If she is absent from the Center, other staff members are in charge based on seniority and position.

In the director’s absence, lead teachers will be in charge in this order Peggy Lean, Chelsea Newman, Jennalee Johnson, Jenna Fintel. If the director, program associate, and lead teachers are absent, one of the lead staff members will be available by phone with the program associate as the in-person representative for the Center. If the director and lead staff are not available by phone, the Center must be closed.

WHAT DO WE DO ABOUT SELF-EXPLORATION OF OWN BODY/MASTURBATION?

Self-exploration or masturbation is natural and developmentally appropriate for children this age. At the Children's Center, we know that many children are soothed by this activity at rest time and we do not shame the children for this exploration. We talk about hand washing before and after touching their own bodies. If a child masturbates at any other time during the day, the lead teacher will talk to the child about the need for privacy and although it is not a bad thing that they are doing, there is a time and place when it is appropriate. The lead teacher will ask the child if they would like to go in the bathroom but will not allow self-exploration to go on in the classroom (except for rest time when the child is under their blanket). Any questions, please ask the lead teacher you are working with.

WHAT IS MY INVOLVEMENT WITH THE FAMILIES OF THE CHILDREN?

We want all of the teacher assistants to feel comfortable talking to the parents. Forming positive and supportive relationships with families is an indicator of a high quality program. Please greet families as they enter the classroom. You can make additional small talk to try to get to know the families and make them feel comfortable here., but we do ask that you limit your conversations to those that pertain to their children and events that you have witnessed in a professional manner. Also be careful not to diagnose the children. If you have concerns about a child please bring them to the attention of the lead teacher who will then decide what action, if any, should be taken. The use of loaded words, like "cute", "smart", "pretty", etc. should not be used at all, but especially when talking to children or parents. Telling a family member that it appears that his/her child enjoys school or telling the parent what the child likes to do or who the child plays with while at school are all wonderful things that you can feel free to talk about. Also, feel free to ask them how their day was, how classes are going, and anything that makes them feel comfortable at the Children's Center.

WHAT ARE ALL OF THESE UNIVERSITY STUDENTS DOING HERE?

During the semester, there are many university students in our center who are not employed by us. These students may be observing as a part of class assignments. Most of the students who are observing are from education courses, communicative disorders courses, psychology, or sociology courses. We ask that you answer their questions and allow them to observe your interactions with the children. Please understand that these students are not employed by us and therefore, should not take on the responsibilities of a teacher assistant. Do not ask them to perform the duties of a teacher assistant (i.e. holding hands on a walk, diapering, taking a child inside during outside time, etc.). You have every right to question who anyone is, tell the lead teacher about suspicious people around the children, center of the playground, or to call the police if there is someone who does not seem to belong. **Go with your instincts** - you will never be reprimanded for making a call to the police or questioning anyone near the children.

WHY DO WE COUNT THE CHILDREN SO OFTEN?

It is imperative that all of us work together to insure the safety of all of the children at the center. It only takes a second for a child to get hurt, lost, or picked up by a stranger. If all teachers are keeping track of the number of children and which children are present, we will quickly realize if a child is hurt or lost. This is critical and taken seriously at our center. You can expect that a lead teacher or the director will ask you at any time, how many children are in the classroom, and you will be expected to know. Counting children is important and

expected at all times by all staff, however there are instances when it is critical. One such example would be during a fire drill, tornado, or actual fire. If in one of these emergency situations, there wasn't a staff member or only one staff member counting children, a child could easily be left behind. At the very least, this would be frightening for a child left behind. And at the other extreme, the result of leaving a child behind could be life threatening. **Please count the children when hearing doors open and close, during transitions, when other children arrive and/or leave, if you haven't counted in the last 15 minutes.**

INFORMATION RELATED TO EMERGENCIES, MEDICATION, INJURY, ETC.

FIRE DRILLS, FIRE EXTINGUISHER, AED'S, AND SMOKE DETECTORS

Please review the fire drill practices posted in each classroom. The Roseman Building has an interconnected fire and smoke detector system. Fire drills occur at least once a month within the Center and are charted on the inspection form in the office by the Director or Program Associate. Teacher assistants are to be ready to assist the children to safety at any given time. The lead teacher goes first with the children, while A teacher assistant should always be the last one out, closing the door after making a quick final check of the room. Evacuation routes are posted by classroom doors. All classrooms meet in the Royal Purple hallway in the UC building. Each classroom has a fire extinguisher. Please become familiar with the instructions and be ready to use the extinguisher at any time. There are two AED's located in the Roseman Building. On the lower level, it is located in the hallway just outside of and across from the women's restroom. On the second level, it is located near the restrooms.

TORNADOES / SEVERE WEATHER

Evacuation procedures for tornadoes are posted in each classroom. The adult restrooms are the designated tornado shelters on the lower level of Roseman. Please familiarize yourself with these directions. The children will practice tornado drills in preparation for and during tornado season.

MEDICAL LOG, FIRST AID KIT, AND ACCIDENT REPORTS

It is each teacher assistant's and student teacher's responsibility to locate the first aid kit, medical log, and accident report forms in the classrooms. Please ask the lead teacher if you do not know where these are located. When attending to a child's injury, please remember that there is only a very limited amount that we can do. A teacher can wash out an injury with warm water and soap if necessary, put a bandage on the injury, or administer an ice-pack.

Whenever an injury occurs at the Center that causes a mark on a child (i.e. washing out an injury, bandage, ice pack, etc.), an entry must be made in the Medical Log according to strict guidelines (see the instructions in the log for details). In addition, the family shall be notified of this incident through an entry on the "Incident" tab in the Daily Note app. If an injury that requires attention by a medical professional occurs, there is an additional report form (DCF Incident Report) that must be completed and shared with the director, who will disclose to state licensing. The original form is filed in the child's file--please submit this form to the office for filing in the child's file.

Also, all unexplainable or questionable injuries that a child comes to the center with need to be noted in the Medical Log. Please inform the lead teacher of the injury, bruise, mark, or comment that a child makes, as

well as recording in the Medical Log. Please see flow chart on the next page for further detail on making entries in Med. Log, Daily Note, and Incident Report Form.

MEDICATION

There are times when children have medication that needs to be administered while the child is at school. If a parent gives you medication for their child, the parent MUST complete a Medication Authorization Form (found in the office) before we give the child any medicine. Refrigerated medication is locked in labeled boxes in the refrigerators and non-refrigerated medication is kept in labeled boxes in the classroom or office. Only the lead teachers or the director are allowed to administer medication. This is always noted in the Medical Log and Medication Tab in Daily Note. The Children's Center will only give medication that has a doctor's permission or prescription. If a child has medicine in their lunchbox or in their cubby, you need to give it to one of the lead teachers or the director, **DO NOT GIVE IT TO THE CHILD!**

Medlog

- Medication
- Observation
 - Something a child says that is alarming.
- Injury that leaves a mark
 - Biting - child who was bitten and child who bit (written in separate entries)
- Bodily Fluid
 - Throw up, blood, pee/BM
 - Not bathroom accidents
- Injury a child comes to school with
- Bump, blow, or jolt to the head

Daily Note -Medication Tab

- Medication

Daily Note – Incident Tab

- Injury that leaves a mark
 - Biting - child who was bitten and child who bit
- Bodily Fluid
 - Throw up, blood, pee/BM
 - Not bathroom accidents
- Bump, blow, or jolt to the head

DCF Incident Form

- Biting
 - Person who was bitten only
 - Injury requires medical attention

 - Bump, blow, or jolt to the head
- ↓**
- Lead Teacher, Director, or Program Assistant Notify family immediately*

Procedures for entries in medical log:

1. Date
2. Time
3. Child's first and last name
4. Description of what happened OR what was said (also include description of injury)
5. First aid administered, if so what?
6. Who will be notified? (guardians full name)
7. How will the guardian be notified?
8. YOUR signature

Reminders for all entries:

- Entries must be in dark ink
- Reviews are notated in red ink
- Do not skip lines
- Do not leave open spaces in margins
- Pages may not be removed
- All pages must be numbered
- Two different entries should be written if two children are involved in an incident
- As for help if you are unsure of what to write

How to write an entry

IDENTIFYING CHILDHOOD ILLNESSES

If you are working with a child that you suspect is ill, please notify a core staff member immediately. Below is a list of our Illness Policy. Please note the policy applies to staff members as well as children.

UWW Children's Center Illness Policy

Below is a list of symptoms that indicate a health concern because of which the child is not well enough to be at the center. If a child displays any of these symptoms during the day, the parent/guardian is contacted to take the child home so as not to expose the other children to the illness. Please note this is not an all-inclusive list.

Fever..... **Oral temperature of 100 degrees or higher. Axillary / Under Arm Temp of 99 degrees or higher.**

Respiratory Symptoms.... Difficult/rapid breathing, severe coughing, high-pitched croupy or whooping sound after coughing

Diarrhea or Vomiting..... **One or more times during the day without a medical explanation from a doctor.**

Observe for other symptoms like fever or abdominal pain

Eye/Nose Drainage..... Yellow or green thick mucus or pus draining from nose or eyes.
Constant clear drainage from the eye.

Skin/Rash Problems..... Rashes, open sore – crusty, yellow green drainage which cannot be covered, lice, ringworm, hand/foot/mouth disease.

Unusual Symptoms..... Eyes or skin is yellow (jaundice), Stool is gray or white, urine is dark colored (hepatitis). Lethargic/unable to participate in regular activities.

Children have to be symptom-free or on prescribed medication for 24 hours prior to coming back or, have a doctor's note permitting them to return to school prior to 24 hours, to avoid possible exposure to other children. We are required to ask for a doctor's release in the case of certain illnesses.

In the event that a child is brought to school with any of these symptoms or we observe any of these symptoms, we are required to have the parents or someone on the child's emergency list to come to the center and take the ill child home. Parents need to make sure that we have emergency numbers on file with the location, phone numbers of the closet office and times of classes. **If a child becomes ill while at school and the parent or emergency person is contacted, that person will need to pick up the child within one hour.** Please be sure that your emergency contact people are aware of this.

If a child who is sick is not picked up within an hour of notifying the parents or emergency contact, there will be a fine of \$10.00. This is necessary because a child who is sick requires a one to one ratio (teacher to child) during isolation. The isolation area for a child who is sick is in the director's office. If a parent feels that their child is too sick to go outside then the child is too sick to be at the center. **All of the children who are at the center go outside, weather permitting, unless they have a doctor's note that indicates otherwise.**

If a child or staff member has a communicable disease, it is necessary for the parent or staff member to notify the center immediately so we can communicate the information to the other families and staff, as well as report the illness to public health and licensing, if required. The names of the children and staff that have communicable disease are held confidential but it is required by licensing that other families are aware that a child in the center has a contagious disease.

NAPS

As specified in the State Regulations, each child under five years of age that is in a program for longer than four hours is given the opportunity to nap. The younger children's classroom has a nap time that will last approximately one and a half to two hours in the afternoon. All of the children in the younger children's classroom are required to rest for the first forty-five minutes and then are allowed to participate in quiet activities, go to the gym, or play outside as designated by the lead teacher as staffing allows. In the older children's classroom, the children have a rest time after lunch that lasts thirty to forty-five minutes. If the older children fall asleep at this time they are watched by a teacher assistant.

All cots/mats will be at least **two feet apart** from each other. In the younger children's classroom, the child's sleeping materials are put on a cot in the same place in the classroom each day (see younger children's room cot map). The cots in all classrooms are sanitized after every use. Parents need to take the rest time bedding home after five uses or once a week. Please help parents to remember this on the last day of the week.

The role of the teacher assistant at the beginning of rest/nap time is to help the children find their cot/mat and to assist them in feeling comfortable. All classrooms use books as a natural and calming transition from lunch to rest time. Teachers read to the children or the children can read to themselves or others. Both classrooms have this quiet time for about fifteen minutes to half an hour (depending on when the children finish lunch). After book time, teachers rub children's backs, stroke their faces, soothe the children if they are upset, and assist the children as needed. After the children are asleep, the lead teacher has other tasks for the teacher assistant to complete. See the binder or charts of instructions for extra jobs in each classroom.



Teacher Assistants Do Not Sleep During Nap/Rest Time! This is grounds for immediate dismissal.

Safe Sleep for Infants Policy

The UW-Whitewater Children's Center follows safe sleep recommendations for infants to reduce the risk of Sudden Infant Death Syndrome (SIDS), Sudden Unexpected Infant Death (SUID), and the spread of contagious diseases:

1. Infants will always be put to sleep on their backs.
2. Infants will be placed on a firm mattress, with a fitted crib sheet, in a crib that meets the Consumer Product Safety Commission safety standards.
3. No toys, soft objects, stuffed animals, pillows, bumper pads, blankets, positioning devices or extra bedding will be in the crib or draped over the side of the crib.
4. Sleeping areas will be ventilated and at a temperature that is comfortable for a lightly clothed adult. Infants will not be dressed in more than one extra layer than an adult.
5. If additional warmth is needed, a one-piece blanket sleeper or sleep sack may be used.
6. The infant's head will remain uncovered for sleep. Bibs and hoods will be removed.
7. Sleeping infants will be actively observed by sight and sound.
8. Infants will not be allowed to sleep on a couch, chair cushion, bed, pillow, or in a car seat, swing or bouncy chair. If an infant falls asleep anyplace other than a crib, the infant will be moved to a crib right away.
9. An infant who arrives asleep in a car seat will be moved to a crib.
10. Infants will not share cribs during the same day of care, and cribs will be spaced 3 feet apart.
11. Infants may be offered a pacifier for sleep, if provided by the parent.
12. Pacifiers will not be attached by a string to the infant's clothing and will not be reinserted if they fall out after the infant is asleep.
13. When able to roll back and forth from back to front, the infant will be put to sleep on his back and allowed to assume a preferred sleep position.
14. In the rare case of a medical condition requiring a sleep position other than on the back, the parent must provide a signed waiver from the infant's physician. The physician's note for non-back sleepers must explain why the baby should not use the back-sleeping position, how the child should be placed for sleep, and a time frame for how long the instructions are to be followed. If an alternative sleep position is required by a physician
15. Our child care program is a smoke-free environment.
16. Our child care program supports breastfeeding.
17. Awake infants will have **supervised** "Tummy Time".

BATHROOMS AND DIAPERING

Please familiarize yourself with the diapering procedure in the younger children's classroom. For your protection and for the protection of the child, we ask that you please wear gloves whenever you are diapering a child or changing any soiled or bloodied clothing. When diapering is finished, put the soiled diaper in a plastic bag and then in the diaper basket, wash your own hands, wash the child's hands and bleach the area thoroughly. Always sanitize the area and wash your hands before beginning and between diapering different children so as not to spread germs. Whenever you change a diaper or whenever a child uses the bathroom, please write this down on the daily chart.

EVERYONE who with children will change **diapers** as needed. For those working in the older children's classroom, teachers and teacher assistants assist when a child has had a toileting accident or needs assistance in the toileting process.

Since we are caring for younger children, we can expect that we will have a number of children who need a great deal of assistance while learning to use the bathroom. When you are called upon to assist please offer help in a calm, relaxed manner. Do not degrade the children or make them feel like there is something wrong with them because they are not yet using the toilet or have had an accident. When they are ready, they will take care of all toileting by themselves.

NAEYC STANDARD DIAPER CHANGE PROCEDURE

The following diaper changing procedure shall be posted in the changing area, shall be followed for all diaper changes, and shall be used as part of staff evaluation of caregivers who do diaper changing. Child caregivers shall never leave a child alone on a table or countertop, even for an instant. A safety strap or harness shall not be used on the diaper changing table. If an emergency arises, caregivers shall put the child on the floor or take the child with them.

Step 1: Get organized. Before you bring the child to the diaper changing area, wash your hands, gather and bring what you need to the diaper changing table:

- Non-absorbent paper liner large enough to cover the changing surface from the child's shoulders to beyond the child's feet;
- Fresh diaper, clean clothes (if you need them);
- Wipes for cleaning the child's genitalia and buttocks removed from the container or dispensed so the container will not be touched during diaper changing;
- A plastic bag for any soiled clothes;
- Disposable gloves, if you plan to use them (put gloves on before handling soiled clothing or diapers);
- A thick application of any diaper cream (when appropriate) removed from the container to a piece of disposable material such as facial or toilet tissue.

Step 2: Carry the child to the changing table, keeping soiled clothing away from you and any surfaces you cannot easily clean and sanitize after the change.

- Always keep a hand on the child;
- If the child's feet cannot be kept out of the diaper or from contact with soiled skin during the changing process, remove the child's shoes and socks so the child does not contaminate these surfaces with stool or urine during the diaper changing;
- Put soiled clothes in a plastic bag and securely tie the plastic bag to send the soiled clothes home.

Step 3: Clean the child's diaper area.

- Place the child on the diaper change surface and unfasten the diaper but leave the soiled diaper under the child.
- If safety pins are used, close each pin immediately once it is removed and keep pins out of the child's reach. Never hold pins in your mouth.
- Lift the child's legs as needed to use disposable wipes to clean the skin on the child's genitalia and buttocks. Remove stool and urine from front to back and use a fresh wipe each time. Put the soiled wipes into the soiled diaper or directly into a plastic-lined, hands-free covered can.

Step 4: Remove the soiled diaper without contaminating any surface not already in contact with stool or urine.

- Fold the soiled surface of the diaper inward.
- Put soiled disposable diapers in a covered, plastic-lined, hands-free covered can. If reusable cloth diapers are used, put the soiled cloth diaper and its contents (without emptying or rinsing) in a plastic bag or into a plastic-lined, hands-free covered can to give to parents or laundry service.
- If gloves were used, remove them using the proper technique (see Appendix D) and put them into a plastic-lined, hands-free covered can.
- Whether or not gloves were used, use a disposable wipe to clean the surfaces of the caregiver's hands and another to clean the child's hands, and put the wipes into the plastic-lined, hands-free covered can.
- Check for spills under the child. If there are any, use the paper that extends under the child's feet to fold over the disposable paper so a fresh, unsoiled paper surface is now under the child's buttocks.

Step 5: Put on a clean diaper and dress the child.

- Slide a fresh diaper under the child.
- Use a facial or toilet tissue to apply any necessary diaper creams, discarding the tissue in a covered, plastic-lined, hands-free covered can.
- Note and plan to report any skin problems such as redness, skin cracks, or bleeding.
- Fasten the diaper. If pins are used, place your hand between the child and the diaper when inserting the pin.

Step 6: Wash the child's hands and return the child to a supervised area.

- Use soap and water, no less than 60 degrees F and no more than 120 degrees F, at a sink to wash the child's hands, if you can.
- If a child is too heavy to hold for hand washing or cannot stand at the sink, use commercial disposable diaper wipes or follow this procedure:
 - Wipe the child's hands with a damp paper towel moistened with a drop of liquid soap.
 - Wipe the child's hands with a paper towel wet with clear water.
 - Dry the child's hands with a paper towel.

Step 7: Clean and sanitize the diaper-changing surface.

- Dispose of the disposable paper liner used on the diaper changing surface in a plastic-lined, hands-free covered can.
- Clean any visible soil from the changing surface with detergent and water; rinse with water.
- Wet the entire changing surface with the sanitizing solution.
- Put away the spray bottle of sanitizer. If the recommended bleach dilution is sprayed as a sanitizer on the surface, leave it in contact with the surface for at least 3-5 minutes. The surface can be left to air dry or can be wiped dry after 2 minutes of contact with the bleach solution.

Step 8: Wash your own hands and record the diaper change in the child's daily log.

- In the daily log, record what was in the diaper and any problems (such as a loose stool, an unusual odor, blood in the stool, or any skin irritation). Report as necessary ([16](#)).

WET SENSORY PLAY AND THE WATER TABLE

Precautions are taken to ensure that communal water play and other wet sensory does not spread infectious disease. No child drinks the water. Children with uncovered sores on their hands are not permitted to participate in communal water play. Fresh, potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternatively, fresh, potable water flows freely through the water play table and out through a drain in the table.

OUTDOOR CLASSROOM / PLAY YARD

The rules on our playground are meant to keep the children safe. It is up to the discretion of each lead teacher to decide if he/she wants to impose numbers of children that can be on the equipment. And it is up to the teacher assistants to make these decisions when the lead teacher is not present. A good rule of thumb is not to limit the number of children unless there appears to be a problem about to occur. A Teacher or Teaching Assistant should follow each group around the space so all children are always in both sight and sound supervision at all times. Audibly counting the children and confirming the number with a co-teacher as one child is dropped off or picked up is important outside as well as inside. When children are climbing or have the potential to slip and fall teachers should be within arm's reach of the children doing the activity. Go where the children are and engage in their activities.

Here are some rules that must be adhered to by all classrooms:

- Children wear their own helmets when on the bikes and trikes.
- Sand stays in the sandbox.
- Children may not go into the school without an adult.
- We do not kill insects outside (outside is their home).

When outside, there seems to be a tendency for some of the adults to converse more than when in the classroom. Remember that when you are outside your job is the same. You are paid to supervise the children and to insure that they are safe and engaged in meaningful activities.

Remember to dress for the weather. Be prepared to go outside each day unless it is extremely cold or raining. In the winter, please bring clothes which allow you to play and go sledding in the snow. Your clothes should be comfortable enough so that you are able to run and move freely with the children.

When sunscreen is needed it should be applied by the child or by a teacher. The center provides sunscreen for the children unless otherwise specified by a parent. **If a teacher applies sunscreen to the children, they must wash their hands after applying sunscreen to each child.**

FIELDTRIPS

Most fieldtrips that are taken walking on campus. Fieldtrips are primarily on campus because of the vast resources available to us within walking distance. Some examples of walking fieldtrips that may be taken during the semester are the library, the radio station, the Center of the Arts, the bowling alley, the bookstore, a dorm room, a professor's office, the William's Center, Upham Hall, the mailroom, the Health Center, the police station, Summer on the Mall, etc. When on a fieldtrip or walk, the lead teacher is always in front of the

group. This is done because this is the person that the children are most accustomed to seeing at school. One teacher assistant will be asked to stay at the back of the group and the remaining assistants hold hands with children in the middle of the group. In order for either class to go on a fieldtrip, there must be at least three teachers. The lead teachers write a note telling parents where the class has gone and also informs the director where they will be and the time they can be expected back.

CLEAN-UP TIME

Just as we expect the children to clean up, the same is expected of all of the teacher assistants. Encourage the children to pick up their own messes while offering encouragement and some assistance. **Children in all classrooms need specific directions in order to help** (especially the younger children). Expectations stated clearly and positively make this process easier and less chaotic. Make it fun, too!

GREETING CHILDREN AND FAMILIES

When a child comes into the classroom, we want that child to feel welcomed. We want the family members to know that we are aware that their child has arrived and that we are pleased to see their child. It is always expected that all teacher assistants do their best to greet each child at arrival and say good-bye when the child leaves. If the teacher assistant comes in after the beginning of the day or leaves before the end of the day, the children are encouraged to also greet the teacher assistants at arrival and departure. Please recognize and positively reinforce the children's attempts.

The names of the parents/guardians are listed on the chart labels to help staff remember and use their names when interacting with family members.

QUESTIONS ABOUT ENROLLMENT/FEES/BILLINGS, ETC.

There will be times when you will find yourself being asked questions by a currently enrolled or perspective family and you will not know the answer. Please do not guess or speculate what you think the answer may be. Simply take a message if you cannot find the lead teacher or director and leave the message on the message log in the office. We have had several instances when teaching assistants have given parents mistaken information which has caused families to miss enrollment dates. This has inevitably meant that their child is no longer enrolled at the Center.

Again...do not try to answer questions for which you do not know the answers. Your job at the Center is to help provide high quality, direct care for the children. It is not your responsibility to know the due dates of forms or the policies that pertain to enrollment.

Other Information to Help You Be Successful Working at the Children's Center

- TA's are expected to wear their staff T-shirts and nametags on all shifts.
- Get down to eye level with the children rather than picking them up.
- Sit with the children during group times and while eating. You should sing songs, participate in movement experiences, and other activities.
- When you do not know a procedure - PLEASE ASK.
- Learn where extra clothes are, the medical log, the first aid kit, and all other materials in the classroom so that you can find things when necessary.
- The medical log needs to be filled out for each injury. Refer to the directions on the cover of the medical log as to how to fill out the log book.
- Go to a child and give directions rather than yelling across the room.
- Teachers do not sit on cupboards or tables.
- Children wear smocks at the water table, painting easel and any other messy activities.
- Children NEVER leave the classroom without an adult. Please tell other staff when you are leaving the classroom.
- Talk quietly and calmly.
- It is required that at least two staff members are with the children at all times. Only in specific situations and for brief periods of time with groups no larger than three should an adult be alone with any age of child.
- Cleaning of the classroom is done only when all of the children's needs have been met. This includes closing the classroom at the end of the day.
- Do not ask children questions when there is no choice or add O.K. to a statement (i.e. "Do you want to wash your hands?", instead what you probably mean is, "It is time to wash your hands, you can go wash your hands now").
- Personal Cell Phones and other electronic devices are NEVER allowed in the classroom or to be used during your scheduled work time. Teachers seen texting or using these devices in the classroom or within the center will be warned once and terminated after a second time. Please leave these devices in the office. Smart watches may be worn into the classroom, but should be put on "Do Not Disturb" mode. If you are receiving / checking notifications while working your shift, you will be given one reminder. If this behavior continues, you may be dismissed from your employment at the UWW-CC. Your attention should be focused on the children at all times.
- Discussing personal matters (sex, drinking, etc.) in front of the children or families is not appropriate and is not tolerated.

MEALS, NUTRITION and HEALTH

OUR CENTER'S NUTRITION POLICY

Our center is dedicated to supporting children's growth and development in all possible ways. The teachers at the center do not force the children to eat breakfast, snack, or lunch. The teachers model examples of healthy eating habits at the center.

Children are not forced to sit until all children are done at mealtimes. Instead, ask the lead teacher how long the children sit before they can move back to the main classroom. Making the children wait until everyone is done before getting up is like punishing a child for finishing in a timely manner or punishing a child who is not hungry. Children are **NEVER** to be forced to eat and food is **NEVER** be used as a punishment or reward. If it is not a meal time and a child indicates to you he/she is hungry or thirsty please check with a core teacher about providing the child with water or food.

CHILDREN'S CENTER MEAL PROGRAM

The Children's Center offers breakfast, lunch and snack to the children at no additional cost. Children are required to have each of the foods and beverages on the menu in the minimum serving size for their age in front of them. The only time an exception to this rule can be made is in the case of an allergy, food sensitivity or a religious/cultural reason the child cannot consume the food. The child's family will need to put this information in writing with a doctor/health professional signature, prior to our ability to not offer the child the food. Children are not required to eat what is in front of them unless they would like an additional helping of that particular food item. For example, if a child wants a second helping of peas, the child will need to eat all of the peas on their plate. If the child has chicken, milk and apples untouched but has finished all their peas, the child may have additional peas if they ask for it. It is not acceptable to force children to finish other food before receiving additional helpings of on food item (provided that there is enough to offer to other children, as well). We receive federal grant dollars from the Child and Adult Food Program so it is extremely important we follow these federal guidelines. The meals will follow a four week cycle and will be prepared at Drumlin, Esker, or the UC and transported by A'Viands to the Children's Center daily.

Teaching assistants who are working during breakfast, lunch or snack are may have food with the children, providing the children are served first. Meal time is an important learning time for the children. We serve family style, so, besides being nourished, the children are learning good nutrition habits, shared responsibilities and positive social skills. Meal time should be relaxing and enjoyable!

If there is food left after it is clear that the children's needs have been met, then please help yourselves. We cannot save the food once served and would like to have it eaten. Teachers are not to drink soda or energy drinks in the classrooms or during meals. You are free to leave it in the refrigerator but **DO NOT** bring it into the classrooms. You may have a water bottle in the classroom with, but please make sure that it is labeled and has a sealed top.

More Information on YOUR ROLE AS A TEACHING ASSISTANT AT MEALS

One of your responsibilities while at the center is to facilitate a clean, calm, and organized environment during meals. Before serving yourself or sitting down and eating, please make sure that the children have everything that they need. When eating, teacher assistants should carry on conversations with the children and model appropriate manners and behavior at the table.

Your active participation and enthusiasm about the meal will set a positive tone and encourage the children to have a healthy, enjoyable experience. Please assist the children with serving themselves, passing food to one another, and cleaning up after themselves (help us watch for children who may accidentally throw plates or silverware in garbage

cans!). Help to guide them to enjoy a variety of foods—even something new. Encourage them to help themselves to a serving size that's a reasonable first serving, and remind them that they can ask for more. Enjoy relaxed conversation (avoid quizzing children about "What color are the beans?") After the children have been served, we encourage you to share the meal (BUT, PLEASE REALIZE THE STATE REIMBURSES US FOR THE CHILDREN'S MEALS ONLY, SO ONE SERVING PLEASE!). The children will learn a great deal from your example.

INAPPROPRIATE THINGS TO SAY DURING MEALS

Below are some examples of inappropriate things to say at mealtimes:

- "You are showing me that you do not want snack today" (this is withholding food as a type of punishment and is never allowed).
- "You took it so you have to eat it all" (Even big people have eyes that are larger than our stomachs, allow children to take what they think they can eat, encouraging small amounts. If a child takes too much one time, help them take less the next time. This is punishing the child for an attempt at autonomy). Children are never forced to eat anything or punished for refusing to eat.

Leftover Food and Milk

Left over food must be tightly wrapped or put in a sealed bag and then put on the food shelves, refrigerator, or freezer. Please use common sense when deciding whether or not to keep foods. All leftovers that are put in the refrigerator need to be used within 48 hours, so it should be labeled with the food item, date, and whether or not it was unserved.

Refill the pouring pitchers when empty during the day rather than using a clean pitcher. This cuts down on the amount of dishwashing that we do each day. However, milk that has been on the table for more than **30 minutes** must be dumped out and the pitcher should be washed. Milk should not be left in the pouring pitchers overnight. These should be washed and sanitized after afternoon snack each day.

ALWAYS CHECK THE MILK DATES BEFORE OPENING A NEW JUG!!!

CLEANING AND SANITIZING PROCEDURES IN THE CLASSROOM

All classrooms have charts outlining the regular cleaning duties in each classroom and the kitchen.

All surfaces and other areas that are cleaned are sprayed and wiped twice with the oxivir solution.

This solution can be used in a both kitchen and bathroom areas in place of bleach. Remember to leave on surface five minutes prior to wiping. When spray bottles are less than half full, please place them in the bin located on top of the refrigerator in staff lounge (by custodians office). Custodians mix the solution, refill the bottles, and then return them to the classroom.

***The prepared spray bottles but must remain out of children's reach.
Lysol spray, sanitizing and cleaning wipes, Goo Gone and other cleaning
solutions must be in locked cabinets at all times.***

NAEYC Hand washing Criteria

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands

- on arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit); **Staff members should wear gloves whenever possible and should wash hands and change gloves if working with another child.**
- before **& after** meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- Before **& after** playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
- when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting or diapering (**even if gloves are used and glove use is recommended whenever possible**); and
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

PREPARING BREAKFAST AND SNACK

All food is prepared in the main kitchen and then delivered to each classroom before meals. Teaching assistants who are assigned to kitchen shifts each day are responsible for all food prep.

Gloves and hair coverings must be worn by anyone preparing food for the children. The gloves and hairnets are located in the kitchen. You are welcome to wear your own clean baseball cap or visor (with your hair pulled back if it is long).

CACFP guidelines for meal component portions are posted in kitchen and all classrooms. These portions sizes are to be followed at all meal times.

DISHES/TABLES/CHAIRS

Not everyone enjoys doing dishes, but if we are to keep the Children's Center free of varmints and the children healthy, it is extremely necessary to do the dishes. The dishes should be done at least once a day and sometimes the dishes may need to be washed two or three times, depending on the meals that have been served. Please follow the directions posted at the sink for sanitary cleaning and bleaching of dishes.

Tables and chairs are to be sanitized before breakfast, lunch and snack and then after meals are completed. The lead teacher asks one person to spray the tables and chairs and prepare the tables (getting out milk and/or snack). Please keep in mind that **children should not touch, handle/use the spray bottles**. Give them a clean sponge or paper towel with just water on it to “help”. After breakfast, lunch, or snack, the lead teacher or a teacher assistant will be assigned to sweeping the floors and doing the dishes when there is time.

Proper Food Handling Procedures

- Wash your hands prior to putting on gloves. Change gloves often while preparing food, remembering to wash your hands in between glove changes.
- Be aware of children’s allergies and dietary restrictions prior to preparing food. Change gloves, wash hands clean and sanitize any surface that the food has come in contact with prior to preparing food for the allergic child.
- When serving the allergic child be certain to sit the child at a table separate from the allergy causing food. Be certain to wash hands and change gloves prior to serving the child and keep the child’s food separated from the allergy causing food.
- Use oxivir solution to clean & sanitize the food preparation area prior to preparing food. To sanitize the solution must be on the surface for five minutes or more.
- Wash fresh fruits and vegetables prior to preparing and serving.
- Date and label all unserved left over food in sealed ziplock bags. If food is perishable make sure to refrigerate unserved portions immediately after preparing.
- Perishable food, such as milk, cheese, meats, must be served within thirty minutes of being removed from refrigeration.
- Rotate food so food that expires first is served first. Check expiration dates on food and milk prior to serving.
- Use tongs, serving spoons or gloved hands to serve food.
- Use gloves when handling plastic spoons or forks.
- Use oxivir solution to clean & sanitize tables or counters where children are eating before and after food is served.
- Chicken, Fish, Beef or other food of the same consistency must be cut into ½ inch pieces prior to serving to children under three years of age.

BLOODBORNE PATHOGENS TRAINING

Bloodborne Pathogens Training yearly is a requirement of all staff on a yearly basis. The Children's Center will offer this training at least once a year (If you cannot attend this training, you will need to have this training prior your beginning work date at the Children's Center and is your responsibility. Failure to comply with this policy may result in termination of your employment. **If there is an injury that involves blood, please call upon one of the lead teachers or the director to administer first aid.**