Huffer Memorial Children's Center

Staff Handbook

and

Parent Handbook

A Senior Honors Thesis

(HONRS 499)

by

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I'M A
HUFFER!

Staff Handbook
Huffer Memorial Children's Center
2000 North Elgin Street
Muncie, IN 47303

Abstract

This Staff Handbook and supplemental Parent Handbook are a valuable asset to any child care facility. It encapsulates many philosophies, guidelines, and informational material that child care providers need to be familiar with. In the past, Huffer Memorial Children's Center, like many centers today, incorporated many memos to personnel informing them of various policies. The thesis is, in reality, a collection of those memos that were saved and stored over the past ten years in hopes of someday creating the very thing that you are holding. It is to be used as a handy reference tool for any child care provider, and all additional support personnel. This handbook is not complete, nor will it ever be. It is designed with the flexibility to add documents at any time, should the need arise. It is my earnest desire that this handbook would not just be limited to one child care facility, but would readily be handed out as a reference tool for others to use as a guide in developing others similar to this.
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I'M A

HUFFER!

Welcome
Welcome to Huffer

We are glad you are with us. We believe you will find your job as an employee of the Huffer Memorial Children's Center both challenging and enjoyable.

You have an obligation to all of your children and parents to insure the highest quality program. We expect the highest standards of performance. Patience, tact, a good nature, and a genuine willingness to cooperate and serve others are attributes which you must demonstrate as you work with the children, parents, and other staff members.

To assist you in your work here, this staff handbook has been prepared. Please take time to read it carefully. If you need further information or have questions, ask the Director or Associate Director for assistance. They are here to facilitate your development as an excellent teacher of young children. Bring your questions, concerns, suggestions, or problems to them at anytime.
Huffer History

Ida Huffer, a teacher at West Longfellow School, was interested in child care for underprivileged children. Her estate was probated in 1957, and placed in the hands of the courts until such time that an organization could meet the terms of the will. There was a group becoming organized at this time that was interested in childcare for underprivileged children, and especially those children in the northeast sector of Muncie (Whitely). The group began a long struggle of obtaining the Huffer legacy and planning a child care center. On February 18, 1965 the Huffer Memorial Children's Center was incorporated under the laws of Indiana and in December 1966 received a not-for-profit status from the Internal Revenue Service. The courts were petitioned and the Huffer funds were directed to the newly formed corporation.

The group found a tract of land (the present location of 2000 North Elgin) and purchased it out of the Huffer funds. Huffer estate funds, along with contributions from Muncie businesses and individuals, were used as matching funds to obtain a community facilities grant from the department of Housing and Urban Development, in cooperation with the City of Muncie. After much research and planning, the group built the Huffer Memorial Children's Center.

In May 1972, the Huffer Memorial Children's Center opened its doors. Funding to operate the Center came from private donations, parent fees, Title IV-A, Special Food Service Program, and income produced by the remaining Huffer assets (which were restricted by the courts). It was a struggle but the Center survived. It became a United Way Agency in 1975. Huffer continued to receive federal funding as the Title IV-A funds were replaced by Title XX and then became the SSBG.

The program started with a small group and only occupied two classrooms of the building with approximately 30 children. We have increased funding over the past few years so that we are now able to utilize our facility at capacity. Huffer is licensed for 170 children ages 2-10. We serve approximately 130 pre-schoolers and 25 school age children (before and after school). A summer program also provides a "Day Camp" for up to 40 school age children. The philosophy of the program has been very firmly established and continues today as it was established in 1972. This is detailed in the program book, Children are People.

A very small before/after school program was started in 1982 at the request of several of our clients. This program was expanded in 1986 when the State of Indiana pilot project in school-age child care was initiated and continues to this day.

In 1992, the Delaware County Special Education Cooperative began utilizing Huffer as a site to provide preschool speech therapy services. These services are available to community children as well as to children enrolled at Huffer.

The Child Care Resource and Referral Service started in December of 1992. The "Early Learners Collection" resource center was opened in 1993. These resource materials are available for check-out to anyone registered with the "Collection."

Pre-school education services for children from the Special Education Cooperative between the ages of 3-5 years were contracted beginning in 1994.
Mission Statement

The mission statement of the Huffer Memorial Children's Center, Inc., as summarized from Article III of the Corporation By-Laws, is as follows:

1. To provide a full time development program with day care and protection (if needed) for underprivileged children regardless of race, color, or creed, whose mothers are away from home for part of the day.

2. To assist in the problems of childhood.

3. To cooperate with private and public social and welfare agencies in the development of sound social service programs for the community.

4. To support public movements and legislative measures for the protection of children and to stimulate such social thinking and action as will improve economic and social conditions essential to the carrying out of this program.

5. To do all other things necessary or proper in connection with or incident to any of the foregoing purposes in developing the opportunity and capacity for the promotion of useful lives.
Child Management Policy

A. Things We Never Do

1. Under no circumstances is any staff, student, or volunteer allowed to hit, shake, or use any other form of physical punishment with a child.
2. Children are not to be humiliated or frightened.
3. Children are not to be yelled at.
4. Children are not to be bribed, insulted or threatened.

B. Things We Do

1. We always behave in a calm, restrained manner with the children.
2. We are polite and respectful to others.
3. We maintain a positive attitude toward the children, our co-workers and our job.
4. We accept the fact that children will act out and we understand that we must remain calm and try to divert the child.
5. We understand the fact that most misbehavior happens when children are bored, tired, or ill.
6. When a child will not stop misbehaving after he/she has been talked to at least once, we may sit the child in a chair and separate him/her from the group for a brief time.
7. We ask for help when we need it. The Director and Associate Director are here to help and support you. You may talk to the parents.
8. We evaluate our own behavior and decide on how we can be a better model for the children.

Regulation 470 IAC 3-4.1-10 - Program and Activities of the Family and Social Services Administration, Child Care Facilities Unit Regulations states:

The director shall not use, nor permit any person to use, corporal or other cruel, harsh or unusual punishment, or any humiliating or frightening method to control the actions of any child or group of children. No child of any age shall ever be shaken, hit or spanked.

Brief, supervised separation from the group may be used if necessary. No child shall be placed in a locked room.

Children shall not be humiliated or subjected to abusive or profane language. Punishment shall not be associated with food, rest or toilet training. Bedwetters shall not be shamed or punished.

Approved by the Huffer Memorial Children's Center Board of Directors -- effective 2 June, 1980

Failure of any staff member or volunteer to follow the preceding Child Management Policy may result in immediate dismissal.

I have read the Huffer Memorial Children's Center Child management Policy and agree to abide by it.

Signature ___________________________ Date ________________

Witness ___________________________ Date ________________
Staff Agreement

Position Hired For: ________________________________

I, ________________________________, hereby state that I have been given a copy of the job
description for the position for which I was hired. I also acknowledge that I have been given a copy of the Huffer
Memorial Children's Centers Conditions of Employment. I have read and understand the contents of the
Conditions of Employment. I understand my rights that are accorded to me in return for my acceptance of the
responsibilities listed in my job description.

I also state that I have received a staff handbook and have completed an orientation session with the Director and/
or Associate Director of the Center. I have also been assigned to an experienced staff member who is to serve as a
mentor.

Signature ________________________________ Date ________________________________

Witness ________________________________ Date ________________________________
Guidelines for Preventing the Spread of the AIDS Virus and Other Infectious Diseases in Child Care Facilities

1. **Wash your hands** before and after diapering and helping children use the toilet.

2. **Wash your hands** after using the toilet, before preparing or serving food, and before eating.

3. **Teach and Help** children to wash their hands often, at least after going to the toilet and before eating.

4. **Don’t work** if you are ill. Separate ill children and send them home.

5. **Cover your nose and mouth** when you sneeze or cough and wash your hands; teach children to do the same.

6. **Change your clothing** and children’s clothing when wet or soiled with vomit, urine, BM, or blood.

7. **Clean toys**, cribs, cots, furniture, and floors regularly, and sanitize with a solution of 1 part bleach to 500 parts water.

8. **Discard** urine, BM, blood, and vomit in a toilet. Never rinse or clean potty chairs in a handwashing sink or kitchen sink.

9. **Don’t reuse disposable items**. Discard all used disposable items into a tightly covered container which is lined with a leakproof plastic bag (e.g. cups, plates, spoons, diapers, bandages, gloves, sanitary napkins, tampons, paper towels, tissues, etc.

10. **Sanitize mops** after each use.

11. **Provide extra supervision** to children who push or bite to reduce injuries that bleed.

12. **Wear disposable gloves** when cleaning up blood or spills of other body fluids. Never use the same pair of gloves more than once. Wash your hands after removing the gloves. Gloves are not a substitute for handwashing.

13. **Promptly clean and then sanitize** objects and surfaces soiled with blood or body fluids with a solution of 1 part bleach to 10 parts water. Never use this solution to clean skin.

14. **Put cloth items soiled** with blood or other body fluids in a leakproof plastic bag until they can be washed in a washing machine, soaked in a bleach solution, rinsed, and dried.

I have received a copy of the Indiana State Board of Health policy regarding AIDS in Child Care facilities. I understand that plastic gloves are available for my use in handling bodily secretions and that it is my responsibility to wear them when I deem it appropriate. Additional gloves are stored on the top shelf of the "medicine cabinet" in the Administrative Assistant's office and I may get them as needed.

I have received training on Universal Precautions Video and recognize my responsibilities and the procedures that I must utilize in order to protect myself. The training methods used were discussion plus demonstration and/or video.

Recipient Signature ___________________________________________ Date ________________

Trainer Signature ___________________________________________ Date ________________

Source of Trainer's Universal Precautions Training ___________________________
Drug Free Workplace Policy

It is the policy of Huffer Memorial Children's Center to provide a healthy and productive workplace environment for its employees. In pursuit of this, the Center has established itself as a Drug Free Workplace. Therefore, the following guidelines have been established and are to be followed by all employees.

1. The unlawful manufacture, sale, distribution, or possession of a controlled substance, illegal drug, or alcoholic beverage is prohibited at Huffer Memorial Children's Center, Inc.

2. The use of alcoholic beverages and/or illegal drugs during the time an employee is on duty or on Huffer Memorial Children's Center premises is strictly prohibited.

3. All Huffer Memorial Children's Center work activities shall be conducted without the usage of alcohol and/or illegal drugs.

Procedures

1. An employee shall agree in writing to abide by the above guidelines as a condition of employment. The violation of any of these guidelines can and will result in termination of employment.

2. All employees must notify their employer within five (5) days of any conviction for a drug violation in the workplace.

Please carefully read the following statement before signing.

I have read the above Drug Free Workplace Policy and agree to abide by this policy as a condition of employment at Huffer Memorial Children's Center.

Employee Signature ___________________ Date ___________

Witness Signature ____________________ Date ___________
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Personnel
Job Description: Executive Director

Purpose:

Qualifications:

Preferred
Master's degree or professional equivalent, with a specialty in preschool education.

Previous experience as a Director of a preschool organization

Administrative ability to work effectively with children, staff, board members, parents, volunteers, and the community.

Experience with low-income people and programs.

Minimum
Four years of training in an accredited college or university, including courses in early childhood education or related fields.

Experience as a preschool teacher or suitable equivalent.

Experience with low-income people and programs.

Physical Demands:

Accountable To: Board of Directors

Competencies:

To carry out all administrative policies as defined by the Board of Directors.

To provide staff direction to the Board of Directors.

To prepare all budgets and reports as may be required.

To prepare and submit funding proposals for the continuance of Center programs.

To oversee all financial transactions of the Center.

To maintain compliance with local, state, and federal regulations necessary to licensing and continuance of programs and funding.

To monitor all purchasing for the Center as determined by the Board of Directors.

To supervise adequate maintenance of the facility.

To recommend to the Board of Directors the specific areas which need immediate consideration and/or long-range planning.

To secure materials and equipment necessary to the functioning of the Center.

To secure and coordinate the services of specialists needed for the full development of Center children.
Job Description: Executive Director

Competencies: (continued)

To recruit, screen, and employ individuals for all positions in the organization.

To evaluate and upgrade the performance of all salaried employees of the Center.

To plan and/or conduct in-service education for the staff.

To actively interpret and promote the Center program to the general public and to stimulate involvement and leadership from the community.

To work with parents in regard to meeting the individual needs of their children.

To organize parent involvement and parent education activities.

To select, train, schedule, and supervise all community volunteers working in the program.
Job Description: Administrative Assistant

**Purpose:**

High School Diploma

**Qualifications:**

Experience and/or education in bookkeeping procedures.

**Physical Demands:**

none

**Accountable To:**

Huffer Executive Director

**Competencies:**

**Bookkeeping**

Keep an accurate account of all monies received and disbursed throughout the Center.

Keep accurate ledgers.

Pay bills and taxes.

Prepare financial reports for the Board of Directors.

Maintain all payroll records.

Keep track of employee vacations, days missed due to illness, and personal days.

Maintain Ball State Work/Study time sheets.

Prepare quarterly tax forms.

Attend Food Program meetings dealing with bookkeeping procedures.

Compute and prepare CCAFP reimbursement form for each month.

Make deposits when necessary.

**Secretarial**

Keep track of office supplies and order as needed.

Participate in staff meetings.

Keep track of fire drill procedures.

Answer phones and take messages.

Collect payment fees when needed.

Greet public and provide enrollment information about the Center.
Job Description: Administrative Assistant

Competencies: (continued)

- Prepare monthly CCAFP logs for teachers.
- Double check CCAFP forms against attendance sheets.
- Order medical supplies.
- Repair books as needed.
- Keep offices in neat and orderly fashion.
- Answer CCR&R phone in absence of CCR&R Specialist.
- Make referrals on CCR&R line in absence of CCR&R Specialist.

Medical

- Administer medicine to children.
- Administer first aid to injured children and check temperatures of ill children.
- Attempt to make children comfortable until parent or guardian is able to pick them up.

Other

- Close facility in the absence of Associate Director or Building and Grounds Supervisor.
- Perform other duties as assigned by the Director.
Job Description: Educare Classroom Staff

**Purpose:** Supervise and coordinate the planning and execution of developmentally appropriate care and activities which meet the needs of individual children between the ages of 2 and 10.

**Qualifications:**
- Bachelor's degree in early childhood education or related field preferred.
- Associate degree in early childhood education or child care technology and experience.
- Minimum standard is CDA Credential.
- All candidates must be able to demonstrate working knowledge of development tasks and competency in planning comprehensive early childhood program activities.
- If qualified candidates are not available, employees may be hired conditional on their entering a program of early childhood training and their taking continual course work in the field. Continuous professional growth and competence must be exhibited in order to maintain a position.

**Physical Demands:** Good health.
- Ability to walk and be on feet the majority of work hours in order to move from area to area in the classroom to provide guidance and care to young children.
- Must be able to lift a young child 5 years of age and younger when appropriate such as when child is in distress, is injured, or in an emergency situation.
- Ability to communicate orally and serve as a language model for young children who are just learning to talk. Be able to read orally to the children.
- Be able to communicate visually and monitor classroom activities visually.
- Be able to produce written lesson plans, developmental reports, attendance records, notes to parents, etc.

**Accountable To:** Huffer Executive Director and/or Associate Director

**Competencies:**
- Prepare written weekly lesson plans and execute weekly and daily planning of developmental learning activities in areas that will contribute to the social, emotional, physical, language, and intellectual growth of individual children and groups of children.
- Coordinate activities in the room with other staff and student participants from educational institutions such as IVTC and BSU.
- Create a warm, attractive, orderly, and inviting physical environment in the classroom which is appropriate and appealing to children of specific age.
- Encourage appropriate social behavior in children that is age appropriate.
Job Description: Educare Classroom Staff (continued)

Competencies:
(continued)

Recognize the needs of individual children, considering their cultural and socio-economic heritage and foster inclusive environment in which all children feel accepted and are treated with dignity.

Cooperate with specialists to provide needed services for some children and be conscious of children who may need to be referred for special services.

Maintain written documentation of plans, activities, developmental needs of a particular child or children and parent communications as deemed appropriate.

Maintain daily attendance logs and other legal paperwork as directed.

Maintain "teacher room" bulletin board containing all information required by licensing and/or administrative dictate (i.e. first aid policies, lesson plans, classroom schedule, emergency procedures, food program serving sizes, etc.).

Maintain a healthful and safe environment, reporting all needs to appropriate administrative or support personnel.

Assume and carry out responsibility for health and nutrition activities such as meals, snacks, toileting, naps, etc.

Care for children's physical needs as age appropriate such as changing clothes, washing faces, wipe noses, assist with bathrooming, etc.

Maintain all sanitary standards as they relate to food service, classrooms, bathrooms, blood borne pathogens, etc.

See that cots are sanitized weekly, blankets washed weekly or sooner if needed, floors are cleaned after food service and art activities, bathrooms are supplied and sanitized as needed, and general cleanliness and order in the classroom are maintained.

Develop working relationship with parents, relating daily care information and developmental activity of children in a positive and supportive manner.

Promote warm, friendly, cooperative working relationships among entire staff, students, volunteers, etc. Participate in staff meetings, in-service training, and development and assessment of the entire program. Be professional.
Job Description: Kitchen Supervisor

Purpose:

Qualifications:

- Minimum
  - High school education or equivalent
  - Experience in institutional cooking
  - Ability to prepare food in a variety of ways which encourage desirable eating habits in young children.

Physical Demands:

- Good health.
- Ability to walk and be on feet the majority of work hours in order to move about in kitchen, in storage areas in basement, and between classrooms.
- Ability to lift a maximum of forty-five pounds above head.

Accountable To:

Executive Director

Competencies:

- Plan menus which meet the nutrition program requirements for breakfast, morning snack, lunch, and afternoon snack.
- To assist the Kitchen Assistant with breakfast preparation as needed.
- To prepare lunch for the entire Center following the planned menu.
- To prepare food in such a manner that nutrients are retained in foods.
- To prepare food that is flavorful and attractive.
- To plan appropriate amounts to meet the requirements for the number of children in attendance, but in such a manner that food is not wasted.
- To serve lunch at the appropriate time as designated by the Director.
- To clean and wash dishes.
- To maintain sanitary working conditions in the food preparation area and maintain the cleanliness of all food preparation equipment and areas. Also to maintain sanitary working conditions for all food storage equipment.
- To monitor temperatures of all refrigerators, coolers, and freezers to insure proper food storage.
- To order and purchase food for breakfast, morning snack, lunch, and afternoon snack.
- To order and purchase cleaning supplies.
- To maintain an inventory of food and records of food usage as required by the CCFP.
Job Description: Kitchen Supervisor

Competencies: (continued)

- Figure monthly bills from vendors for food claims, seeing that they reach the Administrative Assistant.

- Other duties as assigned by the Director.
Job Description: Kitchen Assistant

Purpose:

Qualifications:
Minimum
High school education or equivalent

Ability to prepare food in a variety of ways which encourage desirable eating habits in young children.

Physical Demands:
Good health.

Ability to walk and be on feet the majority of work hours in order to move about in kitchen, in storage areas in basement, and between classrooms.

Ability to lift a maximum of forty-five pounds above head.

Accountable To:
Kitchen Supervisor

Competencies:
To prepare and serve breakfast.

To clean all items used in preparation and service of breakfast.

To prepare and serve morning snack.

To clean all items used in preparation and service of morning snack.

To clean the floor in the breakfast area after serving.

To prepare food in such a manner that nutrients are retained in foods.

To prepare food that is flavorful and attractive.

To plan appropriate amounts to meet the requirements for the number of children in attendance, but in such a manner that food is not wasted.

To clean and wash dishes.

To maintain sanitary working conditions in the food preparation area and maintain the cleanliness of all food preparation equipment.

To launder all materials necessary used in food preparation and cleaning of food preparation and service area, as well as all materials used in the cleaning of classrooms.

To launder classroom blankets following the weekly schedule.

To maintain the cleanliness of the laundry equipment and area.

Other duties as assigned by the Kitchen Supervisor.
Program Evaluation

Internal Evaluations

At the present time, we are using three different types of written evaluation instruments to help us gain a better understanding of the strengths and weaknesses of our program and to assist us in the goal setting process.

1. Parent Evaluations -- A brief one-page parent evaluation instrument is distributed twice yearly. Results of the questionnaire are reviewed and used to identify areas of concern that may need attention.

2. Staff Evaluation -- This tool was compiled by the Director of the Center. It is a rather lengthy instrument. However, it is designed for three specific purposes: 1) to help staff members understand exactly what is expected of them in their job performance; 2) as a teaching instrument used to identify to the staff what the Director considers important in an early childhood program; and 3) as an opportunity for staff members to rate themselves in each of the areas and to establish some personal goals for growth. It is used at the end of six months for new staff and annually for other staff.

3. The Early Childhood Environment Rating Scale by Thelma Harms and Richard Clifford is also utilized by staff members on a yearly basis to evaluate the Center environment. It refers to both the physical environment and the human environment. Results of this tool are utilized to identify areas of needed improvement.

External Evaluations

1. The Federal Child and Adult Care Food Program conducts a program review every year, and requires an audit every other year.

2. The Indiana State Board of Accounts requires that an audit be submitted for each year.

3. The Indiana Family and Social Services Administration, Division of Family and Children, Bureau of Family and Protection, is now responsible for the licensing of child care centers. A sanitarian/health officer/nurse visits us yearly, as well as a child care licensing agent. These individuals appear at any time unannounced. The State Fire Marshall also visits with a representative of the City of Muncie Fire Department on a yearly basis.

The Indiana Family and Social Services Administration, Division of Family and Children, Bureau of Child Development, now administers all of our contracts, including Title XX, Indiana School Age Child Care, Child Care Resource and Referral Program, and Step Ahead policies, procedures, etc. They have a regional consultant who conducts various forms of contract management reviews for all of these programs.
Staff Evaluation
Introduction

This is a self-evaluation instrument. The purpose of this evaluation is to help you to access your own strengths and weaknesses so that you can achieve at your maximum potential. The results of this are strictly confidential and will be discussed with you and viewed only by the Executive Director of the Center. The results will in no way be used against you in determining the appropriateness of you as an individual in your job. Please analyze yourself honestly and critically with a positive view toward self-development as a pre-school teacher and a mature person in your relationships with others.

Please rate yourself using the following criteria
4 - I feel this is one of my strongest areas/characteristics, etc. High level of performance.
3 - Above average performance.
2 - Below average performance.
1 - I have identified this area as one which needs a good deal of improvement and I will establish goals for personal improvement.
## Staff Evaluation

**Interpersonal Relationships**

Have I participated with my partner in planning sessions in a cooperative manner?

Have I displayed a positive attitude towards co-workers, students, and volunteers?

Have I assumed my share of joint responsibilities for planning, teaching, and routine classroom maintenance?

Have I always maintained professional attitudes in my demeanor and my personal relationships while on the job?

Have I accepted suggestions and constructive criticisms from other staff members gracefully?

Have I displayed a willingness to participate in pertinent activities outside of my regular hours?

Have I recognized my class as part of a unified Center by avoiding over-possessiveness of my "own" group?

Have I accepted responsibility for all children in the Center when appropriate and avoided making the distinction of "their" children?

Have I remained flexible in my relationships with other adults, been accepting of individual differences, and not held grudges?

Have I helped to create a warm and accepting environment so that children and other adults feel successful and important?

Have I gone directly to the Executive Director when I had a problem or was upset about someone or something, rather than letting it "brew?"

Have I avoided indulging in gossip about other staff members or families of my students?

Have I done extra duties when asked, knowing that the Center must operate on a co-operative basis?

Have I been able to establish harmonious, friendly, and pleasing relationships with my peers so that we are accepting of each other and don't antagonize or irritate?

Have I carried positive and professional attitudes about the Center into my community activities?
Staff Evaluation
Personal Characteristics / Professional Development

Have I attained an adequate general education and am I able to express myself in both oral and written language in grammatically acceptable form?

Have I made a conscientious effort to expand my knowledge of child development and good early childhood teaching techniques?

Have I developed an independence for assuming responsibility for things which need to be done?

Have I developed problem solving skills and am I resourceful? Have I developed "common sense?"

Have I developed habits of punctuality? Do I notify the Center immediately if I am detained?

Have I been conscientious in my attendance or do I rely heavily on "excuses?" Do I use my sick leave in an honest manner?

Have I developed emotional poise to the extent that I can retain my composure in tense situations?

Have I displayed a genuine enthusiasm for my profession and do I approach each day in a positive manner?

Have I attended classes, workshops, meetings, and other opportunities for professional growth on my own time?

Have I developed positive feelings about myself so that I know my personal strengths and weaknesses and can approach self-improvement without feeling threatened?

Have I properly maintained written attendance forms, lesson plans, etc. as required by the Center?

Have I been loyal to the Center and its philosophy?

Have I developed good habits of personal hygiene so that I appear neat, appropriately dressed, and void of odors?
### Staff Evaluation

#### Physical Environment / Parent - Teacher Realions

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<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Have I developed an appreciation and respect for the classroom equipment and furnishings, and give these items appropriate care?</td>
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<tr>
<td>Have I developed methods of instructing children in the respectful use of materials?</td>
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<tr>
<td>Have I developed an understanding of the appropriate use of thermostats in heating and cooling? Am I conservative in the use of these resources and conscious of the need to conserve?</td>
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<tr>
<td>Have I developed an awareness for the need for proper ventilation and do I open windows daily to admit fresh air into the room?</td>
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<tr>
<td>Have I developed the habit of opening blinds immediately after nap time?</td>
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<tr>
<td>Have I designed an interesting and effective arrangement of classroom equipment so that it provides for a variety of stimulating activities?</td>
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<td>Have I considered traffic patterns and equipment usage in developing the arrangement of the room?</td>
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<tr>
<td>Have I developed an arrangement which is aesthetically pleasing when one enters the room?</td>
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<tr>
<td>Have I made every effort to avoid a &quot;trashy&quot; look in my room?</td>
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<tr>
<td>Have I maintained cleanliness of the equipment and materials for which I am responsible?</td>
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<tr>
<td>Have I always made an effort to greet all parents and reinforce positive aspects of their child's development?</td>
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<td>Have I approached parents in a co-operative manner when attempting to resolve a problem which has arisen with their child?</td>
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<td>Have I displayed an attitude of welcome and friendliness to parents of all children in the Center when I meet them in the square or hallway?</td>
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<td>Have I always communicated with parents about any bumps, injuries, etc. that the child may have received -- no matter how minor they may have seemed?</td>
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<tr>
<td>Have I developed the self-confidence to talk to parents as a professional and not feel threatened by their response, if it is inappropriate?</td>
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Staff Evaluation
Teacher - Pupil Relations

Have I developed the maturity necessary to treat each child with respect regardless of my feelings about his/her family, parents, etc.?

Have I developed the maturity to accept all children as worthwhile members of society, regardless of their social group, without exhibiting prejudice?

Have I developed the maturity required of an adult so that I am able to:

- Encourage children to express their feelings and can accept and deal with a child's anger?
- Aid the child's growth of self-control and self-esteem?
- Assist children in gaining confidence, acting independently and becoming self-reliant?
- Recognize that each child is a sensitive, thinking individual, and treat him/her accordingly in terms of behavior management and learning activities?
- Recognize the different moods of children and adjust standards for them at times when they are fatigued, irritated, overstimulated, etc.?

Have I been able to help children develop an understanding of the relationship between individual rights and group rights?

Have I helped each child to develop friendships?

Have I been able to explain limitations to children and help children accept them?

Have I developed the ability to use different, though consistent, methods of working with individual children as their needs dictate?

Have I achieved a child-oriented classroom atmosphere usually free of undue restraint in which children feel an active belongingness?

Have I created a climate in which the unique contributions of each child are respected?

Have I always greeted my students in a friendly and pleasant manner which has demonstrated my enjoyment of children?

Am I able to show physical affection to children in a spontaneous manner and also at times when they exhibit a need for comforting?

Am I able to praise children's accomplishments with sincerity and treat every child's possessions and projects with respect?
## Staff Evaluation
### Teaching Performance

| Have I coordinated long-term and short-term goals for the overall improvement of my class program? |
| Have I prepared daily written lesson plans and assembled necessary materials so that activities follow in a smooth, orderly manner? |
| Have I established enough routines so that children have developed a sense of security in anticipating what comes next? |
| At the same time, are my routines flexible enough to take advantage of the "snowy day" or the "green frog" that has come to visit? |
| Have I considered the fact that children "learn by doing" in the selection of appropriate classroom activities? |
| Do I understand the developmental characteristics of the various pre-school ages well enough to judge the developmental level of each student and present appropriate activities? |
| Do I stimulate higher level thinking skills by asking children "why," "for what reason," "what might happen next," "what should we do," etc.? |
| Have I developed the self confidence and ability to change or stop an activity that is going poorly? |
| Have I included activities from all of the following areas proportionately in my planning? |
| Guidance of children in developing their large muscles - *indoor and outdoor games, dancing, creative movement* |
| Provision of a variety of music experiences - *singing, listening, playing instruments* |
| Provision of experiences relating to science and nature |
| Provision of opportunities for manipulation of various kinds of creative materials - *art, building and construction, dress-up, etc.* |
| Provision for the use of a variety of manipulatives to develop small motor coordination as well as to provide for understanding math and spatial concepts, matching, sorting, sequencing, problem solving, etc. |
| Have I realized the importance of and implemented activities outdoors? |
| Have I been able to retain an overview of the class situation rather than to allow myself to get bogged down with picayune details? |
| Am I alert to total group needs, even when dealing with a part of it? Have I never left my classroom group alone? |
| Have I developed the ability to anticipate emergencies, prevent problems, and "head off" difficult situations? |
Staff Evaluation
Teaching Performance (continued) / Goals for Personal Development

Am I alert to the activities of all children on the playground and am I supervising with my mind on the children and their activities rather than "chit chatting" with other teachers?

Have I always used positive approaches to learning and correcting children who are "acting out?"

Have I developed the ability to access the mood of the group and provide stimulating or calming activities as needed?

Have I developed the understanding that nap time is for the purpose of rest and relaxation of the children and that children who are awake must not be retained in their cots for unnecessarily long periods of time?

Have I realized that my primary role is for the benefit of the children and that this interaction must always take precedence over personal activities?

Have I assisted children in a positive manner in the establishment of toileting and rest habits?

Have I encouraged children to try different foods and allowed them to eat without creating "hassles" about eating certain things, etc.?

Have I never used as a reward nor withheld food as punishment?

Have I been alert to the physical condition of children and been aware of health problems?

Have I related this information to the Director or the parent as deemed appropriate?
Staff Evaluation
Personal Response / Goals

Identify at least five (5) areas of concern and write five (5) goals for self-improvement for the coming year.
Administrative Evaluation

Attached you will find a copy of the job description of the Executive Director. Please comment on those areas where you have specific information and knowledge based on your past experience, committee assignments, communication with staff members, communication with clients, communication with members of the community, and other such related experiences.

Strong areas of performance:

Areas where performance could be strengthened;

Probable cause (if you are aware of it) for poor performance:
Administrative Evaluation (continued)

Identify the four most important objectives to be accomplished by the Executive Director during the next 12 months.

1.

2.

3.

4.

Recommended methods or techniques for achieving the listed objectives:

Other comments or suggestions:
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Classroom
Child Management Guidelines

Setting Limits: Why?

Setting limits gives the child the security of knowing that his/ her strong emotions will not lead him/ her to do things that the child might later regret. He/ she knows an adult will take the responsibility of stopping unacceptable behavior until the child is able to do so for himself/ herself.

Setting Limits: How?

Teach the child about safety, care of property, good health habits, and consideration of others.

Allow the child to make as many decisions as possible within the necessary limits.

Explain the rules in a cheerful, sympathetic manner to make them understandable and acceptable for the child. Avoid repetition. Say what you have to say once after first being sure that the child is paying attention. Be confident, firm, and fair.

Enforce the rules in a positive, impersonal way.

Understand the reason's for a child's behaving in a disruptive manner (i.e. hitting, kicking, biting, throwing objects, defying, or running away). The child's behavior may be caused by any of the following:

- anger
- fatigue
- insecurity
- shyness
- boredom
- fear
- jealousy
- sleepiness
- confusion
- hunger
- loneliness
- others
- curiosity
- hyperactivity
- need for toileting
- embarrassment
- illness
- overstimulation

The child may also be trying out negative behavior because the need to fight controls is normal at certain stages of development.

Handling Difficult Situations

In spite of the limits that you set, difficult situations will arise.

Remain alert to the total situation. Attempt to foresee and forestall trouble! Redirect an uncooperative child to another activity. Redirect the entire activity into a more wholesome direction.

Allow children of comparable size and ability to work out their own solutions. Encourage a shy child to stand up for himself/ herself. Encourage the aggressive child to verbalize. Monitor closely.

Help children understand one another's actions.

Treat toilet accidents casually.

Try to ignore improper language. Sometimes we say things like "Talk nicely."

Do not allow a child to strike you. Restrain him/ her and say "I don't like to be hit."

If one child requires too much adult attention, he/ she should be temporarily removed from the group. Do so gently and without punitive action. Your purpose is to help him/ her.
Reminders for the Classroom

Always welcome children as they come into the Center. Be genuinely glad to see them. Be sure to use the child's name when saying hello.

Adults stand or face in a direction to keep all of the group in view. If talking to one child, be sure to face outward so that most children are visible. All children must be in view of at least one of the adults with the group at all times.

Be sure you have the child's attention before giving directions or making suggestions. Go to the child or say the child's name. Shouting across the room to a child is unacceptable except when the safety of the child is involved.

Speak in a low, pleasant, but firm voice. Use words and a tone of voice which will help the child feel confident and secure.

Give positive suggestions. Say things such as "Keep the toys on the table," rather than "Don't put the toys on the floor." Negative requests put the child in the wrong without suggesting what he/ she should do. The two statements may seem to mean the same thing, but there is a great deal of difference in the way the statements aid or hinder the child's attention.

Avoid comparisons and competition among children. Children should not feel their chances for approval depend on being "first" or "best" or "beating" someone. Be careful not to show favoritism among the children.

Give logical reasons when reasons are in order (i.e. "We walk inside because that is the safe way. If we run, we might fall or run into someone else.").

Offer choices where possible. Say things such as "John has the truck now. Would you like to play with the clay or the blocks?" In this way, the child becomes interested in choosing between the two toys and is more likely to forget about the truck. If you merely say "Would you like to play with the clay?" the choice is between playing or not playing with the clay.

Suggesting choices helps in getting the child started to play. This is also helping him/ her solve the problem.

He/ she may be timid and hesitate to make a choice. The child may be excited and running around the room. If this is the case, the child needs help to control his/ her actions. In both cases, you may wish to sit down, take the child in your lap, talk about what he/ she might do, and then go with the child to demonstrate what can be done with the toy.

Do not offer choices that are routine. When you say things like "Will you wash your hands now?" you are implying that the child has a chance to decline. You are enabling the child to answer with a "yes" or a "no." It is better to say something to the effect of "Time to wash your hands!"

The best help forestalls trouble. When two children are playing, and a third child approaches, a suggestion such as "Here comes Mary, and she can help set the table," or "You can give her one of the picture books, too," helps them to accept the new child.
Reminders for the Classroom (continued)

When limits are necessary, they should be clearly defined and consistently maintained. The adult must be responsible for limiting children so that they are safe, do not injure others, or destroy property.

Give the child only as much help as he/she needs. Do not do things for the child that the child can reasonably be expected to do without help. You may suggest trying a different way, then allow the child to attempt it. The result may not be perfect, but the product will be his/her own. However, be ready to give help before the child is completely discouraged by too much failure.

Children need time to change activity or routine. Give advance warning of planned changes (e.g. "In five minutes, it will be time to clean up so that we can get ready for storytime.

Help the children to take turns and to share the toys. Say things like "Sam has the bike now, your turn is next." Avoid saying things like "Sam had it first," or soon you will see Sam clinging to the bike and repeating "I had it first," with all of his thoughts on possession of the object, and none on sharing it. Be sure to say to Sam "When you finish, be sure to tell Jimmy. He is waiting."

All young children should be taught respect for equipment, materials, toys, books, etc. This should be considered as a constant goal for your classroom. Do not put materials away as punishment. Deal with children as individuals, not as a group. Group punishment is never appropriate.

Children like variety, just as adults do. A child may "see" a toy everyday and never touch it or utilize it. Put it away for six weeks and it becomes "new and exciting." Practice the habit of rotating materials. Too much out at one time is confusing and begins to look "junky." As children develop skills of organization, it is appropriate to increase the number of materials available to them on open shelves.

Remember, children are not "toys." They are not objects to be "played with." Do not flip children upside down, swing them by their arms, tuck them under your arm, toss them into the air, etc. Some people view this as fun; however, it is unprofessional and unsafe. Children should never be treated in this manner.

Children are never to be given candy or other food items as a "reward" for napping and other such activities. Punishments and/or rewards should never be associated with bathooming, napping, or food.
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Policies and Procedures
General Policies, Procedures, and Work Rules

You are a teacher

You are employed at HMCC to meet the needs of the children we serve. The needs of the children and your job responsibilities must always be your first consideration and must be the focus of your activities. When you walk through the front door, you must learn to leave "personal problems" behind.

Time and Work Hours

All staff members must be available to work hours as assigned between the hours of 8:00 and 5:30. Early hours before 8:00 AM will be negotiated by the Director.

Hours within each classroom will be established on a rotating basis as much as possible. Every effort will be made to meet the needs of individuals; however, the needs of the Huffer Center and the care of the children take precedence at all times. All staff should plan their personal schedules, including the care of their own children, taking this into account.

Time on Task

It is expected that all staff be willing to shift hours with other members of their room team to meet personal incidental needs. It is the responsibility of your teaching team to "keep your room covered." Communicate with the office immediately if there are problems in meeting staff/child ratios.

You need to be in your own classroom and ready to begin work at your designated "time in." If you want to visit with other staff and have coffee, etc., plan to arrive ten minutes early and please remain in the staff room or hallway lounge.

Beverages

Coffee or a cold drink may be taken to your room but must be placed on a shelf in the teachers' room. Any drinks should be in coffee cups, insulated mugs, or plastic glasses. If you put pop or cola in "sippers," they need to be translucent. Please do not use pop cans, restaurant cups, or the like, which would be conspicuous and cause children to be envious. Plan to arrive at work early enough to prepare coffee or other drinks and be in your room at your "time in."

Time out of your room

You should not be leaving your classroom to get drinks or to refill drinks except during your designated break time or lunch hour. You may use the restroom as necessary, but try to stay in ratio at all times. It may be necessary to "borrow" another employee to keep in ratio.

Do not leave the classroom to get personal food or drinks while feeding children. Eat only food and/or drink served to the children. If you choose to eat personal food and drink, this must be done on your personal lunch hour. Your children and your partner need your help at this very busy time when children are being fed.
General Policies, Procedures, and Work Rules (continued)

Lunch Hours and Breaks  
The early person in each room should take a morning break during the assigned square time. They should go on lunch break from approximately 12:15 to 1:15 or as soon as the children are down for naps.

The late person in each room should expect to stay in during the first nap shift and take their lunch break from approximately 1:15 to 2:15. The late person should plan to take their fifteen minute afternoon break before their partner leaves but after the work-study student arrives, in order to maintain child-staff ratios at all times.

Break periods are for using the restroom getting a drink, having a snack, or just relaxing. Do not use your break to go into another classroom to visit with other staff members. This disrupts their attention from the children.

In order to meet child-staff ratios in the building during lunch hours, please observe the following:
- Monday- Room 1 stay in
- Tuesday- Room 2 stay in or staff meeting
- Wednesday- Room 3 stay in
- Thursday- Room 4 stay in
- Friday- Room 5 stay in

Staff Meetings  
All employees are expected to stay in the building for lunch hours on Tuesday. We will not have a staff meeting every week; however, you are to keep it free when making personal lunch plans.

Smoking Policy  
There is to be no smoking in the building or on the Huffer grounds.

Sharing the Burdens  
Working with young children is "hard work." Be sure that you are carrying your fair share of the "dirty work." This includes, but is not limited to, food service, setting up and putting away cots, changing children who have accidents, and cleaning sinks and floors during the day.

Cleaning Rooms  
Welfare regulations state that cleaning is allowed only after food service or art projects. Children are not to be in the room at any other time when cleaning is being carried out. Evening cleaning schedules need to be developed with this in mind. Clean as much as possible immediately after afternoon snack when the work/study students have arrived. A good example is to take the children outside while the floor dries from the afternoon mopping.

Schedules for your work/study students should be in writing and posted in your teachers' room. Remember to have them sanitize cots weekly.
General Policies, Procedures, and Work Rules (continued)

Food from Home

State Board of Health Regulations require that only foods which have been prepared in commercially approved and state inspected kitchens may be served to children. This means that parents and/or staff may not bring homemade cookies, cakes, or the like for children's birthday celebrations or other such events. During the traditional celebrations at the Center, Huffer will provide all refreshments.

You may bring:

- unopened commercially packaged cookies
- unopened containers of ice cream
- unopened canned fruit juice or punch
- commercial bakery cakes or cupcakes

Illness

Staff members are required to leave the room if they have a sore throat, productive cough, diarrhea, or vomiting of unknown etiology. Skin rashes should also be evaluated to rule out the possibility of contagious diseases. Staff members should consult their own physician before returning to work if there is any question of contagion.

Access to Client Files

General Student files -- General student files contain registration forms, emergency medical information forms, permission forms, and physical forms. Other information relative to the child's development or health may also be included in these files. These files are accessible to the Director, Associate Director, Classroom Teachers, parent(s) of the child, and other parties with a "need to know" as determined by the Director of the Center.

Title XX files -- These are maintained separately from the general files and include Title XX required information. These files are accessible only to the Director, the Associate Director, the individual client, and other parties with a "need to know" as determined by the Director of the Center.

CCFP Income Information files -- These forms are maintained separately from the General Student files. These forms are accessible only to the Director, the Associate Director, the individual client, and other parties with a "need to know" as determined by the Director of the Center.

Program Service Fee sheets -- The fee sheets are accessible only to those staff members who have responsibility for the collection and recording of client fees. This includes the Director, Associate Director, Administrative Assistant, and identified teachers who may collect fees during the early morning or late evening.
Resources and Materials

Teachers are encouraged to utilize all of the exciting materials available to them in the Center. However, please be conservative and use them appropriately so that we get good educational benefits for the dollars invested. Remember, materials carelessly destroyed will be replaced by money that could go into your salary. Please take the time to keep pieces of games and manipulatives together so that they can be utilized properly and costly replacement can be avoided. This also models responsible behavior for young children.

The "Early Learners Collection" is available for your use. Resource materials, kits, and "traveling toys" must be checked out by you and you are then responsible for returning them in good condition.

Materials request forms are to be used only for materials which the Kitchen Supervisor can purchase at the supermarket, such as food items, food coloring, corn starch, salt, etc.. Requests needed for the week must be on the front desk clipboard by 12:00 PM on Monday.

Office and craft type materials (i.e. masking tape, staples, construction paper, etc.) can be ordered by adding them to the "shopping list" posted in the Administrative Assistant's office. You may purchase other "special items" or "good buys" as you deem appropriate up to a limit of ten dollars ($10.00) without prior permission. Receipts must be turned in to the Administrative Assistant for reimbursement. Please use good judgement and restraint!

The above materials purchase privileges may be suspended at times due to budget restraints. This will be announced at staff meetings.
Technical Materials

Xerox Machine

The copy machine is available for use as needed. Older children do enjoy some activities on paper, such as connect the dots, geometric coloring, mazes, etc. The copy matching is not to be used for coloring book pages of cartoon characters or other such items. Coloring pre-determined pictures stifles creativity in young children and should not be promoted in the classroom.

Personal use of the copy machine should be limited. Please pay five cents ($.05) per copy to the Administrative Assistant.

Video Cassette Recorder

The VCR is available to you for use with educationally appropriate and literature based videos. Reservation forms are available and must be completed in advance.

The first request received will be the first request honored for a given time slot on a particular day. The VCR is not to be reserved for the same time and day every week. This results in abuse. Each showing should be individually requested and have a significant purpose.

Only one tape per viewing should be shown. Also, only one room of children should be viewing the movie at a time.

Feature length motion pictures should be shown only to children ages four and up. When they are utilized, a break time should be incorporated in the showing.

Do not plan to show the tapes late in the day when children may become upset if their parents arrive and they have to leave in the middle of a presentation.

The Director reserves the right to limit use of the VCR if there are indications of over-use or abuse.

Movie Projector

Films are available through the Muncie Public Library. Please use discretion and choose movies which are age appropriate for your children. The above reminders apply.

Filmstrips

Filmstrips with accompanying tapes are available.

Laminating Machine

The laminating machine is to be used by trained office staff. If you have classroom materials that are to be laminated, they should be brought to the office during lunch hours on Fridays.

Carousel Slide projector
Overhead Projector

Please inquire with the Executive Director for availability.
Playground Rules

It is expected that all staff members will abide by these rules and work with other staff members in a cooperative manner in the enforcement of these rules. Staff members are asked to further identify problem areas on the playground and bring them to the attention of the Director.

**DISCIPLINE** - All staff members should accept responsibility for disciplining any child who needs it on the playground. Do not just leave it to his/ her teacher. If you are present and his/ her teacher is not aware, you should assume responsibility.

**TIME OUT** - The teacher who places a child in time out must be the teacher to take the child out when it is appropriate. The time out area will be on the patio outside of Room 5 on the north side of the building, and Room 2 on the south side. Children should not be expected to sit for more than 5 minutes. If the behavior is repeated, it is appropriate to return a child to time out.

**SAND** - Sand toys are to be used in the sandbox only. They are not to be under the large climbers or swings. Metal trucks should never be used under the climbers or swings. Trucks may be used on the hill as well as in the sandbox. Sand is not to be removed from the sand areas and carried around the playground at any time.

**TRIKES, WAGONS, AND SCOOTERS** - Trikes, wagons, and scooters are not to be used on the hill. No wheelies are to be executed on the scooters or trikes. Teachers should use judgement in determining if the trikes or scooters are being used in a way and/ or at a speed that might be dangerous for other children. Trikes and scooters are to be used only on the trike trail and on the patios of Rooms 1, 2, and 4. Traffic should flow in a counter-clockwise direction on the north side of the building. Please teach all children this. Wagons may be pulled anywhere, including the grass areas. School age children are not to use any of these toys.

**SLIDES AND CLIMBERS** - Children may go up slides from the bottom if they are not creating congestion and are not in the way of children coming down. Children should not be allowed to horseplay on climbers or slides where they might cause another child to fall. No pushing, pulling, grabbing legs, etc.

**JUMP ROPE** - Jump ropes are to be utilized on the Room 5 and 6 patio area. Ropes are extremely dangerous if misused. Watch that they do not leave the patio.

**DRAIN BARRELS** - Discourage children from playing in the drain barrels. They are broken and have sharp edges

**CONCRETE WALL** - Children should not be permitted to climb on the concrete wall by the loading dock. It is a long, hard drop to a concrete surface on the outside.

**TREES AND SHRUBS** - Each classroom is encouraged to present a series of activities designed to teach children respect for trees, shrubs, and other living things during the very first week of the summer session.

Children are encouraged to exhibit curiosity and to utilize the shade, fruit, leaves, and flowers for educational purposes. However, please do not let them abuse the trees and shrubs by breaking off limbs, stripping them, etc.
Room Sanitation Schedule for Edu-Care Staff

Every Morning (or more often) Checklist

1. Toilet tissue at every toilet. It must be on a dispenser.
2. Towels (in dispensers) convenient to every lavatory. There are to be no stacks.
3. Bar of soap at every lavatory.
4. Electrical outlets b covered.
5. Sanitizing solution for tables before and after each snack or meal. A fresh daily bleach solution (one full teaspoon per quart of cold water) is prepared in the kitchen. The staff person who arrives at 8:00 A.M. is to pick up this solution on the way to the classroom. See that the bottle is returned to the sink counter inside the kitchen door in the afternoon.

Paper supplies are available in the laundry area. Sanitizer and soap may be obtained in the laundry area or from the Building and Grounds Supervisor. It is acceptable to have a "few" extras on the shelves in the individual classrooms.

Maintain bathroom cleanliness as much as possible during the day without neglecting the children. Ask for help if you are short-handed.

Evening Cleaning (or more often) Checklist

- Utilize your Work/Study students to do as much as possible.

1. Clean and sanitize bathroom floors, sinks, and stools inside and out, including the ring.
2. Vacuum room as needed.
3. Sanitize cots as soiled or a minimum of once per week.

The Building and Grounds Supervisor will empty all trash nightly and replace soiled liners.