

# Teacher Handbook



Early Development Center (EDC)

Early Head Start (EHS)

Early Childhood Assistance Program (ECAP)

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# Welcome

Welcome to the Latin American Community Center's Early Development Center (EDC)!

I am thrilled to serve as the director of the EDC. It is a privilege to lead this learning community during a time of incredible change and tremendous possibilities.

Serving as the director of the EDC is as great an honor as it is a responsibility. I believe that the foundation of our future accomplishments will be to continue to provide our students with intentional play experiences that are rigorous and relevant with an emphasis on building lasting relationships.

As a teacher you have chosen to perform one of the most valuable services there is. I want to thank you for the commitment you have made and the contributions you will soon make to the quality of life in our community.

I ask that you reflect on your goals and strive to do your best every day. Know that I, the leadership team and LACC support staff are here to support you in your endeavor to create engaging learning environments and facilitate deep learning for our students. Our goal is moving forward to promote a culture of excellence for all stakeholders. I pledge my commitment to work together as we strive to fulfill our school's vision.

I am looking forward to an exciting year of learning and growing with our students and working with our staff, our parents, and community members. We are going to do great things together.

I challenge you to keep learning, keep playing, and keep growing!

With kind regards,

~ Faith Scheibe

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#### **NOTE:**

The LACC Personnel Policy Manual identifies the standard policies and procedures required by all employees of the LACC. This EDC Staff Handbook is a supplement, which specifies operational and compliance procedures for EDC staff responsible for the care and education of children in our various EDC programs. The EDC employs specific education methodologies and assessment tools that require following appropriate procedures. The programs must also adhere to the rules and regulation of several compliance agencies.

## **Mission Statement**

The Early Development Center (EDC) at the LACC offers children and their families a comprehensive program that meets the highest academic standards and prepares children from six-weeks to five years of age to meet developmental goals for their age group.

As a program that provides services to primarily low-income, minority families, who reside in urban communities, we strive to provide quality, affordable and neighborhood-based educational programming to their children. Our program offers a safe, secure and enriching environment that allows for physical, socio-emotional, cognitive and language development of the children.

## **Governing Body**

La Fiesta and La Fiesta II are an outreach of the Latin American Community Center. Faith Scheibe has been designated as the Early Childhood Director of La Fiesta and La Fiesta II at the Early Development Center with responsibility for and authority over the operation of the Preschool.

- Board of Directors – can be reached via Sindy Rodriguez at (302) 655-7338 ext 7702
- CEO & President, Latin American Community Center – Maria Matos – via Sindy Rodriguez (302) 655-7338 ext. 7702

## **Contact Information**

The LACC's address is 403 N. Van Buren Street, Wilmington, DE 19804.

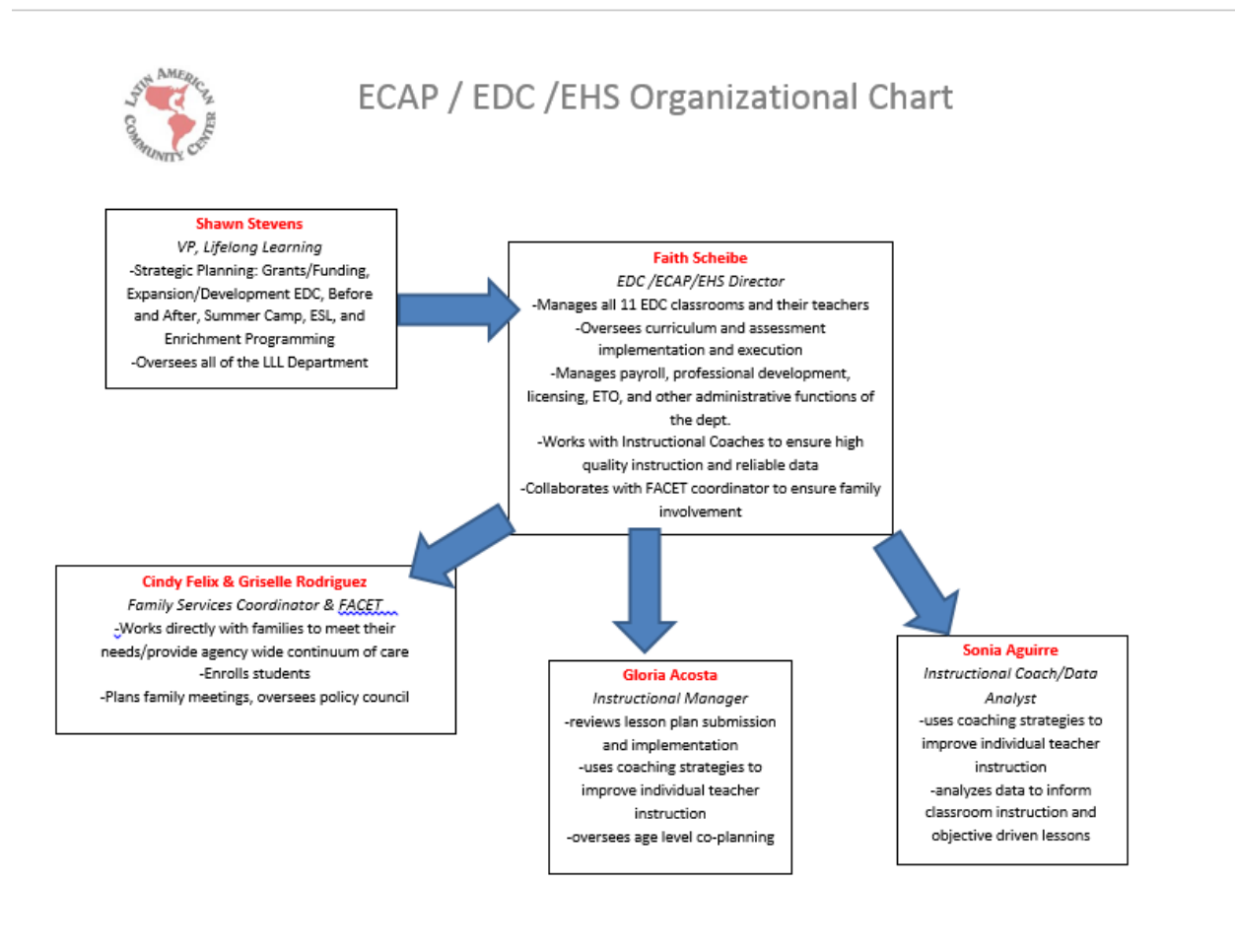
The website is: [www.thelatincenter.org](http://www.thelatincenter.org)

## Important phone numbers:

- Director – Faith Scheibe – (302) 655-7338 ext. 2782
- Instructional Coordinator – Gloria Acosta - (302) 655-7338 ext. 7741
- Instructional Coach - Sonia Aguirre - (302) 655-7338 ext. 2781
- Family Service Coordinator – Cindy Felix - (302) 655-7338 ext. 7735
- FACET worker – Griselle Rodriguez – (302) 655-7338 ext. 7726

## PROGRAM OVERVIEW

### Organizational Chart



## **Expeditionary Learning**

The Early Development Center utilizes the Expeditionary Learning model where children participate in in-depth learning expeditions – interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children's innate spirit of adventure. This framework values how children learn, as much as what they learn, challenging them to think critically and take leadership roles in their classrooms and communities.

Students attending Expeditionary Learning programs have shown significant gains in reading and math and consistently outperform students in neighboring programs. Furthermore, the model's focus on character highlights the importance of developing traits such as grit, persistence, responsibility, empathy and care and concern for their world.

These components of EL are in direct alignment with beliefs about early learning and our work as a bilingual and bicultural environment, working to develop well-rounded children.

## **Dual Language / Language Immersion**

Research indicates that language acquisition occurs during the earliest years of a child's life. Therefore, our program has the unique opportunity to educate our students as bilingual learners.

Our children in the Infant and Toddler 1 and 2 classrooms are taught entirely in Spanish, immersing the children in the language, regardless of the student's home or native language.

Once our students enter our Toddler 3 and PreK4, they receive instruction in both Spanish and English. Classrooms are staffed with either fully bilingual teachers or monolingual teachers (one English and one Spanish), so that children will have the opportunity to learn in both languages thus increasing proficiency in both languages.

Working collaboratively, the teachers provide the necessary supports for children as they develop both languages.

This design allows our students to build fluency in both languages during the time when developmentally, their brain is most equipped to learn new languages.

### **Delaware Stars**

The Early Development Center (both La Fiesta and La Fiesta II) are participants in the Delaware Stars program because of our alignment with its mission of ensuring that all children are prepared for school, and that our program is on a course of continual development.

Delaware Stars for Early Success is a Quality Rating and Improvement System (QRIS), which is a method used to assess, improve and communicate the level of quality in early care and education. It establishes quality standards for programs and provides technical assistance and financial support to programs involved in Stars as they engage in quality improvement efforts. Source: Delaware's Institute for Success in Early Childhood.

Delaware Stars is designed as a voluntary system that expects programs to work on improving quality by moving up the Star Levels. During the 2013-2014 school year, both La Fiesta and La Fiesta II were assessed as Star Level 5 Quality Early Childhood programs, the highest quality rating awarded by the Delaware Office of Early Learning.

### **Creative Curriculum & Teaching Strategies Gold**

The curriculum at the EDC includes the child-initiated and teacher-directed activities and experiences offered to the children that support and enrich their growth across a broad spectrum of developmental areas.

Each classroom uses the research-based, Creative Curriculum to promote age appropriate development and learning for each of our unique learners. This curriculum

focuses on social-emotional, physical, cognitive, language, literacy, mathematics, science, social studies, and art objectives in order to promote comprehensive development for our students.

Teaching Strategies GOLD is the assessment tool used by the EDC to evaluate and track children's individual development during their time in our program. It is an on-going assessment system, meaning that teachers are continually watching, observing, and documenting each child's development. The same tool is used from birth through kindergarten, to provide a complete and aligned picture of each child's development. By tracking a child's development, our teachers are able to plan activities that are appropriate for each child. In addition, teachers will hold student growth conferences three times per year; during these conferences, teachers and parents review data and have a comprehensive discussion on each child's progress and growth areas.

### **Teaching Staff**

The EDC staff consists of twenty-two teachers, four rotating instructors, two family service workers, an instructional coach, an instructional coordinator and a director---all of whom have significant experience in teaching younger children, are certified by the state of Delaware and are trained in CPR and First Aid. Our teachers come from a variety of backgrounds and countries, and we celebrate the diversity we are able to bring the children in our care. Our staff provides a safe and nurturing environment for children while implementing age-appropriate activities.

Our staff is committed to holding ourselves to high expectations surrounding culture, citizenship, emergent learning, problem solving, language, reflective teaching practice, assessment, early childhood professionalism, and more. Among these high expectations exists our philosophy of learning:

- Emergent learning through play and discovery
- Process-, not product-, oriented work
- The belief in creating and fostering good work and good citizens

- Student-centered lessons, classrooms, projects, and environments

Our program's staff is high-quality, caring, dedicated, and nurturing and receives on-site training, professional in-service days, and attends professional workshops throughout the year according to the DELACARE: Rules for Early Care and Education and School-age Centers, Office of Child Care Licensing, Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware.

### **Activities & Lesson Plans**

The EDC has a written plan of developmentally-appropriate activities designed to help all children reach both socio-emotional and academic goals. The lesson plans are current and accessible to parents/guardians and staff, and are posted outside the classroom. Activities are planned that allow children to choose to participate with the whole group, part of the group, or independently. Lesson plans reflect that children have free-choice to participate in different activities each day.

1. Lesson Plans are varied, developmentally-appropriate, are related to expeditions, culturally meaningful and educationally valuable. They include activities that promote the development of language, literacy, reasoning and problem-solving skills, understanding of numbers and other mathematical and scientific concepts, the refinement of gross and fine motor skills, social skills, understanding and self-regulation of emotions, self-esteem and positive self-image, as appropriate to the ages and developmental levels of children in care. Adaptations of activities are made for all children with additional needs, including those with disabilities, in order to enable them to reach goals described in IEPs, IFSPs, and Section 504 plans.
2. Lesson plans are based on best practices and accepted research in the field of early care and education and in alignment with principles of foundations of learning and development as set forth by the Delaware and/or United States Department of Education.

3. Delaware Early Learning Foundations for School Success regarding preschoolers is on the Delaware Department of Education website at:  
[http://www.doe.k12.de.us/early\\_childhood/Standards/preschool.htm](http://www.doe.k12.de.us/early_childhood/Standards/preschool.htm)
4. Delaware Infant and Toddler Early Learning Foundations: A Curriculum Framework regarding infants and toddlers is on the Delaware Department of Education website at:  
[http://www.doe.k12.de.us/early\\_childhood/Standards/InfantToddlerFoundationStandards.pdf](http://www.doe.k12.de.us/early_childhood/Standards/InfantToddlerFoundationStandards.pdf)

### **Program for Infants**

- A. La Fiesta accepts infants six-weeks-old or older. Each child has his/her own crib and crib bedding along with labeled containers for extra clothing, bibs, blankets, pacifiers, diapers, wipes, etc. Staff ensures that the children are following a daily schedule and they monitor, document and report all naps, bowel movements, urine, and feedings on the daily log sheet.
- B. Infants are given time to play on the floor, including tummy time. All toys and activities are developmentally-appropriate, and children are encouraged to play with them in a manner that will enhance the children's development.
- C. Hygiene: Toys and sleeping equipment are sanitized at the end of each day. Sheets are changed/washed daily and all dirty clothes are given to the parent at the end of the day. Each infant is offered:
  - Frequent face-to-face interaction while awake
  - Time to be held and cuddled
  - When infants are awake, the time they spend in confining spaces such as cribs, seats, swings, high chairs and play pens is to be restricted to less than a half hour. Free play is offered after the child is removed from the confining space.
  - Exposure to developmentally-appropriate speech during play, feeding and routine care.

- The opportunity to independently explore books and to be read to by a teacher.

### **Program for Toddlers**

Curriculum that is used for toddlers includes elements of Expeditionary Learning framework, Creative Curriculum, Mudpies to Magnets, and Sesame Street: Healthy Habits for Life. These curricula offer developmentally-appropriate opportunities that enhance learning. Staff interacts with children at their eye level when appropriate and provides the following opportunities throughout the day:

- Frequent face-to-face interactions with the toddlers
- Conversations with toddlers during play, feeding and routine care
- Read individually and in small groups
- Encourage children to play with one another
- Provide materials and encouragement for pretend play alone and with other children
- Provide opportunities for children to increase their social, emotional, motor and cognitive development
- Respond to toddlers' words and actions with interest and encouragement
- Offer sufficient opportunities to develop physical skills through running, jumping, climbing and balancing each day

### **Program for Preschool Age Children**

Expeditionary Learning framework, Creative Curriculum, Mudpies to Magnets, and Sesame Street: Healthy Habits for Life are the curriculums used for this age group and all allow for individualization of plans specific to each classroom / student. Children are prepared for kindergarten and beyond with a "learn through play" philosophy that enhances the individual development of each child.

Teachers speak to and interact with children at their eye level and all activities are age and developmentally appropriate and provide the following opportunities throughout the day:

- Frequent face to face interactions with students
- Conversations with children during play, feeding and routine care
- Read books individually and in small groups
- Encourage children to play with one another
- Provide materials and encouragement for pretend play alone and with other children
- Provide opportunities for children to increase their social, emotional, motor and cognitive development
- Respond to students' words and actions with interest and encouragement
- Offer sufficient opportunities to develop physical skills through running, jumping, climbing and balancing each day
- Assist children to develop math, science and social thinking skills through play, projects and investigations

## **Philosophy of Instruction**

- Teaching is the art of providing young children with an environment which encourages active exploration and discovery. Lessons are planned, yet responsive to individual needs and environmental happenings. Opportunities are provided for children to take responsibility, make decisions and learn through play. Children's positive feelings of self-worth must be the foundation of all curriculum development in early childhood. Each child's learning is filtered through his or her unique screen of self-concept. Each child brings his or her own world to us each day.
- At the EDC, activities are structured within a free choice center time. Materials are provided to foster early literacy, math, science, social studies, as well as fine

and gross motor skills. Centers & activities are chosen and posted for the children to independently select the activity card to identify his/ her selection. The choice board's goals are to give each child the opportunity to select activities independently, guide their social development, and allow the teaching staff to gather information in skills, interests and group dynamics.

- The teaching staff is sensitively aware of how young children learn. Children process knowledge by using their whole self to gather information. Because children absorb what their bodies are experiencing, the more involved the experience, the greater the potential for learning.
- The cultural experiences and the ethnic values of the individual child must be incorporated into the teaching tools for each child. Good materials should capture interest and curiosity and should challenge the learner.

## **Classroom Curriculum**

Our approach to curriculum is based on Expeditionary Learning principles, inspired by the Reggio Emilia approach, with an emphasis on play-based learning in interest centers. We have been utilizing this mixture of approaches for several years and have experienced great success. The Reggio Emilia philosophy is an approach to teaching, learning and advocacy for children. The Reggio Emilia philosophy is based upon the following set of principles:

- Children must have some control over the direction of their learning;
- Children must be able to learn through experiences of touching, moving, listening, and observing;
- Children have a relationship with other children and with material items in the world that children must be allowed to explore;
- Children must have endless ways and opportunities to express themselves.

## Learning Centers

Learning centers are distinct interest areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels (Copple & Bredekamp 2006; Epstein 2007). Offering engaging learning activities at centers can make teaching and learning more efficient and more engaging for children. Playful learning balanced by purposeful activities means more engaged learning and fewer behavior problems (Perlmutter & Burrell 1995). The classroom space is divided into interest areas equipped for distinct kinds of play. The areas are chosen to reflect children's natural interests. The learning centers include art, math/manipulatives, nature/science, library, writing, blocks, music, dramatic play, water/sand, gross and fine motor development, and character development (depending upon age-level).

The choice board is the learning center management system which allows each child to independently identify and select their own activity cards posted on the board. The choice board goals are designed to:

1. Give each child the opportunity to select activities independently
2. Guide their social development
3. Allow the teaching staff to gather information on student skills, interests and group dynamics

Examples of choice boards in the classroom:



## **Expeditionary Learning**

The Expeditionary Learning model is a learning framework where children participate in in-depth learning expeditions - interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children's innate spirit of adventure. This framework values how children learn, just as much as what they learn, challenging them to think critically and take leadership roles in their classrooms and communities. The model focuses on character, highlights the importance of developing traits such as grit, persistence, responsibility, empathy, and care and concern for their world.

## **Creative Curriculum**

Creative curriculum is a research-based curriculum that promotes age appropriate development and learning for each of our unique learners. This curriculum focuses on social emotional, physical, cognitive, language, literacy, mathematics, science, social studies, and art objectives in order to promote comprehensive development for our students.

## **Mudpies to Magnets**

This is a supplemental curriculum that our classrooms use to add more science and inquiry to our classrooms. This curriculum has hands-on science experiments and ideas that delight and amaze children as they experience nature, the human body, electricity, floating and sinking, and more. Children participate in projects such as making a tornado in a jar, creating constellations, and growing crystals.

## **Sesame Street: Healthy Habits for life**

This is another supplemental curriculum that our classrooms use to teach children about eating right and being physically active so that they can establish healthy habits for life. Children participate in activities to

- help understand the health benefits of eating well and playing actively,
- name some healthy foods,
- try new foods, especially fruits and vegetables, and
- Take part in a variety of physical activities.

## **Teacher Duties & Head Start Standards**

The Latin American Community Center's EDC works to provide the highest quality program for children and families through adherence to the Head Start standards. Agreed teacher duties include:

1. Meet the Federal mandate credentialing requirements. – HS Act 648A (a)(2)(A)(i-ii); 648A (a)(3); HS Standard 1304.52 (f)
2. Complete trainings/certifications in the following areas and provide documentation to that effect to the Head Start administration staff. –HS Standards 1304.52(k)(5)(v), 1304.22(a)(1), 1304.22(f)(1)(2), 1304.22(e)(4)
  - a) CPR/First Aid – every two years
  - b) Identification and Reporting Child Abuse and Neglect – annually
  - c) Blood Borne Pathogens – annually
  - d) Attend no less than 18 clock hours of professional development per year.
    - DE Child Care Licensing regulations
3. Assure that rooms are kept safe and free of clutter. Electrical outlets will be covered at all times and all hazardous materials or objects stored appropriately.
  - HS Standard 1304.53(a)(10)(xi), 1304.53(a)(1), 1304.53(a)(3), & 1304.53(b)(2)
4. Assure a daily safety check is completed utilizing the safety checklist provided by the LACC Program (included in Appendix). All urgent issues must be reported to the appropriate personnel.
5. Assure classrooms provide a learning environment that is accessible, attractive and inviting to children. Classroom arrangements should include well defined

areas for learning centers with enough materials to sustain play. – HS Standard 1304.53(b)(1)(i-vii)

6. Promote interaction and language use among children and between children and adults. – HS Standard 1304.21(4)(iii)
7. Assure daily schedules and classroom activities contain at least 50% of child-initiated activities. Examples are: Free choice centers, following students lead during Morning Meeting, etc. – HS Standard 1304.21 (1)(i-v)
8. Conduct three parent-teacher conferences for each child each year. Parent-teacher conference means the meeting is held on school property between the child's teacher and the child's parents during which the child's progress and accomplishments are discussed. Parents are encouraged to provide input into their child's curriculum. – HS Standard 1306.3(m); 1306.21 (2)(iii)
9. Conduct two home visits for each child each year. Home visit means the visit made to a child's home by the class teacher with the family service worker for the purpose of assisting parents in fostering the growth and development of their child. – HS Standard 1306.3(k); 1304.40(i)(2)
10. Input data from parent-teacher conferences and home visits in Head Start tracking software (Child Find) with the assistance of the Family Service worker within one week of each event.
11. Complete and submit online lesson plan to the Instructional Coordinator each week in preparation for the following week.
12. Plan individualized instruction based on ongoing assessment documentation and/or parental input. HS Standard 1304.21(a)1304.20(i)(1-3)
13. Document individualization in lesson plans, obtain parental signatures, and implement individualized activities. – HS Standard 1304.21(a)1304.20(i)(1-3)
14. Utilize LACC purchased computers for work-related purposes only.
15. Implement LACC purchased curriculum and assessment tools for lesson planning, individualization, and delivery of instruction. – HS Standard 1304.3(a)(5); 1304.21(c)(1)(i-vii)

16. Assure that all group food experiences in the classroom are high in nutrients and low in fat, sugar and salt. – HS Standard 1304.23(b)(1)(vi) Follow all appropriate feeding procedures for infants. - HS Standard 1304.23 (c)(5)
17. Implement appropriate interventions/strategies consistently that are provided by the Mental Health Staff for individual child referrals. – HS Standard 1304.24(a)(3)(i-iii)
18. Contact the Mental Health Coordinator immediately by telephone, in cases involving an immediate crisis, such as death of a child, death of a sibling, death of a parent, or loss of a home due to natural disaster. – HS Standard 1304.40(a)(b)(1)(i-ii)
19. Implement age appropriate positive approaches for classroom discipline that foster the development of social-emotional and problem-solving skills. The discipline methods that are implemented will focus on children's individual needs and will not include any practices that involve shaming a child. (Ex: no behavior charts may be displayed, no writing children's name on board for misbehavior, time out etc.). –HS Standards 1304.21(a)(1)(i-vii);1304.21(a)(3)(i)(A-E);1304.52(i)(1)(iv)
20. Follow and access procedures located on the Delaware Office of Child Care Licensing website regarding proper procedures on changing a child that is not toilet trained. – HS Standard 1304.21(a)(v)
21. Confer and collaborate with parents to ensure a developmentally appropriate toilet-training plan is implemented. Helpful resources can be found on <http://eclkc.ohs.acf.hhs.gov/hslc> (Head Start website).
22. Confer and collaborate with Family Service Worker to ensure comprehensive services to Families and Children
23. Ensure ratios are met at all times. The group size for infants and toddlers in EHS center-based program option is 4 children to 1 teacher with no more than 8 children in a group. HS ratio for four-year old classroom is 10 children to 1 teacher with no more than 20 children in a group.-HS 1304.52 (f)(4) & HS 1306.32(a)

24. Eat with children, providing a family-style dining setting and share the same menu to the extent possible. Do not use food as a punishment or reward.-HS 1304.23c(1)(3-4)
25. Utilize information from child's IFSP/IEP to plan appropriately for instructional modifications and individualization.– HS 1308.19 (k)

## **Licensing**

### **State Licensing Regulation**

The preschool is licensed through the Delaware Office of Child Care Licensing. A copy of the license is on display in the entryway of the La Fiesta as well as the entryway of La Fiesta II. The licenses are renewed annually. We obey the DELACARE: Rules for Early Care and Education and School-age Centers, Office of Child Care Licensing, Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware.

### **How can I be sure my classroom is meeting licensing regulations?**

Please see Appendix for the Delacare Regulations; this document provides information pertinent to meeting licensing regulations. These licensing regulations apply to classrooms both in classroom set up, health and safety and systems that ensure that security of all students in the classroom.

### **Behavior Management (According to Licensing)**

Teachers will use positive behavior management in the classroom. Redirection by teachers need to be done in a way that is positive and developmentally appropriate method that encourages self-control, self-direction, positive self-esteem, social and responsibility and cooperation. Teachers should work to prevent behavioral problems. Prevention strategies shall include providing appropriate, educationally

valuable materials and activities in an organized, stimulating environment, and setting realistic expectations for young children when planning the program. Staff shall praise and encourage children for positive behavior and predict or guide inappropriate behavior into more motive actions, rather than relying on punishment.

Response to a child's behavior needs to be appropriate to the child's developmental understanding. All consequences that are implemented in responses to children's actions not only need to be developmentally appropriate, but must also be logical. In following with both Head Start and responsive classroom students need to be able to understand, learn, and grow from every experience. Behavior management must follow this as well, students need to have consistent rules and consequences that follow logic.

In an event that a student is still not responding to behavioral support that is a designed to teach, nurture, and encourage positive social behaviors a teacher may use a "break". (Office of Head Start) A "break" may be used as a supplement to, not a substitute for other developmentally appropriate positive methods of behavior management. "Breaks" are limited to a minute for each year of that child's age. For example if a child is 4 years old the child would take a break for 4 minutes. If a child has been asked to take a break they must be given an explanation for taking the break. The first step for "breaks" shall be to remove the child from the group but keep the child within eyesight of the group that continues to participate in the activity. If this step is ineffective, the child may be removed from the room so that he/she is unable to participate, observe or hear the activity. (Office of Child Care Licensing)

A child removed from the group or room shall remain under visual supervision at all times. Children shall never be left unattended behind closed doors. "Breaks" will be in an area that comfortably accommodates the child. "Breaks" need to be seen as a positive opportunity for the child to regroup and focus on appropriate behavior. Before rejoining the group or returning to the room, staff shall talk to the child about

alternatives to the inappropriate behavior in a way that shows faith in the child's ability to make more positive decisions in the future. (Office of Child Care Licensing)

Breaks should be used only by well-trained teachers and caregivers when less intrusive discipline procedures have been tried and deemed unsuccessful and only in combination with positive procedures designed to teach new skills and prevent challenging behaviors from occurring. (Office of Head Start)

Although breaks has been demonstrated to be effective in some situations, it should not be overused and should be reserved for high-intensity behaviors such as aggression toward peers and adults and destructive behavior. Due to a lack of evidence to support its use with very young children as well as the research on the social-emotional development of very young children, the use of breaks with infants and young toddlers is not recommended. (Office of Head Start)

There will be no use of corporal punishment inflicted in any way on a child's body including shaking, hair pulling, biting, pinching, slapping or spanking. Children will not be yelled at, humiliated, frightened or verbally, physically or sexually abused by staff. Comments that put down child's appearance, ability, ethnicity, family and other perennial characteristics are prohibited. Food and toilet usage can not be used as a consequence for an inappropriate behavior. Children shall not be tied, taped, chained, caged or placed in mechanical restraints as a consequence of inappropriate behavior. There will be no consequences given for children who do not go to sleep, have an accident, do not eat any or all part of food or failure to complete the activity. (Office of Child Care and Licensing)

### **Ratios (According to Licensing)**

Every attempt will be made to maintain EDC ratios, however there may be occasions – such as drop-off and pick-up – when classrooms will move toward, but not exceed, State ratios.

Age Group	EDC Ratios	State of DE Ratios
<b>Infants</b> 0-12 months	1:4 Group size of eight	1:4 Group size of eight
<b>Toddler</b> 12 – 24 months 24 – 36 months	1:4 Group size of eight 1:6 Group size of eight or twelve	1:6 Group size of twelve 1:8 Group size of sixteen
<b>Preschool</b> 3 year olds 4 year olds	1:8 Group size of fifteen 1:10 Group size of twenty	1:10 Group size of twenty 1:12 Group size of twenty-four

### **Sanitary procedures (According to Licensing)**

Staff must wash and disinfect the following equipment items or surfaces after they have been used: potty chairs that have first been emptied into a toilet, sinks and faucets used for hand washing after the sink is used for rinsing a potty chair, diapering surfaces, toys mouthed by children, mops used for cleaning, bibs, and thermometers. The following items must be washed and disinfected at least daily, toilets and toilet seats, sinks and faucets, diaper pails and lids, water table and water play equipment, play table, mats that are not stored separately, and smooth surfaced non-porous floors.

### **Hand Washing procedures (According to Licensing)**

Staff need to make sure that both staff and children wash their hands regardless of gloves being worn:

- before and after eating or handling food

- before and after giving medications
- before and after caring for a child who may be sick
- before and after using a water-play table with other children
- after toileting or diapering
- after coming into contact with blood, fecal matter, urine, vomit, nasal secretions or other bodily secretions
- after handling animals or their equipment or after coming into contact with an animal's bodily secretions
- after playing in a sandbox
- after outdoor play
- after cleaning
- after taking out the garbage.

### **Cleaning up bodily fluids (According to Licensing)**

In an event of body fluid spills there are protocols that all staff members must adhere to. Always wear gloves. Vomit, urine and feces on any surface must be cleaned with soap and water and then be disinfected with Envirox. Incidents that involve blood-containing fluids and injury and tissue discharge must also be cleaned with soap and water and then disinfected with Envirox, but staff members must wear non-porous gloves. Staff members cleaning any type of body fluid should ensure that no open cuts, sores or mucous are exposed to the fluids - this is extremely important with blood related injuries and accidents. Any materials used to clean the areas that involved blood must be disposed of in a sealed plastic bag with a secure tie and mops must be cleaned, rinsed, disinfected, wrung dry, then hung to air-dry.

### **Diapering (According to Licensing)**

Staff who work with children that are in diapers must follow OCCL procedures. Staff must make sure that diapers and other clothing of children are changed when wet or soiled. Diapers should be checked at least hourly including visually inspecting children's diaper at least every two hours. A supply of clean diapers and extra clothing must be available for each child either by providing them directly or requiring the parent(s)/guardian(s) to provide. All clothes that have been soiled need to be placed in a sealed plastic container or bag and labeled with the child's name and returned to the child's parent(s)/guardian(s) at the end of the day. The diapering changing area must be a clean, washable and non-absorbent surface. There needs to be a separate hand-washing sink within five feet of the changing area. There needs to be disposable covers for the diaper changing area shall be used for each diaper change. There needs to be disposable diapers placed in a foot activated container that is used exclusively for diapers and lined with a leak-proof or impervious liner. Diapers need to be removed from the center daily or more frequently if needed to prevent accumulation of odors, and placed in a closed container that is outside the building and used for trash collection. The container shall be sanitized daily. The container needs to be within arm's reach of the diaper changing area and inaccessible to children. Diapers containers that require a hand to push the used diaper through a narrow opening or have exterior surfaces that just be touched with a hand or used diaper itself is prohibited. Centers will have an established procedure for changing diapers to include at least the following step: staff members wash and dry each child during diaper change with an individual disposable sanitary wipe or single service washcloth, diaper chaining area shall be cleaned and sanitized with a disinfectant solution after use, the license shall ensure that disposable diapers and disposable covers are disposed, soiled non-disposable diapers are not emptied or rinsed and placed in a sealed plastic container labeled with the child's name and returned to the child's parent(s)/guardians at the end of the day, staff members changing children's diapers wash their hands and

the hands of the child with soap and water immediately after each diaper change. These procedures need to be posted in the diaper changing area.

### **Naptime and Sleeping arrangements (According to Licensing)**

Staff members must ensure that children's sleeping arrangements meet licensing standards. This means that all equipment used for rest must be labeled with the child's name and only used by that child while they are at the center. Materials of the bed must be non-absorbent and cleanable. The sleeping equipment needs to be cleaned and sanitized before being assigned to a student. It must also be cleaned and sanitized at least once a week and anytime it has been soiled or wet. Beds must be one and a half (1 ½) feet apart while in use and students must be in alternating body positions aligning their head to the feet of the child next to them.

Staff members who have students that sleep in cribs must ensure all top rails are at least twenty inches above the mattress with the mattress set at its lowest position and side rail locked in its highest position. Cribs should not have spaces between the slats that are larger than two and three eighths ( 2 ¾ ) inches. All latches must be safe and secured. Mattresses need to be firm and tight-fitting. Soft surfaces such as soft mattresses, pillows, sofas, and waterbeds are prohibited for infant sleeping surfaces. Any toys or objects that are hung from the crib side must be secured and have a weight that would not injury or harm a child if it fell into the crib.

### **Where can I go for more answers?**

You can find more detailed information at The Office of Child Care Licensing website at

<http://kids.delaware.gov/occl/occl.shtml>

## **Delaware Stars**

The EDC participates in Delaware's Quality Rating System = Delaware Stars. There are a variety of requirements for the EDC to maintain its current Star Rating. Staff members should familiarize themselves with those requirements by visiting the Delaware Stars website at <http://www.delawarestars.udel.edu/>.

### **What is it?**

Delaware Stars is an early childhood program rating system that is made up of state, private, and public stakeholders, including the Delaware Department of Education, the Office of Child Care Licensing, Delaware Department of Health and Human Service, Purchase of Care Program, The Child and Adult Care Food Program, Children and Families First, Delaware Association for the Education of Young Children, as well as the partner programs who participate in Delaware Stars. Delaware Stars began in 2007 with a few pilot programs. In 2012, Delaware Stars was re-designed by the University of Delaware, which changed the program to a point/star system in which participating programs are awarded stars based on quality, with five stars representing the highest rating achievable.

Delaware Stars is a quality rating and improvement system (QRIS). A QRIS is a way to assess, improve, and communicate the level of quality in early care and education programs. Delaware Stars was designed and has been implemented to define and support the development of quality in early care and education programs. Delaware Stars evaluates programs in four domains: family and community, qualifications and professional development, management and administration, and learning environment and curriculum.

### **What does it mean to be a Star Five center?**

In 2014, the Latin American Community Center became a Star Five center. Centers that have achieved five star status have showed high quality in the four domains of family and community, qualifications and professional development, management and

administration, and learning environment and curriculum. Each of these domains has specific standards that are considered to be strong indicators of quality. Classrooms are evaluated on their physical setup and teachers are assessed on their interactions with students, and how smoothly the classroom routines and procedures are executed. Programs are evaluated on a point system; in order to receive a star five rating, centers must score at least eighty out of a possible 100 points.

### **Is my classroom meeting Star Five criteria?**

There are different environmental rating scales used to analyze classrooms based on the age of the students. The Infant Toddler Environmental Rating Scale Revised (ITERS-R) is used to assess classrooms used by infants and toddlers through two-year-olds. The Early Childhood Environmental Rating Scale Revised (ECERS-R) for is used to assess the classrooms of late two-year-olds, three-year-olds and four-year-olds. Please consult Appendices 1 and 2 for further guidelines to setting up your classroom.

### **How does the Stars program impact/effect my role as a teacher?**

The two primary areas of assessment are the classroom environment and teacher interactions with students. Stars focuses on ensuring that students are safe and that educational environments promote developmental growth through exploration. Classroom setup and maintenance throughout the year must be consistent with Delaware Stars highest standards. (See Appendix 3 for materials list and guidance on classroom setup.) Additionally, Delaware Stars asses how well teachers execute their routines and procedures, and that students waiting time is minimal. The overall goal of Delaware Stars' assessment of teachers is to improve the quality of educators who provide direct care for students and oversee their developmental growth.

## **Technical Assistance**

Part of maintaining our quality rating and preparing for the Delaware Stars Assessments is close work with a Technical Assistant (TA). Programs are assigned a Technical Assistant (TA) after confirmation of their acceptance into Delaware Stars and are contacted by their assigned TA to schedule the on-boarding visit shortly after. From this point forward, the TA is the program's primary contact for Delaware Stars and will guide and assist the program through the quality improvement process.

## **What the relationship between Delaware Stars and Office of Child Care Licensing?**

The Office of Child Care Licensing and Delaware Stars work together to foster and support quality education for early childhood programs. One significant difference is that licensing is administered by the Office of Child Care Licensing. While both programs communicate to each other about the programs in Delaware Stars, all programs that care for children must hold a license from the state. Programs may select to be a part of Delaware Stars, but are not required. Essentially, Licensing sets the baseline qualifications for every program in the state of Delaware. A program must be in good standing with Office of Child Care Licensing in order to participate in the Delaware Stars Program; this requires the program to be free of suspension, probation, or warning of probation from the Office of Child Care Licensing. If Delaware Stars personnel are on the program's premise and see violations of licensing requirements, they will report their findings to licensing (any findings can trigger a re-verification). Delaware Stars will only be on the premise through scheduled appointments such as Technical Assistant appointments, practice assessments, and actual assessment. Licensing may enter the premise at any point and ask for paperwork at any point. In order to be licensed programs must also meet all state codes such as fire codes, health codes, and building codes.

## **Expeditionary Learning**

Expeditionary Learning partners with schools, districts, charter management organizations, and states to build teacher capacity in service of a more ambitious vision of student achievement: one that joins academic challenge and scholarship to critical skills like perseverance, critical thinking, and an ethic of contribution to prepare students for success in college, career and citizenship.

### **Expeditionary Learning Design Principles**

The design principles express the philosophy of education and core values of Expeditionary Learning.

#### **1. The primacy of self-discovery**

Learning happens best with emotion, challenge, and the requisite support.

#### **2. The having of wonderful ideas**

Teaching in Expeditionary Learning schools fosters curiosity about the world.

#### **3. The responsibility for learning**

Learning is both a personal process of discovery and a social activity.

#### **4. Empathy and caring**

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust.

#### **5. Success and failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges.

## 6. Collaboration and competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear.

## 7. Diversity and inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.

## 8. The natural world

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect.

## 9. Solitude and reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas.

## 10. Service and compassion

Students and teachers are strengthened by acts of consequential service to others.

For more detailed description of the principles, visit <http://elschools.org/sites/default/files/design-principles.pdf>

## **What it means to be an EL school**

Expeditionary Learning is a philosophy of learning. Schools that chose to embody this type of learning believe that Learning is active. That students are scientists, urban planners, historians, and activists, investing real community problems and collaborating with peers to develop creative, actionable solutions. Expeditionary Learning Schools believe that learning is challenging. That students at all levels are pushed and

supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. Expeditionary Schools are meaningful. That students will apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose. Expeditionary Schools believe that learning is public. That through formal structures of presentations, exhibitions, rite and data analysis, students and teachers build shared visions of pathways to achievement. Expeditionary schools believe that learning collaborates. That school leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. That trust, respect, responsibility, and joy in learning permeate the school culture.

Expeditionary Learning has 38 Core Practices. These practices can be further read about in the "Expeditionary Learning Core Practices A vision for improving schools" red book. Expeditionary Learning is in schools Pre-k-12th grade and some of the practices do not specifically relate to pre-K. Some of the Core Practices that we do focus on are the expeditions, case studies, guiding questions and quality of work produced by students. This impacts the classroom through the creation and implementation of lesson plans that allow students to produce high quality work. While this looks different for different age levels, the LACC has seen high quality work produced from the infant classrooms to the pre-k-4 classrooms. Specifically, the LACC has worked with their school design team on focusing on Core Practice 7 that asks for student work to require perseverance, rigor, craftsmanship, and authenticity. Teachers have been engaging in High quality work protocols to examine student work to create criteria for the specific age levels. Teachers will work to implement expeditions, guiding questions, and lessons that allow students to create and produce this type of quality work.

As an Expeditionary Learning school the LACC also wants to focus on community and that these expeditions have meaningful implications for our students' communities. Through these expeditions students can see how they can create change within their own community. Service is a significant aspect to Expeditionary Learning schools as well as

independent and self-directed learners. These will be embodied into lesson plans, case studies, and expeditions.

### **Is my classroom meeting EL criteria?**

Expeditionary Learning schools have a large amount of resources to reference. While EL has Core Practices academic standards come from Teaching Strategies Gold and the Creative Curriculum. For learning more about EL and their practices there is the “Core Practice” red book that is available to look through. As well as previous lesson plans from previous expeditions as well as current and upcoming expeditions. Expeditionary Learning has a website [elschools.org](http://elschools.org) which has many resources for teachers to further their understanding of EL and how to ensure that their classrooms are meeting EL protocols and procedures.

### **Creating Beautiful Spaces for Learning**

In Expeditionary Learning schools, the physical space of the school reflects and supports the learning environment. When people enter the school, they are immediately aware that they are in a place that celebrates learning. The walls of the classroom are filled with high-quality student work showcased in common spaces and classrooms. Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires student and community pride.

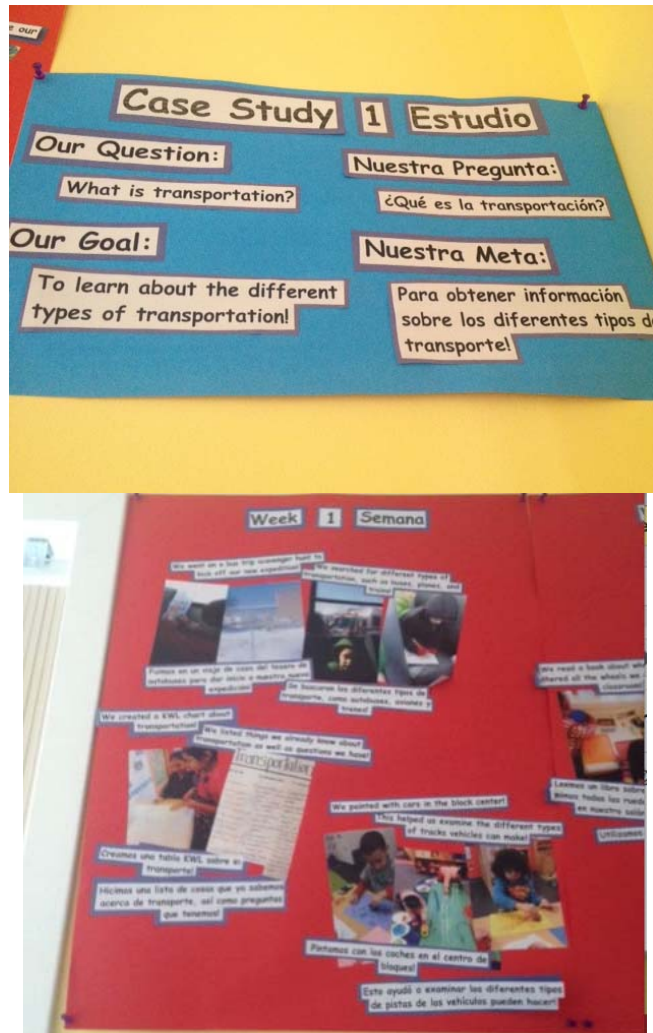
#### **Physical Environment**

1. School leaders, teachers, and students ensure that classrooms and common spaces are clean and maintained with care and pride. Whenever possible, students are leaders in this work.
2. The primary entryways for the school are welcoming and beautiful with displays that send a clear message that the school is a place of high achievement and quality student work. Signage makes the values and mission of the school clear to all, and communicates the school’s membership in the EL network.

3. High quality student work, rather than commercial posters and signs, is displayed in classrooms and common spaces. Student work is supported with text that makes clear what students learned.
4. As much as possible, classrooms are rich with resources for student learning (eg, books, manipulatives, art supplies, models, etc)
5. Classrooms are set up to facilitate student thinking, independence, and care for materials. Supplies are well-organized and labeled; expectations, directions, schedules and protocols are posted.
6. Students take primary responsibility for the care of classroom resources. Everything, especially live plants and animals, is treated with great respect and concern.
7. Items from the natural world (eg rocks, plants, bones, minerals) are displayed and cared for as they would be in a museum,
8. Student achievement in multiple realms is celebrated throughout the building.
9. Outdoor spaces (eg courtyards, gardens) are cared for and invite teachers and students to connect the natural world to their classroom learning.

### **Documenting Student Learning**

1. The school features museum style documentation panels. Documentation panels explain student learning through an artistic arrangement of student work, explanatory text, tasks, and photographs, rough and final drafts. Below is an example of a week 1 documentation panel and case study information.



During expeditions, documentation panels are written and posted weekly in English and Spanish. They have the week labeled, description of activities, and pictures of students working. There is also a section on the overarching question and goal for the case study.

2. Teachers and students use anchor charts (when appropriate) to document learning during lessons. These charts and maps are posted in the classroom to reinforce understanding and provoke thinking.

For more detailed information on beautiful spaces read the “Creating Beautiful Spaces for Learning” (page 70) in the Expeditionary Learning Core Practices book or the

following link:

[http://elschools.org/sites/default/files/Core%20Practice%20Final\\_EL\\_120811.pdf](http://elschools.org/sites/default/files/Core%20Practice%20Final_EL_120811.pdf)

## **Expeditionary Learning Procedures and protocols**

### **What is Crew?**

Crew is a tool that some EL school chose to use to further build community in the classroom. The idea is that all community members to become crew, not passengers. Students in EL schools are known well and supported by adults. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures to ensure that students' needs are met and individual strengths are discovered.

At the LACC, crew is designed to foster closer student-teacher relationships. The class is divided into smaller groups (two or three depending on how many teachers there are). These groups remain the same throughout the year. Teachers plan crew activities that help build Habits of Work and Learning (HOWLS). In this smaller space, teachers and students have an increased capacity to foster deeper, more trusting relationships. Crew activities change daily, but can be repeated if the second or third time incorporates another level of challenge to the activity. Crew generally lasts 10-15 minutes each morning.

### **What are expeditions?**

Learning expeditions are the signature Expeditionary Learning curricular structure. They make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research critical thinking, and problem solving, and they build character along with academic

skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfiction text. Learning expeditions take multiple, powerful elements of the EL model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning and culminating event featuring high-quality student work. All of these structures can also be used independently, outside of full learning expeditions.

At the LACC expeditions are 12 weeks long. Within the twelve week expedition there are three case studies that are 4 weeks in duration. Case studies animate the major concepts of discipline or broad topic through concrete-often local- studies of subtopics within the discipline. The case study helps students focus their research and become experts on specific topic before they generalize their learning to broader connects and content. Case studies are part of learning expeditions, but can also be used as stand-alone structures outside of full learning expeditions. Case studies are typically 2-6 weeks in duration and usually include student projects and products.

Both the larger Expedition and the case studies are driven by guiding questions. Guiding questions frame the inquiry of the class. They are open-ended, nonjudgmental questions that motivate students to explore and discuss topics from multiple perspectives. Grappling with good guiding questions leads students to enduring understanding of broader issues and fundamental concepts within and across disciplines. Guiding questions also link all elements of curriculum and help teachers and students see the connections between lessons, projects and case studies. They provide filter for teachers when they are making instructional choices, and they help students understand big picture of their learning. Guiding questions are part of learning expeditions, but they can also be used as stand-alone structures outside of full learning expeditions.

### **What is an expedition night?**

A Core Practice of EL is engaging families and the community in the life of the school. Expeditionary Schools do this through welcoming community members into the school and inviting families to participate in school events. Another way this can be done is through Expedition nights. At the LACC these occur twice a year after the end of the two expeditions that occur during the school year. These nights are meant to both showcase the hard work of the students and allow parents to engage in their child's learning. By the end of expedition students will be experts on their topic; this night gives them the chance to share with their families and the community their expertise. At the end of each expedition there are final products, these products are showcased. Preparing and setting up for these nights requires communication with both your co-teacher and your age level team. Teachers will prepare write ups about the student work chosen to display (all students should have some work showcased). Teachers will prepare a documentation panel that highlights and showcases the twelve week expedition. This documentation panel will have photos as well as the guiding questions for each of the case studies and overall expedition.

### **What are HOWLS?**

In our classrooms we teach students the four habits of work which are care, responsibility, curiosity, and grit. These four habits of work should be used in daily language, narrating to students when they are exhibiting these characteristics.

### **How does EL impact/affect my role as a teacher?**

A major part of EL is student driven learning and exploration. In a pre-k classroom EL states that learning needs to be play based. Play extends the edge of the zone of proximal development, giving children new hooks on which to hang their learning. Even if they cannot be real home builders or mothers, their fantasy play allows them to "experience" construction or motherhood in a way that creates stronger

connections when they observe a construction site or read a story about a mother struggling to work and care for her children. It also solidifies new learning by helping children to practice what they have learned in school or in the adult world and strengthen neural pathways that connect new learning to established networks. Play helps students develop social-emotional growth and language development as it requires students build skills for self-regulation and collaboration, to develop emotional and physical boundaries. Play helps children develop cognitive skills as they use imagination and representational competence can be built.

The majority of the school day needs to be focused around play and most of the learning experiences should be embedded in play. Play should involve challenge and risk, but be a safe place to fail. It should cultivate openness to possibility - to wonderful ideas and to self-discovery. It should be inclusive and focused on collaboration and compassion. It should, where possible, involve the natural world. It should allow for varied levels of engagement, from leadership to solitude, depending on the needs of students. It should involve opportunities for reflection and meaning-making. This play needs to provide opportunities to deepen connections with materials in the expedition and other parts of the day. Centers shift from the standard dramatic play or housekeeping to centers that create opportunities to expand understanding of expedition's topics such as a bakery center with recipe cards and measure tools, a mechanic shop with tools and vehicles. This goes beyond a dramatic play center; table toys and the library and art center connect and give students chances to build deeper connections to the expedition as well. Teachers focus their centers on the objectives that are being taught in the expedition.

### **Where can I go for more answers?**

El schools.org - This website allows teachers to read more about Expeditionary Learning. It also gives teachers access to what other EL school are doing and additional documents about EL.

## **Responsive Classroom**

Responsive classroom is a philosophy of teaching that emphasize social emotional growth into students' academic learning. It was started in the 1990's by a group of teachers who wanted to put together their collective experiences of teaching to create a resource for other teachers. This philosophy believes that students learn best from social interactions and real live experiences. That in order to become an active participating member of democracy students need to be active participants in their classroom experience and overall education. Much of what Responsive Classroom promotes is very similar to requirements by the State of Delaware and Delaware Stars as well as part of Expeditionary Learning and ECAP requirements.

### **How does it impact my classroom?**

This approach gives tools to teachers to help further their students' social-emotional growth while also continuing to maintain rigorous academic standards. Responsive classroom does this through engaging academics, positive community, effective management, and developmental awareness of all students. Responsive classroom approach has seven principles that go with it.

The social curriculum is as important as the academics: The LACC uses the Creative Curriculum, TSG and EL which all adhere to this principal.

How children learn is as important as what is being taught: Through the use of TSG and EL teachers spend a lot of time of ensuring lessons are planned, prepared, and executed to meet all students' ways of learning.

The greatest cognitive growth occurs through social interactions: Through play-based learning much of our learning is occurring through centers and the social interactions of student to student and student to teacher.

There are a set of social skills that children need to have in order to be academically successful: Learning is not just academic, but also very much about student's socio-

emotional learning which means that teachers should ensure that they are embedding those skills into their lesson and everyday routines.

That you need to know your students individually, culturally, and developmentally: This is similar to knowing how your students learn. This goes a step further to cultural sensitivity and understanding that may be your everyday normal could be seen differently from a student or family that comes from a different background. It is important to make sure that all teachers are aware and are sensitive of these differences. This is also includes being aware of the individual differences and needs of all the students in the classroom.

That you need to know and invite their families to participate in the classroom: At the LACC we highly encourage parent participation. Invite parents into the classroom to teach about something they are knowledgeable about or interested in as well as on field trips.

In order to create a space and caring environment in the classroom there needs to be one within the school community: This principle is more about the culture with the staff of the school. The staff at the LACC needs to have a positive and caring environment outside of the classroom so that it can transfer into the classrooms.

Along with these principles Responsive Classroom has 6 teaching strategies that teachers can implement into their classroom to better follow these principles and cultivate a positive classroom culture.

Morning Meeting: This builds community and creates a positive space and reinforces academic and social skills

There need to be rules and logical consequences: This means that there is a clear and consistent approach to discipline that fosters responsibilities are self-control.

Guided Discovery: A format for inducing materials that encourage inquiry, heightens interest, teaches care of the school environment and materials.

Academic choice: an approach to encouraging children to make their own choices which helps them become invested, self-motivated learners

Classroom Organization: strategies for arranging materials, furniture, and displays to encourage independence, promote care, maximize learning and positive social interactions.

Family Communication Strategies: Idea for involving families as true partners in their child's education.

### **Structure of Morning Meeting**

All of the previously listed strategies are considered important and should be a part of your daily routines every day. Morning Meeting is a specific event in the morning that must happen every morning. At the LACC morning meeting takes the responsive classroom approach to further build community. This format requires four parts.

**Greeting:** Students and teachers greet one another by name and offer hospitality.

**Sharing:** Students share important information about their lives.

**Group Activities:** Everyone participates in brief lively activities that fosters group cohesion and helps students practice social and academic skills.

**Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work that they will do in school that day.

### **Positive Guidance & Behavior**

Every adult who cares for children has a responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are called child guidance and discipline. Positive guidance and discipline are crucial because they

promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledges the child's efforts and progress, no matter how slow or small, is likely to encourage healthy development. Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. EDC staff will use only positive guidance techniques. When interacting with young children, staff should ask themselves the following questions:

"Am I..."

- Validating feelings?
- Asking open ended questions?
- Encouraging problem solving?
- Respecting children's choices?
- Using praise and positive reinforcement?
- Talking with children – not at them?
- Circulating throughout the classroom?
- At the child's eye level?

### **Reasons for Misbehavior**

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- Children want to test whether caregivers will enforce rules.
- They experience different sets of expectations between school and home.
- A child does not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehavior with adult attention.

### **Preventing Misbehavior**

Child misbehavior is impossible to prevent completely. Children, usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps caregivers can take to help prevent misbehavior.

- Set clear, consistent rules. (e.g., walking feet; gentle touches)
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities. (e.g., participating in activities with the children so they stay interested for longer periods)
- Encourage self-control and independence by providing meaningful choices. (e.g., "You may pick up the blocks or art center.")
- Focus on the desired behavior, rather than the one to be avoided. (e.g., "Ashley, please use gentle touches with your friends.")
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., "Joey is playing so nicely. I like it when you keep the blocks on the table.")

- Encourage children often and generously.
- Set a good example. (e.g., using a quiet voice when children should be quiet)
- Help children see how their actions affect others.

## Responding to Misbehavior

Below are strategies staff will use to respond to child misbehavior. Remember, however, that it's always a good idea if rules are explained fully and clearly understood before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

- **Redirection** - This strategy should be used most frequently when working with young children. If a child is not following the rules or being uncooperative, quickly get the child's attention and introduce another activity. For example, "Kate, please help me water the flowers now. You've been riding the bike for a long time and it's now Logan's turn."
- **Logical consequences** - These are structured consequences that follow specific misbehaviors. The child should be able to see how the behavior and the consequence are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt; this will make him sad.
- **Participate in the solution** - If a child damages something, he/she needs to help in fixing it or in cleaning up. If a child causes someone distress, he/she should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."
- **Natural consequences** - Allowing children to experience the consequences of their behavior is also called learning the hard way. For example, Laura does not put her books back in her school bag after she finishes reading. One day she

loses a book, and therefore must find a way to replace it. Only use natural consequences when they will not endanger the child's health or safety.

- **“Take a break” or “Calm down chair”** - In some instances, a child may need to be removed from a particular situation in which he/she has become overwhelmed or violent. The child should be directed to “take a break” or sit in the “calm down chair.” This strategy gives the child a chance to calm down, regain control, and reflect quietly on her or his behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have talked often about how hitting is not acceptable. But because you hit John, please leave the blocks center and go to the calm down chair. I will talk to you when you are ready."

If these actions do not help in reducing or changing behavior the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Director and/or Instructional Coordinator
2. The Director and/or Instructional Coordinator will observe the child and meet with the Teachers to develop a behavior management plan.
3. The behavior management plan will be discussed with the parent and then put into practice.
4. The Director and/or Instructional Manager, Teachers, and parents will evaluate the behavior management plan. If needed, adjustments will be made.

**\*\* If a child's behavior becomes threatening to themselves, other children, staff or teachers, the child will be removed from the classroom. \*\***

## Ongoing Routines and Responsibilities

### Daily Schedules

NAEYC emphasizes the importance of predictable, structured daily routines in which children feel secure and teachers seek opportunities to expand on children's ideas and interests. Every classroom will have a daily schedule that is followed closely as possible to ensure consistency for students. Teachers should complete routines and activities the same way each time they occur, minimize wait time between activities, and allow enough time for routines and transitions so they are not hurried and purposeful. This schedule will be posted for parents to see as well as made into a developmentally appropriate visual schedule for students to follow along with throughout the day. Each schedule will include, breakfast, morning meeting, crew, centers, outdoor time, lunch, nap, afternoon centers, snack, afternoon outdoor time as well as ensuring that there is time for both quiet and active play, teacher and child directed active, indoor and outdoor times, music and movement time, opportunities for bodily care, oral health, meal times and rest times. It is very important that schedules that are posted are updated and actually reflect the classroom's daily schedule. Part of a school day includes transitions. Transitions need to be purposefully planned. Students need to be given warnings before transitions occur. These routines need to be documented in Teaching Strategies Gold and appear in the lesson plans tied to an objective in TSG.

### Transitions

Transitions are the times in the day when children move or change from one activity to another. Typically, these include arriving in the classroom, moving from morning meeting to centers, cleaning up after center time to get ready for outdoor play, snack or nap times, and preparing to go home. Children's challenging behavior during transitions may be related to how program staff structure, schedule, and implement transitions. Challenging behavior is more likely to occur when there are too many transitions, when all the children transition at the same time in the same way, when

transitions are too long and children spend too much time waiting with nothing to do, and when there are not clear instructions.

Designing a schedule that minimizes transitions and maximizes the time children spend engaged in developmentally appropriate activities is the first step in decreasing challenging behavior. Create a transition plan that includes (1) assigned roles and responsibilities before transitions (for example, designating one teacher to prepare the materials for center time); (2) strategic placement of adults during transitions (for example, having one teacher stand at the door to engage children in an activity as they line up); and (3) identification of children who need individual supports, such as an individualized reminder before the transition or the use of a visual schedule.

For children to learn the expectations associated with any transition, teachers need to explain or model expectations multiple times in multiple ways. One way to accomplish this is to describe the steps using pictures and then role-play each step during group time. Children also can be models for their peers. One child can demonstrate while the teacher narrates. Visual cues or representations (for example, photographs, clip art) assist children in understanding expectations, anticipating the transition, and knowing what to do.

For more information about successful transitions, please see the article “Planning Transitions to Prevent Challenging Behavior” found at [http://journal.naeyc.org/btj/200805/pdf/BTJ\\_Hemmeter\\_Transitions.pdf](http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf)

## **Lesson Plans**

Teachers will be provided lesson plans electronically from previous expeditions and the pre-planned explorations for each age-level. These will allow teachers to focus more time on individualizing their plans for their students. Every activity that is implemented in a class must have written individualization to meet the needs of the students in that classroom. For example, the expedition may call for a writing activity, teachers must ensure that they individualize that lesson meets each student at their developmental

level and then helps guide them further. This will look different from activity to activity and age level to age level. For example, the goals for students in a toddler classroom will look different than the goals for a student in a pre-k classroom that is focused on kindergarten readiness.

Individualization should and will change from week to week as teachers will collect data every week and analyze the data during co-planning. Individualization will need to show that is part of the data cycle to meet Head Start compliance as well as gathering information about each student from their families. Individualization needs to include the specific needs of students with IEP's and IFSP's to be in compliance of Head Start Standards. Individualization will need to be written into lesson plans each week. Each activity including transitions, meals, nap, and outdoor time must be tied to an objective. Based on teachers on-going assessments, each activity should include how teachers will both push and pull students these objectives based on their developmental level.

### **Teaching Strategies Gold**

Throughout the school year teachers need to do on-going assessments of students. The Latin American Community Center uses Teaching Strategies Gold (TSG) to record and compile student's on-going assessments. TSG provides a developmental continuum that aligns with objective for teachers to focus their lesson plans around. The developmentally continuum allows teachers to see their students development as a process and each students individual growth over the school year. This program allows for teachers to see where their students are and individualize for each students needs. Teachers input their on-going assessments into TSG throughout the year. In order to be able to fully utilize the data that teachers collect, data must be inputted into TSG every Sunday. This will allow instructional coaches to work with teachers to see trends in the data and how to effectively individualize for their student's.

## **Checkpoints**

Three times a year checkpoints are due and teachers must assign a level on the developmental scale for each objective for each student. These checkpoints align with student growth conference so that the data can be shared with parents. These checkpoints need to accurately reflect where every child is currently at that point and time. Prior to checkpoints being due teachers will meet with their instructional coach to defend their decisions about each student's developmental level. This will ensure that teachers are looking at each student carefully before they finalize the data.

## **Narratives**

Teachers will prepare narratives to go along with the data to share with parents during conferences. Information should include: Child's Strengths & Growth Areas that Need Strengthening, Child's Interests and Passions, Examples to Share with the Family, and Plans for Home and School.


Strengths and Needs. All children have a number of strengths and needs. The teacher should choose about two of each that stand out. It is important to identify both strengths and needs and to keep them balanced. For example, the teacher would not indicate just one strength and many needs. Even if a child does have many needs, only a few should be selected for documentation on the Narrative. Sometimes it can be difficult to think of areas of need for children who have many strengths, but it is important to give this some careful thought. All children should be learning and making progress regardless of where their skill levels are at the start. Needs should define specific areas on which to focus to support a child's further learning. Therefore, even if children are performing at high levels on an objective, it still might be selected as a goal. All children should be challenged by the curriculum to grow toward their fullest potential.

Child's Interests and Passions. The Child's Interests and Passions section of the Narrative provides a sense of who the child is as a unique and special person. It will

help to answer the family member's question, "What does my child do at school?" in a way that shows real knowledge and caring toward their child. Knowledge of the child's interests and passions can be helpful in planning activities that the child finds interesting and engaging and, therefore, be effective in supporting the child's growth. This section is about what the child likes to do, NOT what the child is skilled at doing. If the child tends to select certain activities, or chooses to play with certain children, or tends to talk about a favorite topic (e.g., "Talks about his or her cat all the time."), a note of it can be made in this space.

Examples. Information shared with the child's family will be much clearer if there are specific examples. It is important to have examples of the child's work to share with the family. Collect and date samples of activities the child has done at school, such as the child's drawings or constructions, or photos of the child working and playing.

Goals. When developing goals and plans for the child's areas of need, the teacher should build upon the child's strengths and interests. This will increase the chances that the plan will be successful. Not all plans need to be activities. Some plans are teacher strategies to use with a child when an appropriate opportunity arises. To work on conflict resolution skills, for example, the teacher can plan things to do or say when the child is engaged in a conflict. The teacher might ask a pointed question or have one child define or explain the problem to help children learn to resolve conflicts.


**Narrative Summary**

Child's Name: Jesse Roberts      Child's Age: (y) 4 ;(m) 3  
 Teachers: Julianne & Miguel      Report Date: (m) 10 /(y) 02  
 Program: \_\_\_\_\_

Drag the cursor around the area you want to capture.

Child's Strengths and Growth
Jesse's strengths are his language and fine motor skills. He speaks clearly in sentences and understands and participates as a partner in conversations with adults. He shows good control in using his hands. He makes detailed drawings and can cut tiny pieces of paper with scissors.
Areas that Need Strengthening
Jesse focuses most of his attention on adults and on his favorite activities rather than on his peers. One area that could be strengthened is his interaction with peers.
Child's Interests and Passions
Jesse loves to draw, paint and talk. He is very happy if he can have a conversation with an adult while drawing or painting. He often talks about his cat, who is frequently the subject of his art work as well. He is interested in many topics, asking many questions to satisfy his endless curiosity.
Goals and Plans for Home and School
<b>Home</b> <ul style="list-style-type: none"> <li>- Jesse will draw pictures of things he likes to do at home and tape these to the refrigerator. When Jesse asks his Dad for help finding something to do, Dad will suggest that Jesse select an activity pictured on the refrigerator.</li> </ul> <b>School</b> <ul style="list-style-type: none"> <li>- Jesse's dad will bring in large paper to encourage Jesse to cooperate with peers by making collages with them;</li> <li>- Julianne will provide smaller paint brushes for Jesse so he can paint with more details.</li> </ul>

\_\_\_\_\_  
 Teacher's signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Family Member's signature

\_\_\_\_\_  
 Date

## Student growth conferences

Teachers will have three parent-teacher conferences per child each school year: Fall, Winter, & Spring. Teachers are responsible for scheduling and conducting the conferences. During these conferences teachers should seek to provide parents with information. Teachers will provide parents with data and information that reflects their

child's growth and development: the TSG Development and Learning Report for parents and the Narrative Summary. Also this is a time to work with parents to create goals for the student that can be worked on at school and at home. Teachers will complete the appropriate forms. At the end of each conference it is important that both the teacher and family members sign the form to indicate they have agreed to the plan. After having parents sign the conference forms, teachers will give the parent one copy, give the Family Service Worker one copy for the child's file, and will have one copy for the child's classroom file. Remember the goal is to summarize the child's performance (not to share every single indicator assessed) – Where is the child successful? – Where has progress been made? – What are plans for next steps?

### **Open house**

An open house gives you an opportunity to meet the parents and your students and allows you to ease parents' fears to get the year off to a positive start. At the LACC , this occurs within the first two weeks of the school year. This is another way to establish a relationships with families early on in the school year. Teachers will plan activities to engage with families during the open house. Parents have the opportunity to ask questions about the classroom and other questions or concerns they may have. Plan carefully to make your open house run smoothly.

### **Family Activity Nights**

Family events such as storytelling or puppet building activities are intentional planning for developing quality family relationships that engage family members with other families, with teachers, and with the school. Activities, collaboration, and communication build trust between schools and families. To create a program that revels in family involvement, teachers must offer many high-quality, meaningful, family learning experiences that not only attract family members but also hold their hearts. Family nights encourage community building and fellowship. These evening

events are for families in the infant room up to the PreK4 room. Activities provided are age- and content-appropriate programming for children and adults.

## **Daily Reports**

A daily report will be prepared by staff and given to families for infants, toddler 1, and toddler 2 students. Information will include:

- For all meals and snacks:
  - What s/he ate.
  - How s/he ate (well, fair, not so great).
  - Comments (new foods, etc.).
- Diapers/Potty Times
  - Review times diapers were checked.
  - Were they wet or dry?
  - Track any bowel movements.
- Naps - Review when child went to sleep and for how long they slept.
- Activities - Review what the child did today. How engaged and active were they? Were there any new developments or accomplishments?
- Behavior and Mood - What was the child's behavior and mood throughout the day?
- Problems or Concerns - Was there anything that was a cause for concern today?
- Supplies Needed - Are there any supplies that are needed? Diapers, wipes, set of clean clothes, other?

## **Weekly classroom newsletters**

A parent newsletter is an integral piece of our school-to-home communications plan.

Delaware Stars, State of Delaware Licensing, Head Start, and ECAP require that Toddler 3 and PreK4 classrooms create a weekly parent newsletter that provide parents a picture of what their child is learning and doing at school. There should be information

about the weekly lesson plans, the current expedition, and upcoming events including days when the LACC will be closed so that parents can plan accordingly and be prepared for any closings. These newsletters should provide parents a sense of community with the classroom as well as convey that parents are an integral part of the classroom, always included, and provide means for parents to talk with teachers openly.

### **Cleaning Routines**

The EDC is maintained by the LACC's facilities department. Checklists are provided and completed by assigned personnel. The director meets with the director of facilities, at least twice a year or as needed, to review the checklists and to make needed repairs or special cleaning as required in accordance to licensing and NAEYC accreditation requirements.

Caution will be used when shampooing rugs in areas used at any time for children to crawl. Facility cleaning requiring potentially hazardous chemicals will be scheduled to minimize exposure of the children.

The facility will be maintained in a clean and sanitary condition and carried out as indicated in the NAEYC cleaning frequency table. When a spill occurs, the area will be made inaccessible to children. When surfaces are soiled by body fluids or other potentially infectious material, they will be disinfected after they are cleaned with soap and water to remove all organic material. Facilities will be called for immediate cleaning.

Staff clean and sanitize toilet seats, toilet handles, bowls, doorknobs, handles and floors, either daily, or immediately if visibly soiled. Surfaces will be disinfected using Envirox. To disinfect, the surfaces will be sprayed until glossy. The solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry.

Routine cleaning of the classroom will be carried out by teachers according to the schedule and procedures.

### **Toy washing instructions for all ages**

Toys mouthed or otherwise contaminated by children are placed in “toys to be washed” container immediately after child is finished with the toy. Toys will be washed daily.

Toys that can be placed in a bleach and water solution are washed in the sink / plastic tub (please soak for 2 minutes, do not rinse); toys which do not fit should be sprayed with Envirox until glistening and allowed to air dry on paper towels.

### **Infant Room**

- All toys are washed at least once a day (more frequently if mouthed)
- Soft climbing structures are sprayed with Envirox solution daily.
- Soft toys, furniture covers, etc. are washed in the machine daily

### **Toddler 1 and Toddler 2**

- All toys are washed at least twice a week (more frequently if mouthed)
- Toys that require bleach and water solution spray are cleaned weekly
- Soft climbing structures and all other climbing surfaces are sprayed with bleach and water solution, weekly, or more often if needed

### **Preschool Classrooms (3 -4 -5 years of age)**

- Toys, not mouthed or otherwise contaminated by children, are washed on a rotating basis, monthly

## **Policies and Procedures**

### **Absences (Children)**

Policy (as written in the Parent Handbook)

Consistent classroom attendance is important because learning takes place each day in the classroom setting, and good attendance habits are being established for the rest of

the child's school career. Families enrolled in the EDC are encouraged to ensure that their children maintain regular attendance.

- If families are not willing or able to participate on a regular basis and chronic absenteeism (consistently more than 5 absences per month) persists, after exhausting all preventative measures, they may be terminated from the program and another child from the waiting list will be given the opportunity to attend.
- Classroom attendance will be recorded daily by the teaching staff using the Child and Adult Food Program attendance and meal log sheet. This information is then recorded into the ETO System for reporting and tracking. Attendance is reviewed and monitored regularly.
- Notice for all vacation and/or planned absences must be submitted in writing. All fees still apply while child is not in center but is still enrolled.
- If a child is out for more than three days, a doctor's note explaining the absences is needed in order for a child to be allowed to return to class.
- If a parent receives Purchase of Care and is absent for more than five days, the parent will be responsible for any absences above five days.
- If your child is out due to sickness, and you have a doctor's note, you may be eligible for a credit to your account. This needs to be discussed with the Finance Department.

#### Procedures for teachers regarding child attendance

1. Teachers will take attendance each day - recorded on the Child Tracking Form and the ETO forms
2. Teachers will call the family to inquire as to why the child is absent. Make a note of the reason on the child's classroom file.
3. When a child has been absent for two consecutive days, please call the Family Service Worker to inform them. The Family Service worker will assist families in identifying and eliminating barriers to achieving regular attendance by providing appropriate support services.

### **Absences (Teacher & Staff)**

Consistency is crucial to creating a successful program. We make every attempt to put as few staff members as possible in each classroom. Therefore, all staff members are expected to be in regular attendance, in order to provide a consistent environment and routine. Instances of absenteeism and/or tardiness will be documented in the staff member's personnel file. Recurring absences or tardiness are subject to the Disciplinary Procedure. All absences must be reported to the Director.

### **Calling Out Procedures**

You must text or call Gloria and Faith (both of us please) **2 hours** before a scheduled shift if unable to come to work: Gloria Cell: 302-354-9707 and Faith Cell: 302-275-0783

- Please do not call between the hours of 10:00pm-5:00am. It is appropriate to text between these times.
- If you have texted us and we have received the text, we will respond. If you do not receive a response from one of us, please follow-up to ensure that we are aware of your absence.
- If you have an opening shift you need to contact another person who is opening and secure coverage.
- Absences of 3 days or more require a doctor's note.

### **Administration of Medication**

Employees who have a Delaware Licensing issued Administration of Medication certificate will administer medications to children. Beginning in the 2015-2016 school year all LACC EDC teachers will be required to obtain a medication certificate to administer medications to children. All paperwork required by the State will be maintained by the person administering medications.

The EDC cannot give medication on an as needed basis. Licensing does not allow us to decide whether or not a child needs medication. Parents/Guardians must specifically identify the date and time for any medication to be given on the medication log.

Anyone giving medication must be certified. Medication must be kept in the Medication Box in a location that is secure and not accessible to children. When parents are dropping off medication, please make sure that you get the Medication Log filled out immediately and then secure the medication in the Medication Box.



Parents/guardians must sign in medication (on the medication log) - indicating what is to be given (name of medication), how much is to be given (please make sure the parents provide an appropriate measuring device so that the exact amount can be measured and given), route the medication is to be given (ex: by mouth) and when (time).

**MEDICATION LOG (Cont'd)**

MEDICATION INFO	TIME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
DRUG:																																
DOSAGE:																																
ROUTE:																																
REASON:																																
DATE START:																																
DATE END:																																
SP. DIR.:																																

I, the parent or guardian of the above child give permission for the above medication to be administered.

Signature \_\_\_\_\_

Date \_\_\_\_\_

DATE	TIME	COMMENTS

NAME OF PERSON ADMINISTERING	INITIALS	ROUTES OF ADMINISTRATION:
		ORAL (BY MOUTH)
		EYE DROPS (OTIC)
		NOSE DROPS (SPRAY) (NASAL)
		EAR DROPS (OTIC)
		TOPICAL (ON SKIN)

Medication must be in its original container and have proper labeling including the child's name and instructions for giving the medication. If it is a prescription the medication must be in the prescription bottle with the child's name on it. If the medication states, "under a certain age (for example 6), consult a physician", then the Early Development Center must have a note from the doctor stating that it is okay to give that particular medication to the child and how much is to be given. If this dosage changes and the child is still under the identified age, the doctor must update the directions. (Most pharmacies will provide two prescription bottles upon request when filling a prescription).

Cough medicine, Tylenol, etc. cannot be kept 'just in case'. Parents should bring in these medicines as the need arises. These medicines must be in their original container and labeled with your child's full name.

For sunscreen and diaper ointment: parents can sign on a monthly basis. Sunscreen should be sent home at the end of the summer- (unless it is a child who needs to wear it on an ongoing basis) Sunscreen needs to be replaced each summer Sunscreen and insect repellent must be included on forms authorizing staff to apply to your child. The bottles should be labeled with your child's name. Insect repellent should not contain DEET and only be used for children who are older than two months.

## **Allergies**

Teachers must have lists of all allergies of all students enrolled in the EDC.

A child with allergies must have an Allergy Action Plan posted in a visible location in the classroom. If the allergy is food related, an Allergy Action Plan must also be posted in the kitchen area. All staff working in the classroom of child with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Illness Form.

## **Annual Parent and Staff Survey**

Parents and staff are asked to complete a survey in January of each year. This information helps to assess how the program is meeting the needs of parents and children, as well as to identify strengths and weaknesses of the program to help set program goals for the next year. The staff survey is to gauge teacher satisfaction as well as assess how the leadership of the EDC is serving the teachers. A copy of the report is made available to all parents and staff with suggested recommendations and improvements. A copy is also shared with the ECAP Policy Council, the LACC's Executive Director & Board of Directors. See appendix for a sample of the parent and staff survey.

## **Anti-Bias Statement**

Consistent with LACC policy, the EDC does not discriminate on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability or handicap, veteran status, or sexual orientation.

The early childhood education professionals at the EDC understand that at an early age, children can absorb our society's biases of gender, age, color, language and physical characteristics. We believe that the anti-bias curriculum that we embrace supports children as they explore, celebrate and understand differences.

Our approach acknowledges that children and adults can be empowered to stand up for their rights and the rights of others and to recognize and question social injustice. We challenge the children and ourselves to:

- explore issues of fairness as seen from a child's perspective;
- see conflict as a challenge in problem-solving;
- be open to differing perspectives, ideas, attitudes and behaviors;
- monitor our words and actions for unconscious bias or prejudice;
- recognize and demonstrate respect for diversity among people.

## **Background Check (According to Licensing)**

A criminal history record check and child protection registry check are required under Title 11, Chapter 85, Subchapter V and Title 11, Chapter 85, Section 8563 of the Delaware Code. The purpose of these checks is the protection of children. To this end, applicants or any person who for any reason have direct access to children at any licensed child care facility shall be subject to a criminal history record check and child protection registry check. It is the position of the Department of Services for Children, Youth and Their Families (DSCYF), that child care persons be free from any prior activity that may lead to the risk of harm to any child.

Results from A State (Delaware) and Federal (national) report of a person's entire criminal history may prevent a person from being employed at the preschool. These forms must be on file before any staff can be formally hired and begin working in the classroom.

## **Biting Policy**

Biting is a behavior that usually appears between the ages of one and three years. While biting is an age-appropriate behavior, it is important to remember it is also an unacceptable behavior in a childcare environment. Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration and stress. Biting is not something to blame on children, their parents or their teachers. There are a variety of strategies we implement at EDC to prevent and stop biting. This is the process followed when a child bites:

- The biting child is stopped and told, "Stop biting. Biting hurts" in a firm voice. Teachers should remain calm, being careful not to show anger or frustration towards the child.
- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child's needs. As little attention as possible will be placed on the biting child, to avoid reinforcing the behavior.
- Appropriate first aid will be provided to the child who was bitten. Bite will be washed with soap and water; cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.

It is important to explore the reasons for biting when it occurs. Teachers need to work with parents to gather information about the child's behavior and begin observations to determine the reasons for biting. Examples of triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching

replacement skills. Below are the steps the teacher will take to identify triggers and replace the behavior:

1. The teacher will examine the context in which the biting is occurring and look for patterns. The following questions should be asked:
  - a. Was the space too crowded?
  - b. Were there too few toys?
  - c. Was there too little to do or too much waiting?
  - d. Was the child who bit getting the attention and care he/she deserved at other times?
2. The teacher will change the environment, routines or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate ways
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent and Director and/or Instructional Manager will meet regularly to regulate an action plan and measure outcomes.
7. If biting continues the teacher will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

All information is confidential and names of the children involved in the incident are not shared between parents. In addition, biting is always documented on an Incident/Accident Report which is completed and signed by a teacher and parent. A copy is provided to the parent and the original kept in the child's permanent enrollment file in the office.

## **Cell Phones**

It is important that every staff member's attention remains on the children at all times. A second's lapse in attention could result in a serious accident, which, with appropriate supervision, would have been prevented. Therefore: Cell phones should remain turned off and stored in a purse, bag, coat, etc. while a staff member is clocked in. Cell phone use is permitted only during an approved break, and never in a classroom. It is never appropriate to make a personal phone call, send a text message, check voicemail, etc. while in the presence of children. It is essential that we attend to children and show them that they are our priority and focus.

It is acceptable, that when leaving the center for any reason (walk, field trip, playground, etc.), staff members have their cell phones. In this circumstances, phones should only be used in the event of an emergency and not for personal calls/text messaging.

In the event of an emergency, the staff member must inform both their Co-teacher and Director and/or EDC Leadership of the situation. In this case, cell phones must be set to vibrate.

## **Computers / Technology**

- All LACC-owned computers (whether desktop, laptop or iPad) are to be used for work purposes only.
- Under no circumstances may software be installed without the prior permission of the Director and/or VP of Technology.
- All computer problems that need to be addressed should be reported through the Sys-Aid program: <http://lacssql01:8080/Login.jsp>
- iPads are to be used to document learning – pictures and/or videos should be taken and uploaded using the TSG app
- Laptops are to be used during naptime only – use naptimes for working on lesson plans and adding TSG observations.
- If you need assistance with creating a flyer, video, etc. the request also must go through the Sys-Aid program.

## **Tardiness**

It is the expectation of our program that students arrive on time. Students are considered tardy if they arrive a half hour after stated class start times. Tardy students disrupt the flow of morning activities, and valuable classroom time is lost. Four tardies per month is considered excessive, and will result in a Parent Conference meeting with Family Service Workers to improve tardiness. If these efforts are not successful, and the child's tardiness is such that he or she is repeatedly missing most of the class time, then the EDC may as a last resort, and after informing the family, designate the slot as an enrollment vacancy and proceed to enroll an eligible child from the waiting list.

## **Sign-In/Sign-Out Procedure**

The following procedures will be followed when releasing child(ren) from our Center.

1. Children must be signed in and out daily on the "Sign-In / Sign-Out classroom clipboards located at the entrance of the EDC (Infants, Toddler 1 & Toddler 2A & B), entrance of 402 N Van Buren (PreK3A & B), and the second floor (Toddler 2C, PreK3C, PreK4A & B).
2. During drop off in the morning: It is imperative that Teachers have a brief conversation with the parent: "Hello! How are you? How was the morning? Anything I need to know about?"
3. Only authorized individuals, authorized by parent/guardian, will be permitted to pick-up children registered at the Center. Authorized pick-ups will be provided access through the security doors.
4. When an authorized person removes a child from the Center, all responsibility for that child is released to the authorized person upon pick-up from the classroom/supervising teacher.
5. No child will be released to persons showing a clear sign of drug or alcohol intoxication. The next authorized person will be called to pick up the child.
6. Proper identification must be made available should an authorized person notify the Center about the release of a child to a person unknown to the Center staff. If a person is not listed as an authorized person for pick-up in the child's file, the Teacher or Family Service Worker must call the parent/guardian to verify pick-up information given over the phone.
7. Authorized individuals must be 18 years of age and provide a valid driver's license to verify parent/guardian's information.

## Children's Interactions

### Children's relationships with other children

- Children are not allowed to hit, bite, or scratch other children under any circumstances.
- Encourage children to share but avoid forcing them. It sometimes works better to give the child a choice by saying, "Which car would you like to play with? Give him the one he may play with." Turn taking is far more effective with young children. Ex.: "When you're finished with the car remember Bob wants it next."
- Encourage timid children to stick up for themselves. A teacher does not always have to step in to protect them.
- Never initiate competition between children. Don't ever point out how much better another child can do an activity.
- When more than one child wants to play with a toy such as a tricycle, and the child does not want to give it up after a reasonable time, tell the first child that after a few more minutes he will have to let the other child have a turn.
- Interpreting one child's actions to another child is sometimes needed. "Jim is trying to help you. He did not mean to knock down your blocks."
- Narrate what you see - continuously - it provides words to match actions and is part of creating a language rich environment.
- Avoid rushing in to help a child. Allow the children as much time as possible to solve their own problems with other children or with materials. However, if you see children become frustrated or upset, volunteer to help him/her.
- Children are encouraged to stand up for their own rights. It is legitimate for a child to hold on to a toy that another child unjustly tries to take away or to ward off an offender by pushing him away. Encourage children to use words to replace these actions.
- Children who are wronged against are encouraged to use verbal rather than physical force, such as, "Tell Tim you are using the shovel and ask him to wait until you are through."

- Always listen to both sides of a controversy before dispensing justice. You may have only seen half of the situation, and the child who looks like the victim may have actually caused the problem.
- Try to discourage children from excluding other children from play activities by suggesting some way the child can be included. "Maybe Paul can be the grandpa", "There is room for four in the boat", or "How about letting Amy be the cook."
- Try to discourage the dependence of one child on another special friend by suggesting activities with different children whenever possible.

### **Children's relationship with equipment**

- There may not be throwing of equipment or materials (except balls and bean bags).
- Do not force children to play or participate in activities during non-directed play time. If a child wants to sit quietly and watch, respect that need. Above all, do not try to entertain children by doing things for them.
- Do not always insist that children finish an activity before going on to another. Children's attention spans are often very short. Allow them to stop and put away materials at any time (with assistance if necessary).
- Do not ask children to help you put toys away. Make it clear that it is the child's responsibility to put toys away after they have used them but that you will help them. Ex.: "Do you want to do it yourself or would you like some help?"

### **Code of Ethical Conduct**

The EDC adheres to the NAEYC Code of Ethical Conduct. It is attached to this Handbook in the Appendix. All teachers must sign an acknowledgement that is kept in their Licensing files.

The ECAP and the EHS also adhere to The Head Start Standards of Conduct. It is attached to this Handbook in the Appendix. All ECAP and EHS teachers must sign this acknowledgement that is kept in their Licensing files.

### **Collaborative Teaching Model**

*"Co-teaching involves two or more certified professionals who contract to share instructional responsibility for a single classroom or workspace with mutual ownership, pooled resources, and joint accountability." Marilyn Friend, "Interactions: Collaboration Skills for School Professionals"*

### **Why do we use a collaborative teaching model?**

- Students from all developmental levels benefit from diverse instruction and greater teacher attention in small group activities that collaborative teaching makes possible.
- Collaborative teaching=intense and individualized instruction
- The model allows for an expanded number of teaching styles that may connect with more student learning preferences
- **Collaborative teaching is defined by mutual respect between teachers.** Professional relationships need to function in a way that is separate from personal relationships in order to maintain the integrity of the program and the accountability we hold for ourselves and each other.

### **How does collaborative teaching work?**

- Collaborative teaching involves two or more instructors that are responsible for the learning of an individual classroom.
- Collaborative teaching promotes a give and take dialogue between instructors as they interact with each other, along with their students. This interaction models collaboration and community for the students to learn from and build their classroom culture around.

### **Why is a collaborative teaching model important?**

- Collaborative teaching **shares power with the students**, including them in decision making about their own learning.
- In accordance with the Expeditionary Learning framework, we are committed to empowering our students and facilitating their learning rather than instructing it. Collaborative teaching allows us to use different approaches that individualize learning and keep the students at the focus.
- **Collaborative teaching is about more than just maintaining ratios.** It is about supporting the learning and development of each of our students and meeting their needs and their family's needs at every part of every day.

### **How can I be successful with my co-teacher in a collaborative teaching model?**

- **Forget titles.** Each of you is in the classroom because you have the skills and qualifications to teach. Each teacher is a partner in the educational journey of all of your students and should have the same responsibilities and expectations to plan, observe, assess, and communicate with fellow teachers, students, and families.
- Our philosophy is that we are a **school without walls**. Although you are responsible for your individual classroom, you will co-plan with your age team, supervise and support students in surrounding classrooms, communicate with your co-workers during transition times and professional development

opportunities, and commit to a structure of teamwork throughout the entire program. *All of the students are our students.*

- Share the same goals.
- Consider the following:
  - What responsibilities will you share? How will you divide responsibilities?
  - How can I facilitate student learning by assisting the teacher who is leading a lesson or activity?
  - How will we handle disagreements about content/ procedure without compromising student learning?
  - How and when will we meet to discuss the goals/progress of the class and consider changes?

## Co-Planning

Teachers work collaboratively in the areas of lesson planning, data analysis, classroom and student goal setting, as well as individual student planning.

### Expectations:

- **Co-planning is collaborative.** This time should be used to work with your collaborative teaching team or age level team to evaluate the strategies, approaches, and practices you are using in your classroom. Additionally, co-planning is meant to reflect on and revise your teaching practice through purposeful lesson planning for your age level, classroom, and individual students. Working with your age level team will allow you to deepen your insight into the needs of your students through careful reflection and analysis of data and classroom outcomes.
- **Come prepared** on your assigned co-planning days. This means:
  - Arriving on time.
  - Bringing necessary materials, documentation (data or observations), lesson plans, etc.

- “Being present” at all times (i.e. no cell phones or other things that will distract you from working with your team).
- **Be open-minded and respectful of everyone’s ideas.** We are a learning community committed to high quality early education environments. Effective co-planners create learning environments in which each person’s contributions are valued and recognized.
- **Hold your colleagues accountable.** If your colleagues are not fulfilling expectations in our efforts towards excellence remind them in a respectful way of our goals and our mission.

Structure:

- Frequency: Co-planning will meet twice a week for one hour (2 hours per week)
- Who: Your collaborative teaching team and/or age-level team (ALT). Your Instructional Coach and RTI Coordinator may attend some meetings.
- Framework: Time each week will be spent where your Age Level Team Leader (ALTL) or the Instructional Manager and/or Instructional Coach will discuss important EDC information with you and facilitate a discussion about the lesson plans, observations, and or assessment that is happening at your age-level.
- **Co-planning should include the following:**
  - progress monitoring of Expeditions, Classroom Culture, Behavior Management, etc.
  - strategizing about individual students, instructional approaches, etc.
  - purposefully planning long term expeditions as well as weekly and daily lesson plans
  - reviewing data to choose standards to address and review in order to facilitate individual student growth.

## 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 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, tank tops with strings rather than thick straps (cami's as opposed to sleeveless top), strapless "tube" tops, short skirts/shorts, sweatpants, excessively torn jeans/shorts, suggestive or revealing clothing, and low-rise jeans/shorts which expose undergarments.

It is expected that all staff members will present themselves at the EDC in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately.

### **Disciplinary Process**

The EDC uses progressive discipline as a positive way to correct unacceptable job performance. This is not a contractual obligation because all LACC employees are "at will" which means an employee can be terminated at the will of LACC for any reason or no reason. The following are the steps, which are taken using progressive discipline.

#### **STEP 1 Verbal Warning**

If a staff member's job performance is not meeting EDC standards, or if a staff member is in violation of any policy stated in this handbook, he/she will be informed of the

problem and the possible penalties if performance does not improve. Suggestions on ways to improve job performance are discussed. Verbal warnings may be given for violation of EDC policies, failure to follow procedures, unsatisfactory performance, absenteeism or tardiness. Verbal warnings will be recorded, discussed, and signed by both the staff member and the Director. After two verbal warnings have been issued for any reason within a period of six (6) months, a written warning will be issued.

## STEP 2 Written Warning

A written warning is given if a problem/s identified by multiple verbal warnings has not been corrected. Written warnings will be recorded, discussed, and signed by both the staff member and the Director. A staff member may receive only one (1) written warning during a six (6) month period. After one (1) written warning has been issued, any further issues or actions subject to the Disciplinary Procedure may result in suspension or termination. Written warnings will be issued immediately for refusal to follow lawful instructions or any other serious policy violation, which endangers the safety or integrity of a child or staff member.

## STEP 3 Termination

Termination may result when using progressive discipline if steps have not produced satisfactory and acceptable performance. Termination may be immediate without using progressive discipline. Reasons for immediate termination may include, but are not limited to:

- Commitment of child abuse under Delaware law
- Abuse of a parent/guardian of a child or another staff member
- Harassment
- Being under the influence of drugs or alcohol while at work
- Theft
- Possession of a weapon

- Violation of any policy which states that violation of such policy may result in termination

The above violations are only examples and are not meant to be all-inclusive.

Disciplinary action up to and including termination may be taken immediately at the discretion of the Director.

## **Family Style Meals**

Snacks and meals in the EDC are part of the curriculum. Decisions regarding meal service should not be made based on ease and efficiency for adults. Snack and mealtimes provide daily opportunities to demonstrate the program philosophy in a visible way through the practices of participatory learning and authentic conversations that build relationships between children and adults.

Children enjoy helping with "grown up" activities. Let them assist with each of the four components of family-style meals as it will boost their self-esteem. The four components are: (1) Table setting, (2) Self-serve, (3) Food preparation, and (4) Cleanup

### **Characteristics of Family Style Meals**

- Children assist to prepare for snack or mealtime by assisting with washing and setting tables.
- At the beginning of the meal, children bring food to the table in serving bowls, plates, or baskets that children can use comfortably. There are serving utensils for all food.
- Children choose where they will sit. At least one adult sits at each table where children eat and eat the same foods children do. Adults typically position themselves in a mid-position, to more easily provide support and have rich conversation with all children.
- Food is passed from one person to another.

- Typically, an adult begins passing each food item, modeling with action and words as they serve themselves. For example, "Today we have yellow string beans. I am taking one spoonful of beans and then I'll pass them to my friend Tamilla. Tamilla, here you go! You might want one or two spoonfuls of beans." Adults provide verbal description as they model how to pass bowls and show children how to use two hands while holding a bowl on the outside so that their fingers do not touch the food. Adults model how to pour and scoop using appropriate utensils. Adults model conventional table manners, such as waiting for turns, passing foods and saying "please" and "thank you".
- Children are offered each meal component and make their own food choices based on individual appetites and preferences.
- Rather than acting as servers, adults sit at the tables with children throughout the snack or meal, unless more food is needed from larger or high-temperature containers.
- Everyone serves themselves.
- Children are encouraged to take a portion of each food component. Family style meal service affords some latitude in the size of initial servings because replenishment is immediately available.
- Adults offer minimal assistance as needed. In the rare instance where one child needs more help than others, the adult can encourage peer support and/or the child can be encouraged to sit near an adult at the start of the meal.
- Children choose whether to eat, what to eat, and how much to eat. Have enough food available to meet meal pattern requirements and to allow for seconds. Page 3 of 4
- Some food will spill as children serve themselves. Be prepared for this with a nearby pail of soapy water and paper toweling. The adult remains seated as the child (and sometimes peers) is calmly supported to clean up spills, wash hands and return to the meal.
- Adults participate in child-initiated conversation.

- Children help clean-up by clearing their places at the table, disposing of their leftovers, washing the table, and pushing in their own chairs. Preparation suggestions include having a nearby pail of soapy water and small cloths. If a cleaning bucket is used, it is cleaned after each meal service and cloths are either disposable or laundered after each meal service. Adults do final cleaning/sanitizing after the meal has ended and children have left the table.

### **Field Trips**

Field trips should supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools, arouse new interests among students and help student relate school experiences to the reality of the world out of school. They should bring the resources of the community, natural, artistic, industrial, commercial, governmental, educational, within the student's learning experience and afford students the opportunity to study real things and real processes in their actual environment.

#### *Administrative regulations*

- Teachers planning a field trip must submit a written request to the Director for approval 30 days prior to the trip. All information must be completed including all information about the destination, anticipated itinerary, purpose of the trip, cost of trip, teaching objectives to be addressed, mode of transportation etc. The Director will make every effort to respond to the teacher's request within two schools days.
- Written parent/guardian permission is required to be on file with the Director prior to students going on a field trip. Students will not be permitted to participate on a field trip without this written permission.
- Teachers are not permitted to transport students in their private cars nor are parents permitted to transport students in their private car. If transportation is need (i.e not within walking distance) the use of a bus is required.

- No student will be excluded from a field trip due to behavioral or medical reasons. Teachers will make appropriate arrangements for those individuals requiring special needs or accommodations.
- All students eligible for a field trip should have the opportunity to participate. Adequate pre-planning timelines should be developed for all trips to ensure students receive the support and preparation needed to be able to participate.
- Student and parent groups may participate in fundraising to offset the cost of any trip, provided such activities comply with EDC guidelines and are approved by the Director. If LACC EDC funds are being sought, prior approval by the Director is needed.

#### *Preparation for Field Trip*

- Prior to a field trip, students must be given a thorough orientation, including the purpose of the trip and connection to what is being taught/expedition.
- Teachers and chaperones (other LACC staff members) must identify their specific duties and responsibilities. They must know how students will be grouped, the specific number of students they are responsible for safety regulations, emergency procedures to be used, and expected student and adult behavior.
- The teacher must submit to the Director a list of students going on the field trip, those not going, and those who fail to show up for the field trip. NO student will be told to stay home on the day of the trip.

#### *Field Trip Accountability*

- Teachers are responsible for the safety, supervision, and welfare of all students on the trip. Students are not to be left unattended at any time.

#### *Procedures and Trip Management*

1. Submit Field Trip Application to the Director for approval 30 days prior to the trip

2. parent/guardian permission slip must be signed and returned to the Teacher before the trip day

Must include:

- i. Name of Class
  - ii. Destination
  - iii. Purpose of trip and alignment to TSG objectives
  - iv. Time and place of departure
  - v. Time and place of return
  - vi. Method of transportation
  - vii. Pertinent medical information
  - viii. Emergency phone numbers ( where parent/guardian can be reached)
3. At time of the trip application submission, notify LACC personnel who are affected by the absence of students taking the trip (i.e cafeteria staff, enrichment teachers, family service coordinators, instructional coaches, receptions)
4. A list of all the adults' cell phone numbers must be given to the Director before departure. A copy of all student permission slips must also be left with the Director.
5. Teachers will carry student permission slips with emergency numbers at all times.
6. Teachers will carry student tracking forms at all times
7. Teachers will carry first aid kit at all times.

8. Chaperones must be briefed regarding the details of the trip, their individual responsibilities for students, and emergency procedures. Each chaperone must have a list of all adult cell phone numbers and EDC contact numbers. Parents are not to have responsibility for any child other than their own.
9. Students must be supervised by a teacher or chaperone at all times.
10. Before and during a field trip, every adult in charge of a group of students must have a roster of students, with emergency numbers, for who they are responsible.
11. Students must practice good behavior and courtesy at all times.
12. In the event of any serious problems, the Director must be notified immediately.

#### **Food / Meals**

- Staff members may store a small amount of food in the break room refrigerator. All food should be clearly labeled with the staff member's name and date. Food should be removed or discarded after one week or when spoiled.
- Meals should be eaten and prepared only during nap/rest time or during an approved break. **It is essential that outside food is not eaten in front of students.**
- It is expected that teachers will eat the food served to the children with the children in a family meal style. In family style dining, all food is placed in serving bowls on the table and children are encouraged to serve themselves or serve themselves with help from an adult. Teachers sit at the table with the children. Children and teachers practice good manners in a pleasant mealtime setting.

#### **Free Play**

“Free-play” (also called child-initiated activities, free choice, self-selection) must be incorporated into the morning and afternoon schedule. Teachers create a materials-rich and safe environment, and provide support. Teachers are expected to actively participate with the children during free play activities by asking questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new toy, etc.

### **First Aid and CPR Certification**

All staff must complete classroom-based certifications in First Aid and in cardiopulmonary resuscitation (CPR) which require a skill demonstration and is appropriate to the ages of the children staff are assigned to care for. Certifications shall be maintained. Documentations of these courses must be kept in your personal file. Bi-annual renewal of both is required.

### **Health: Children**

Upon arrival every morning, each child will be observed for common signs of communicable disease, physical injury or other evidences of ill health.

Children shall be excluded from care if they have symptoms of illness specified below, unless written documentation from a licensed physician, or verbal with written follow-up, states the child has been diagnosed and poses no serious health risk to the child or to other children. The symptoms of illness for possible exclusion shall include, but not be limited to any of the following:

- Temperature: infants four months old and younger, equivalent to 100 degrees or greater even if there has not been a change in behavior;
- Temperature: children older than four months, equivalent to 101 degrees or greater; accompanied by behavior changes or other signs or symptoms of illness - until medical evaluation indicates inclusion in the facility.

- Digital thermometer under the arm – in the armpit area - are used. Rectal temperature shall be taken only by a licensed health care professional;
- Symptoms and signs of possible severe illness (such as unusual lethargy, uncontrolled coughing, inexplicable irritability, persistent crying, difficult breathing, wheezing, or other unusual signs) - until medical evaluation allows inclusion;
- Uncontrolled diarrhea, that is, increased number of stools, increased stool water, and/or decreased form that is not contained by the diaper - (three (3) or more episodes of vomiting in the previous twenty-four (24) hours) until diarrhea stops;
- Blood in stools not explainable by dietary change, medication, or hard stools;
- Vomiting illness (two (2) or more episodes of vomiting in the previous twenty-four (24) hours) until vomiting resolves or until a health care provider determines the cause of the vomiting is not contagious and the child is not in danger of dehydration;
- Persistent abdominal pain (continues more than two (2) hours) or intermittent pain associated with fever or other signs or symptoms;
- Mouth sores with drooling, unless a health care provider determines that condition is noninfectious;
- Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease;
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until after twenty-four (24) hours after antibiotic treatment has been initiated;
- Scabies, until twenty-four (24) hours after treatment has been initiated;
- Pediculosis (head lice), until twenty-four (24) hours after treatment has been initiated;
- Tuberculosis, until a health care provider states that the child is on appropriate therapy and can attend care;
- Impetigo, until twenty-four (24) hours after treatment has been initiated;

- Strep throat or other streptococcal infection, until twenty-four (24) hours after initial antibiotic treatment and cessation of fever;
- Varicella-Zoster (Chicken pox), until all sores have dried and crusted (usually six (6) days);
- Shingles, only if sores cannot be covered by clothing or a dressing; if not exclude until sores have crusted and are dry;
- Pertussis, until five (5) days of antibiotic treatment;
- Mumps, until nine (9) days after onset of parotid gland swelling;
- Hepatitis A virus, until one (1) week after onset of illness, jaundice or as directed by the health department when passive immunoprophylaxis (currently, immune serum globulin) has been administered to appropriate children and staff;
- Measles, until five (5) days after onset of rash;
- Rubella, until six (6) days after onset of rash;
- Herpetic gingivostomatitis (cold sores), if the child is too young to have control of oral secretions; or
- Unspecified illness if it limits the child's comfortable participation in activities or if it results in a need for greater care than can be provided without compromising the health and safety of other children.

A child may return to the Center when the symptoms are no longer present for 24 hours or a licensed physician indicates the child poses no serious health risk to the child or to other children. The EDC reserves the right to request a doctor's note to have the child return to care.

The Center will not permit a child with a reportable communicable disease, as specified by the Delaware Division of Public Health to be admitted to or remain at the Center, unless written documentation from the child's licensed physician states the child has been evaluated and presents no risk to the child or to others; or the Center has reported the illness to the County Health Officer of the Division of Public Health and has been advised the child presents no health risk to others. If there is conflict in the opinions of the physician and the County Health Officer regarding the exclusion of a

child, the Center shall follow the instructions of the County Health Officer. Please refer to the Division of Public Health's web site for a list of communicable diseases at <http://dhss.delaware.gov/dhss/dph/dpc/rptdisease.html>

When a child has been diagnosed as having a reportable vaccine-preventable communicable disease, all children who have not been immunized against the disease will be excluded from the Center in accordance with Division of Public Health procedures.

If a child who has already been admitted to the EDC manifests any of the illnesses or symptoms of a vaccine-preventable communicable disease, the Center will remove the child from the group of well children to a separate area until the child can be picked up by a parent/guardian or authorized pick up person; or a licensed physician indicates verbally or in writing that the illness/symptoms pose(s) no serious health risk to the child or to other children.

While a child is cared for in the separate room/area, the EDC will ensure that the child is supervised and the child's individual needs for rest, comfort, food, drink and appropriate activity are met.

### **Health Appraisal (Teacher)**

All staff must obtain written records of required health appraisal that includes verification of the employee's ability to perform essential job functions. This must be conducted within one year before hire date and submitted within the first month of employment. The required health appraisal may be submitted between 30 and 60 days after the start of employment upon documentation from the health care provider that the health appraisal appointment is scheduled during this extended period and that no earlier appointment date could be secured. Also, all staff must have written evidence on file within the first month of employment of freedom from communicable tuberculosis verified by test or medical professional risk assessment within one year

before the date of initial employment at the center, with further testing if there are specific concerns from a health care professional regarding the employee's health or in accordance with current guidelines of the Delaware Division of Public Health (current website is [www.dhss.delaware.gov/dhss/dph/chca/files/childcaremanual.pdf](http://www.dhss.delaware.gov/dhss/dph/chca/files/childcaremanual.pdf)).

## **Home Visits**

### [§ 1306.30 Provisions of comprehensive child development services](#)

Home visits are valuable in building respectful relationships with parent/guardians and in developing broad understanding of every child in the program. Each child's family must have two home visits during the school year. If the parents refuse to receive visitors at their home, contact the Instructional Coordinator.

- First home visit should take place within first 45 calendar days of initiation of services (preferred during August, beginning of September at the latest).
- Family Service worker and teachers conduct home visits as a team. Teachers plan home visits in conjunction with the Family Service worker and teachers of siblings. If families have multiple children enrolled, one home visit is conducted to satisfy family home visit requirements for each child.
- Make every effort to schedule home visits at a time that is convenient with the parent, but also at a time that is outside of LACC hours. Home visits may only take place during work hours with permission of the center director, and if proper ratios can be maintained.
- Complete the appropriate Home Visit checklist (First Home Visit or Second Home Visit) – making sure that all information is shared. Have parents sign off on information. Put copies in the student's file and work with the Family Service worker to enter in Child Plus.

Along with Student growth conferences Head Start requires four parent contacts per school year. Ideally this would consist of one home visit and a teacher conference in

the fall followed by a teacher conference in the winter, as well as one visit and teacher conference in the spring. However, regardless of when a child enrolls they must have two home visits and two conferences. Home visits are valuable in building respectful relationships with parent/guardians and in developing broad understanding of every child in the program. Each child's family must have 2 home visits during the school year. The purpose is to establish a relationship with the children and their families, establish trust and rapport, make connections between home and school settings, learn more about parent/child interactions and identify learning opportunities in the home environment. The first home visit should take place within first 45 calendar days of initiation of services. Family service worker and teachers conduct home visits as a team. It is highly encouraged for the teachers and family service worker to go to home visits together. Work with family service worker to schedule. Discuss safety reasons for going on visits together. Emphasize need for visits to take place in the home.

If you are driving your personal vehicle because the LACC van is not available, then you need to be reimbursed for your mileage. Travel Reimbursement must:

- Be submitted on a current Mileage/Travel Reimbursement form (found on the shared drive)
- Complete/date and sign and submit to Director for coding and submission to the Accounting Department.
- Use MapQuest mileage or google maps mileage to compute mileage column. Use the LACC as the starting point with the families
- Be turned in monthly. (combine all home visits on one form)



schedule. These schedules are subject to change over the year and from school year to school.

### **Inclusion in the Classroom**

The EDC embraces an inclusion approach that strives to provide opportunities for all children to actively participate in all aspects of the program. We support the inclusion of children who require additional support because of a physical, cognitive, social or emotional need. We make changes to our daily program when possible to meet the needs of each child. We respect and value the input from parents and encourage them to be part of the decision making process for their child. We request that families share the IFSP (Individual Family Service Plan) and IEP (Individualized Education Program) with us. We support families by consulting with early intervention professionals when possible. All teachers have knowledge and training in inclusion best practices. The goal is to create an environment in which all children are valued and respected in order to support their optimal learning and development

- Children with Special Needs: The Early Development Center will do their absolute best to accommodate children with special needs. Working together with parents and service providers, accommodations will be made where needed and possible to ensure the safety and proper development of each child. The EDC will recognize and implement any and all Individualized Education Plans or Individualized Family Service Plans. If at any point, the EDC or the family feels that this center is not the best or proper location for a child with disabilities, we will assist the family in finding a better equipped facility. The EDC will not discriminate against children with disabilities.
- If a child who is already enrolled in one of our programs is believed to have a disability, the programs will take the necessary steps to refer the children for assessments and evaluations to determine whether or not a disability is present. If it is determined that the child does have a disability, the center will

do its best to accommodate the child as mentioned above. Please be aware that the programs will need parent support to ensure that evaluations and assessments are performed in a timely manner.

## **Intentional Teaching**

“The intentional teacher acts with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and in life. Intentional teaching does not happen by chance; it is planful, thoughtful and purposeful. Intentional teachers use their knowledge, judgment and expertise to organize learning experiences for children; when an unexpected situation arises (as it always does), they can recognize a teaching opportunity and are able to take advantage of it, too.

Intentional teaching means teachers act with specific outcomes or goals in mind for children’s development and learning. “Academic” domains (literacy, mathematics and science) as well as “traditional” early learning domains (social and emotional, cognitive, physical and creative development) all have important knowledge and skills that young children want and need to master. Intentional teachers therefore integrate and promote meaningful learning in all domains.

Intentional teaching requires wide-ranging knowledge about how children typically develop and learn. Teachers must have a repertoire of instructional strategies and know when to use a given strategy to accommodate the different ways that individual children learn and the specific content they are learning. At some times or for some content, children seem to learn best from child-guided experience - that is, they acquire knowledge and skills through their own exploration and experience, including through interactions with peers. At other times and for other content, children seem to learn best from adult-guided experience - that is, in set-up situations in which their teachers introduce information, model skills, and the like. The division between what is child-

guided and what is adult-guided experience is not a rigid one. Rarely does learning come about entirely through a child's efforts or only from adult instruction.

In any given subject, how a child learns will vary over time. For example, young children begin to build their speaking and listening skills through spontaneous and natural conversations (child-guided experience). However, they also learn syntax and vocabulary from the adults around them, and teachers often make a point of introducing new words and structures (adult-guided). Children also differ individually in how they like to learn. Some do a lot of exploring and thinking through problems on their own, while others very readily ask adults for information or help. But every child learns in both modes.

Similarly, the division of content into the knowledge and skills that seem to be best acquired primarily through child-guided experience versus those through adult-guided experience is not an exact process. For example, in typically developing children, basic language abilities clearly are acquired largely through child-guided learning experience (albeit, with linguistic input from the adults around them); children are born with the capacity to hear and reproduce the sounds of speech and are inherently motivated, as social beings, to communicate with others. By contrast, identifying the letters of the alphabet is something that children cannot do intuitively; as arbitrary creations of a culture, letter forms and their names clearly are learned in adult-guided experience. In other content areas, the division is not so clear.

But even in cases where assignment to "primarily child-guided" versus "primarily adult-guided" is more difficult, knowledgeable educators can make a determination that most will agree on. The divisions are imprecise. But it is still useful for teachers to consider when and how to support children's own discovery and construction of knowledge, and when and how to convey content in teacher-guided activities and instruction. The intentional teacher asks which type of learning experience is likely to be most effective in which content areas, and what teachers can do to optimize learning in that mode. It also emphasizes that regardless of whether children engage in child- or adult- guided experience, teachers always play a vital educational role by creating supportive

environments and using instructional strategies to advance children's thinking to the next level. In other words, both child-guided and adult-guided experience have a place in the early childhood setting. It is not the case that one is good and the other bad, or that one is developmentally appropriate and the other not. Intentional teachers understand this and are prepared to make use of either or both in combination, choosing what works best for any given subject, situation, or child."

Epstein, A. 2007. *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, D.C.: National Association for the Education of Young Children.

## **Interactions with Children**

### **Adult-Child Interactions**

- Use verbal and physical signs of affection often, but always ask a child before you reach out to hug them!
- Let the children know that you like them.
- Remain aware of the expected behavior at various ages at all times. We do not expect year olds to act like 4 year olds.
- Try to remain in the background as much as possible. Do not become the center or director of the children's activities. You are there primarily to supervise and facilitate interactions.
- Do not discuss a child with other staff members in the child's presence.
- Get down to the children's level when you talk to them. Either squat, kneel, or sit on a low chair at their eye level.
- Do not shout or yell to children across the room. Approach a child, making sure you have their attention, and then give directions or make suggestions.
- Treat children as you like to be treated.
- Use short phrase statements for direction. Avoid asking a question, then say okay, when a child must comply with what you directed. You leave yourself open to a response of, "no" or non-compliant body language

- Use "please" and "thank you". Children learn by imitation.
- Treat all children the same even though it is natural to feel more positively toward some more than others. On the other hand, if your own child is in your area, try not to be harder on your child or expect more from him/her than from the other children.
- Before you ask children to change what they are doing, give them advance notice.
- Use the words "let's" and "we" often. They give a sense of togetherness.
- Remain calm if children are hurt or injured. If you get upset and emotional, the children will model your emotion. CALL FOR HELP!
- Relax. Be cheerful. Smile. Cultivate a sense of humor. Laugh with and enjoy the children.
- Avoid teasing; it's confusing to young children.
- Talk and sing all day long.

### **Commenting About Children's Work**

- Avoid using judgmental comments. "I like that..."
- Use comments that describe what you see. "I see that you used two squares and a circle in your painting."
- Ask open-ended questions to provoke and lead children to more problem solving. "What would happen if you added a square block to the top of your building?"
- Making constructive comments is a skill. We are all learners here at the EDC. Practice these skills and help each other too. Give a child time to explore materials before asking a lot of questions. Give a child time to answer and think about your questions. If necessary, restate your question if the child does not respond.

### **Asking Open-Ended Questions**

- A question like “What color is that block?” evokes a one-word answer, but an open-ended question “Tell me about the blocks you are using,” encourages a child to describe the blocks or explain what he/she is doing. There is no right or wrong answer here.
- An answer to an open-ended question gives us a window into what that child is thinking and feeling. And the response is sometimes wonderfully creative. In explaining or describing, children also use language more fully when asked open ended questions. In our program, we try to think of good questions to ask children. You might hear one of us say to a child:
  - Tell me about your picture.
  - What else can you do with the play-dough?
  - What could you use to make the tower stand up?
  - What do you think would happen if \_\_\_\_\_?
  - Is there another way to \_\_\_\_\_?
- It is difficult to change the closed-ended question habit, but when we ask open-ended questions, children reap great benefits as they think through their responses to express what they want to say. And with their answers, we find out more about what they think and feel.

## Questions Across the Curriculum

### ART AREA:

- How many ways can you use a piece of paper?
- What will happen if you paint on frozen paper?
- How come the red marker looks different than the red crayon?

### BLOCK AREA:

- What will happen if you add more blocks to one side of your tower?
- What can you build with blocks and paper tubes?

- How many ways can you build a bridge?
- Use a book to spark imaginations for block building, dramatic play etc.

#### DRAMATIC PLAY AREA:

- How many ways can you use a scarf?
- What can we do with a cardboard box?
- How can you make something to carry the baby doll?

#### MANIPULATIVE AREA:

- How are these objects the same and different?
- How can you build something that rolls?
- Can you use these toys to measure the table?

#### SAND/WATER AREA:

- How can you keep the sand from leaking out of the sieve?
- Which container will hold the most water?

### **Instructional Coaching**

Instructional coaching increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Instructional coaching is focused on evidence of student achievement and engagement connected to the instructional choices of the teacher. Coaching involves an ongoing cycle of goal-setting, learning, observation and data collection, and reflection. However, the beginning point in this cycle is not the same for every teacher. Some coaching relationships may enter the cycle at the learning stage, while others might enter through data collection or reflection.

- Goal Setting: All instructional coaching involves setting goals. In fact, the very definition of coaching is built on the presence of clear, focused goals related to teacher practice and student achievement. While not necessarily the first step in every coaching relationship, formal coaching cycles should be guided by goals articulated by the teacher and informed by larger center priorities and focuses.
- Learning: Instructional coaching must be viewed, first and foremost, as a form of learning. The power of coaching comes through the intentional focus on clearly identified goals specific to each teacher and connected to the school's larger professional development/EL work plan goals. Teachers learn through school-based professional development, institutes, and practices such as looking at student work, reading and discussing educational texts, observing best practices (e.g. model teaching, peer observation, use of video), co-teaching, and collaborative planning of curriculum, instruction and assessment.
- Observation and Data Collection: Instructional coaching always involves the collection of data coupled with focused, descriptive, non-evaluative feedback. These data are specific to the teacher's goal for the coaching cycle and incorporates the coach's observations and analytic feedback about instructional practices and student learning and engagement. The aim is to use data as a mirror or lens through which the teacher can see his/her practices more clearly. The goal is not to evaluate or judge a teacher's overall level of competence, but rather to focus attention on critical aspects of achievement, engagement and instruction in alignment with each teacher's goals
- Reflection: Through strategic questioning and discussing evidence of student learning, coaches support teachers in developing the habit and practice of reflection. In the reflection phase of the coaching cycle, teachers and coaches make connections, question assumptions and habits, analyze evidence of student progress, and identify answers to challenges. It is important that the coach help the teacher stay focused on solutions rather than excuses or problems. Over time, the goal of reflection is to support the discovery of insights that unlock new ways of thinking and acting.

## **Instructional Rounds**

Instructional Rounds provide a means of gathering evidence related to a pre-defined problem or challenge that a collaborative team is interested in addressing. Instructional Rounds provide the opportunity to develop common language and common definition of what high-quality instruction looks like. Teachers observing teachers - a PROCESS to improve learning and teaching – as a form of professional development that improves teaching practices and student performance

### **Benefits**

- Chance to see instruction/class through someone else's eyes & to examine the classroom from a different perspective
- Offers teachers the time to really analyze what works and understand why.
- Provides process for translating knowledge systematically into practice:
  - Level of content
  - Teachers' knowledge and skill
  - Student engagement
- Illuminates areas of need that can inform professional development
- Attaining a more all-inclusive outlook and understanding of the school community

### **Protocol**

- Identifying a problem of practice (something the school cares about, feels stuck on, and/or wants to understand more deeply) that is guiding the work - usually connected to school's improvement strategy
- Observing classrooms - as individuals or in small teams - gathering descriptive, non-evaluative evidence.

- Debriefing: describe & analyze. Describe refers to sharing the data/evidence collected during observation. Analyze refers to examining the evidence for patterns (or a lack of patterns)

## **Learning Walks**

Learning walks are the sharing of instructional techniques and principles between and among teachers. The emphasis is on learning how things can be done differently in the classroom to ensure that students succeed: academically, socially, and emotionally.

In practice it is Teachers observing Teachers - sitting in on another teacher's class to observe, learn, and reflect – as a form of professional development that improves teaching practices and student performance

### **Benefits**

- A teacher can improve his / her skills by observing a peer in a safe and inclusive learning environment.
- Facilitates discussion and reflection on what is working well
- Nurtures a collegial exchange of ideas and promotes a level of trust
- Observe new techniques, strategies, ideas and resources
- Gain insight into one's own strategies and techniques

### **Protocol**

- Introduction - focus or assigned "look fors" = what the main point of observation will be.
- Observation - short observation 15 to 20 minutes.
- Debrief - immediate discussion
  - (1) Evidence of Best Practices in the: lesson, teacher, & student work
  - (2) Analyze the data collected during the observation.
- Reflection – observer reflects on
  - Successful ideas, strategies, and/or techniques,
  - their deeper understanding of how to improve their instruction,

- Ideas of how to incorporate the ideas, strategies, and/or techniques into their own practice or classroom.
- Application - the observer implements information/skill in their classroom.

### **Lost or Abducted child**

- In the event of a missing child, one Teacher will search for the child in the immediate area, while another staff member calls the Director and/or Instructional Manager to help with the search.
- The Blue emergency alarm will be pulled. They are located
  - on the first floor by the EDC office / entrance
  - on the first floor by the last two classrooms (Toddler 2A & B)
  - on the first floor in the community room by the door to the EDC
  - on the second floor in the corner classroom (Toddler 2C)
  - on the second floor in PreK3B (near the entrance/exit)
- If the child cannot be located in a reasonable amount of time, the Director will notify the CEO, the VP of Facilities, the Wilmington Police Department (911) and the child's parents.
- In the event of an abducted child, the Teacher must immediately contact the Director, the Wilmington Police Department (911), and the child's parents.

### **Nap / Sleeping**

#### **Infants (less than 1 year old)**

- Infants have natural sleeping and waking rhythms, and child care teachers should respond sensitively when infants need to sleep. It is important to recognize that sleeping schedules will be different for all infants.

- Infants under the age of one will be placed on their backs to sleep and when placed on the floor or in the play pen, then allowed to turn as he/she wishes. If an infant is over the age of one and is not consistently turning over, the infant should continue to be put down on his/her back. Please ensure all crib rails are in the locked position before leaving the infant.
- The mattress will be firm and one that is manufactured for sale as infant sleeping equipment and meets the standards of the Consumer Product Safety Commission.
- Provide each infant with his own crib and crib sheet. Label the crib with the infant's name, and do not place an infant to sleep in another infant's crib. Be sure the mattress fits tightly in the crib and that the crib sheet is snug on the mattress.
- To reduce the spread of germs, wash crib sheets daily or whenever they are soiled.
- Supervise children while they nap.
- Use cribs only for napping. When infants wake up, remove them from their cribs and return them to the play area. Do not use cribs as play, feeding, or diaper-changing areas.
- Toys, stuffed animals, comforters or fluffy blankets should not be placed in the crib.
- An infant's face and head should remain uncovered while sleeping.
- Classrooms should be kept at a temperature that is comfortable for the caregiver in a short-sleeve shirt or smock.
- The use of a pacifier has been linked to a reduction in the risk for SIDS. Encourage your families to speak to their doctor about the use of a pacifier.
- If a parent feels that there is a medical reason the infant should not be placed on his/her back, a note from the doctor is required.
- If a parent has a question regarding this procedure, please have them speak to the Instructional Manager.

### **Toddlers (1 year old to 5 year old)**

- Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Children should be provided alternative quiet activities if unable to rest, these activities should be included in lesson plans each day.
- Provide each child with a mat or cot in the classroom.
- Store cots or mats in a location away from walkways and without interfering with other learning areas in the room.
- Create a system to assign children the same cot/mat each day. Label cots/mats with children's names, or number the cots/mats and create a key so you know which cot/mat belongs to which child.
- Clean and sanitize each cot/mat before putting them away.
- Send home blankets, pillows, and security items with families every week for washing.

For all children, a quiet, calming environment will help promote rest. Dimming lights and playing quiet music can help soothe children to sleep. White noise CDs or natural sounds like waves and the rainforest can also be great sounds for children to fall asleep to.

### **Non-Discrimination Policy**

The Latin American Community Center shall not discriminate against employees, and/or applicants for employment concerning race, religion, color, age, sex, national origin, marital status, disability or any political affiliation. It is the intent that the employment of personnel and all actions affecting employees be based on equal opportunity.

### **Non-negotiables**

As a staff member of the EDC Team, all are held to high expectations with the goal of supporting community learning, respect, and professionalism. We ask teachers to agree to the following statement:

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**Learning Non-Negotiables:** Our overarching goal is to support student learning through purposeful planning. Our most important job is to ensure that our students are receiving a high quality education (learning).

*Therefore, I pledge that:*

1. I will complete my lesson plans weekly, on time, and with my best effort for my students.
2. I will hold learning in high esteem always, modeling how I want my students to behave and learn.
3. I will record observations and input assessment data weekly in order to ensure the most accurate portrait of development and individualization for all of my students and their needs.

**Respect Non-Negotiables:** Respect for our community is a fundamental principle. In order for our learning community to flourish, it is necessary to have certain common understandings as educators of young children.

*Therefore, I pledge that:*

1. I will act respectfully to all members of the EDC Team and expect students and fellow staff to do likewise. When I hear or see disrespect in the community, I will quickly follow up with persons involved.
2. I will strive to recognize the positive in all students and staff more often than I recognize what each needs to work on; I will aim to give more positive feedback than negative.

3. I will make myself available to discuss student needs, concerns, and suggestions and I will encourage students to respectfully advocate for themselves and other community members.

**Professionalism Non-Negotiables:** It is important that our students and their families learn how to professionally engage in their learning and studies. We pay attention to professionalism at the Early Development Center so that students and families will pay attention to professionalism elsewhere (institutes of higher learning, the workplace, etc.).

*Therefore, I pledge that:*

1. I will come to my class and meetings on time and prepared.
2. I will dress in accordance with the staff dress code.
3. I will ensure that I answer any and all communication (email, notes, etc.) within 24 hours in order to ensure the highest level of communication amongst our team.

**Our principal goal is supporting student learning and we do not want to spend time on issues that distract us from this. These are our staff 'Non-Negotiables', meaning they are not up for discussion during the regular school day when classes, family activity nights, and community meetings are in session.**

**As part of a team, I will play an active role in supporting my fellow staff members.**

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## **Opening & Closing Classrooms**

### **Drop off/ morning procedures**

Teachers who are opening need to set up the classroom that they are opening. If they are in the building across the street they will need to put out parent sign-in/sign-out sheets and ensure that they have the student trackers for both classrooms. In the main building, if they are on the first floor they will make sure to have sign-in/out sheets for the parents as well. Students may begin to be dropped off starting at 6:45 am. Parents must sign in who dropped the child off, when, and leave a contact number to reach in case of an emergency. Once kids have come into the classroom teachers will need to have a standard procedure for students to follow each morning. This should include having student put their items away or located in a safe and secure spot until they move to their classroom. Centers need to be available, but they may be limited. During the morning teachers will greet parents and students, ask about students mornings and if there is anything they need to be aware of for that student for the day. Teachers will also be interacting and engaging with students during this time. This time can be used for individual attention to students. If a teacher who is opening has more than their own classroom in the room, as soon as the teacher for that other classroom arrives they must take their class.

### **Pick up/ afternoon procedures**

In the afternoon when students begin to leave teachers need to ensure that they mark when the student left on the student tracker as well as having the person who picked the child up sign their name and the time that they picked the child up. If a child is leaving with someone other than their parent teachers must ensure that they are an authorized person. This may even be the case in an event of parent separations where one parent does not have child guardianship. Teachers need to make sure that all their records are up to date to ensure the safety of all students when they are being released at the end of the day.

## **Outdoor Play**

Outdoor play must be incorporated into the daily schedule for both the morning and afternoon, in almost all weather conditions. In the event of rain, severe wind/cold, or extreme heat, children are permitted to remain indoors. Teachers will be notified by the EDC Leadership team if outdoor play is not occurring on that given day.

There is less structure in an outdoor learning environment; however, it is expected that staff members actively engage in activities when prompted by the children. Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction takes place when children play outdoors. Because they are engaged in fewer teacher-directed activities and more child-directed play, children are able to choose their friends and who to interact with. Children should be carefully supervised, they should have the freedom to engage in activities of their own choice, without unnecessary intervention from teachers. Teacher's role in terms of outdoor play: setting the stage for play, observing and monitoring events, and intervening or redirecting when children's behavior was considered inappropriate.

It is essential that teachers are present at all times during outdoor play. This is not a time to take a bathroom break, chat with other teachers, or get supplies prepared for the next activity. Potentially more serious accidents can occur during outdoor play therefore it is vital that there is careful monitoring of children's activities.

#### Rules / Procedures for Outdoor Play

- The director makes monthly safety checks. The facilities department is notified of any problems immediately and repairs are made. The playground is inspected and maintained on a regular basis.
- Effective supervision is maintained at all times; staff must be spread out
- Staff are trained on how to transition to and from the playground.
- The teacher in charge is responsible for counting children to and from the playground and checking all areas before coming back in, plus frequent checks during outdoor playtime

- Staff responds to inappropriate play, aggression and bullying, dealing with the behavior in an effective manner.
- Social conversations among staff are avoided and attention is on children at all times
- Staff records and logs any playground injuries
- Basic playground rules are reviewed with children and staff weekly
- No climbing on fences
- Ride on toys are restricted to the ground —no toys are allowed on the climbing structures
- Feet first on slide—no climbing or standing on slide, no toys on slide
- Children help clean up ride-on toys before they go inside
- Wet areas are wiped dry when necessary
- Shoes are tied and must be safe for playing
- No jewelry or clothing that has drawstrings or other entanglements
- First aid backpack, which includes latex gloves, facial tissues, and small trash bag are taken onto the playground daily
- Playground safety check must be completed before each use of playground. A clipboard with the safety check sign-off will be positioned by the door to the play area.

**LATIN AMERICAN COMMUNITY CENTER  
PLAYGROUND SAFETY CHECKLIST**

- Equipment is in good safe working condition free from missing parts, sharp corners or exposed bolts, nails etc.
- Floor area is free of holes and other tripping hazards
- Grass area is free from cat feces and other dangers
- Equipment is stored in the proper place
- Playground is free of litter, debris, etc.
- Play area is free from finger and head entrapments  
(3/8" – 1" – Finger Entrapment) & (3" – 9" Head Entrapment)
- Playground is free from pinch or crush points
- Fence is in good condition
- Gate is closed and locked
- Shrubs are free from pointed branches

Inspected by:

	AM	PM
Infants		
Toddler 1		
Toddler 2		
Toddler 3A		
Toddler 3B		
Toddler 3C		
Comments/Concerns:		

Date: \_\_\_\_\_

## Parent Interactions

Many of our employees will become well acquainted with the parents of the children. This is an important part of providing quality care, but there are a few guidelines to which staff members must adhere:

- Address parents by their first name.
- Talk with parents about an issue with their child only if you are not in the classroom with children.
- Never talk about concerns about a child in front of any other children.
- When stating a concern about their child, also state at least two positive things about their child. Don't focus only on the negative.
- Do not use other children's names when discussing behavior concerns and/or incident reports.
- Avoid the phrase "I don't know." Instead, say "I'm not certain of the answer for that; can I get back to you?" then find the answer and reply to the parent as soon as possible.

- Conversations at pick-up and drop-off should be brief; your chief responsibility remains the supervision of the children. If you feel a parent needs more time or attention, ask to schedule a time to meet outside the classroom.

### **Parent Complaints**

- Listen carefully. Many times a person just needs an opportunity to air his or her feelings and feel they've been heard.
- Repeat what you have heard the other person say, trying to summarize it in one sentence. ("You're upset that Gavin isn't able to stay awake for dinner and seems crabby at night.")
- State the changes that you think the parent would like to have made. ("You would like us to make sure Gavin lies down for at least an hour every afternoon.")
- State what you will do to solve the problem. ("I will speak with the other teachers and make a note on his chart to make sure the message reaches everyone.")
- Follow through. If you tell a parent you will do something, do it promptly and follow up with them immediately afterward. ("I spoke with the other teachers last week; how are things going with Gavin? Did you notice a change?")
- If you are unsure how to solve the complaint, refer the parent to the Director and/or Instructional Manager. ("I'm not sure how to answer that; the Director and/or Instructional Manager will be able to better help you.")

### **Physical Environment**

The actual classroom arrangement of each program room is the responsibility of the program Lead Teacher and Full-Time Assistant Teacher. Space should be organized

according to the Environment Rating Scales (ERS). Centers should include blocks, dramatic play, art, large and small motor, and books. These areas should be clearly defined, with obvious boundaries. Quiet areas should be set-up as far away from noisy activities (blocks, cars, etc.) as possible. The room décor should consist mostly of child artwork and photographs of animals, people, food, and the children themselves at the child's eye level. Room arrangement should take into consideration that staff must be able to see every child at all times. For a more detailed description of room arrangement and the physical environment, staff members may refer to copy of the appropriate ERS manual located in each classroom. The Director and/or Instructional Manager must approve changes to the physical environment, including the room arrangement.

### **Professionalism**

Each EDC staff member is a preschool professional and is expected to act as such. The following general guidelines for professionalism should be maintained at all times:

- Arrive on time and stay entire shift - Be ready to work with children when your shift starts.
- Not be absent from work on a regular basis.
- Dress appropriately for interaction with children & their families.
- Take directions, suggestions and criticisms, and follow through to improve performance.
- Respect confidential information regarding children, families, and co-workers.
- Display a positive attitude toward the entire center (the program, children, families and co-workers).
- Attend staff meetings and other Center events.

- Complete required training courses in a timely fashion.

### **Removal of a Child from the Classroom**

It is a last resort to remove a child from the classroom because of behavior. Every attempt must be made by teachers to deal with behaviors within the classroom. In extreme instances, children may be brought to the main office and the Director and/or Instructional Manager and/or Instructional Coach will assist the child in calming down and/or help staff manage the classroom. Teachers must call the office and speak to the Director and/or Instructional Manager and/or Instructional Coach before removing a child from the classroom.

If at any time a child's behavior becomes threatening to themselves, other children, staff or teachers, the Director and/or Instructional Manager and/or Instructional Coach should be immediately notified.

### **Reporting Child Abuse and/or Neglect**

Staff are considered mandatory reports of any suspected child abuse or neglect which means they must immediately report suspected abuse or neglect.

#### **Definitions**

Child Abuse is the non-accidental commission of any act by a caretaker that causes or creates a substantial risk of harm to a child's physical and emotional well being, including sexual abuse.

Child Neglect is the failure by a caretaker, either deliberately or through negligence, to take those actions necessary to provide a child with minimally adequate food, safety, clothing, shelter, medical care, supervision, or other essential care.

Teachers will call 1-800-292-9582, the 24 hour report line.

When making a report some information that will be beneficial to know:

- Demographics
- Description of the abuse or neglect or why the child is at risk of child abuse or neglect
- known information about the parents or siblings
- known information about the alleged child victim's physical health, mental health, educational issues or parents or siblings
- is the alleged child victim in need of medical attention for injuries
- known information that could put the child's or worker's safety in peril such as the presence of alcohol, drugs, weapons, dangerous animals, or criminal behavior

There must be immediate action taken to protect children from harm. Within 72 hours of a verbal phone report being made a teacher needs to fill out the "Child Abuse/Neglect Mandatory Reporting Form" and submit that to the State of Delaware as well.



**INSTRUCTIONS:** As required by, 16 Del. C. § 903 and 904 'Any person, agency, organization or entity who knows or in good faith suspects child abuse or neglect shall make a report in accordance with § 904 of this title. For purposes of this section, 'person' shall include, but shall not be limited to, any physician, any other person in the healing arts including any person licensed to render services in medicine, osteopathy or dentistry, any intern, resident, nurse, school employee, social worker, psychologist, medical examiner, hospital, health care institution, the Medical Society of Delaware or law enforcement agency. In addition to and not in lieu of reporting to the Division of Family Services, any such person may also give oral or written notification of said knowledge or suspicion to any police officer who is in the presence of such person for the purpose of rendering assistance to the child in question or investigating the cause of the child's injuries or condition. Any report of child abuse or neglect required to be made under this chapter shall be made to the Department of Services for Children, Youth and Their Families. An immediate oral report shall be made by telephone or otherwise. Reports and the contents thereof including a written report, if requested, shall be made in accordance with the rules and regulations of the Division, or in accordance with the rules and regulations adopted by the Division.

Within 72 hours after the oral report, mail or fax (302-577-5515) a completed Child Abuse/Neglect Mandatory Reporting Form to the address below. Please type or print the information and sign the form on the back.

**DIVISION OF FAMILY SERVICES - STATE OF DELAWARE**  
3601 North DuPont Highway  
New Castle, DE 19720-6315

**IDENTIFYING INFORMATION**

Child's Name (Last, First, Initial)	Date of Birth/ Age	Sex	Race	Victim (Yes / No)
1. _____	_____	_____	_____	_____
Current Address: _____				
2. _____	_____	_____	_____	_____
Current Address: _____				
3. _____	_____	_____	_____	_____
Current Address: _____				
4. _____	_____	_____	_____	_____
Current Address: _____				
5. _____	_____	_____	_____	_____
Current Address: _____				
Parents/Custodians/Caretakers' Names (Last, First, Initial)	Date of Birth/ Age	Sex	Race	Perpetrator (Yes / No)
Mother _____	_____	_____	_____	_____
Current Address: _____				
Father _____	_____	_____	_____	_____
Current Address: _____				
Custodian/Caretaker (Relationship) _____	_____	_____	_____	_____
Current Address: _____				

Please specify for numbers 1-8 above:

Foreign language spoken: #s \_\_\_\_\_ Specify type: \_\_\_\_\_

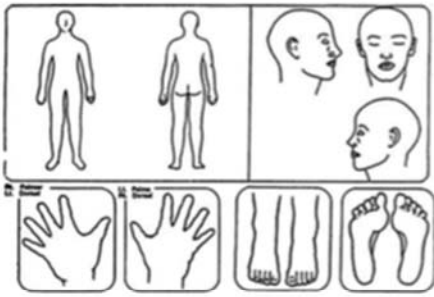
Disabilities: #s \_\_\_\_\_ Specify type: \_\_\_\_\_

**DESCRIPTION**

1. Describe the child's current conditions/injuries and the reason you suspect abuse/neglect. Include evidence, if known, of prior abuse and/or neglect to this child or sibling. Add pages or attach further written documentation as needed.

2. If applicable, note the exact location of any injury by placing a number on the model below. Use the space to the right of the models to describe the corresponding injury that each number represents. Check the category of injuries:

☐ Physical Abuse    ☐ Sexual Abuse    ☐ Physical Neglect



3. Actions: Taken (T) or Pending (P)

☐ Medical Examination    ☐ Notification of Police  
☐ X-Rays    ☐ Notification of Medical Examiner  
☐ Photographs    ☐ Other: \_\_\_\_\_

**REPORTING SOURCE (Confidential)**

Signature \_\_\_\_\_ Title or Relationship to Child \_\_\_\_\_ Date of Report \_\_\_\_\_  
 Facility/Organization \_\_\_\_\_ Address \_\_\_\_\_ Telephone Number \_\_\_\_\_

**REPORT LINE USE ONLY**

Date of Oral Report: \_\_\_\_\_ Report was: ☐ Accepted ☐ Screened Out  
 Date Written Report Received: \_\_\_\_\_  
 Prior DFS Case Activity Reports? ☐ Yes ☐ No    If "yes", specify dates: \_\_\_\_\_

If abuse or neglect comes from a staff member; that will be removed from direct contact of children until the investigation of the incident has been completed. If there is any abuse or neglect found conducted by a staff member that staff member will be removed from the center.

### Staff Files and Records

Staff members have requirements that they must maintain in order to be in compliance of licensing. This includes a completed staff file that includes reference letters, release

of employment history form, service letters, documented professional development plans and qualification, medical forms including tuberculosis testing, criminal background check and fingerprints and records of trainings that are attended. Staff will have a signed health appraisal stating that they are healthy enough to be working with children. Staff must show that they do not have tuberculosis and need to be tested every fifth year of employment. There needs to be written evidence of follow-up of any known health problem of the staff member that would affect their ability to care for children. Each staff member will take ownership over his or her individual file. Staff members will be given a checklist of requirements for their file and will have to ensure that their file is up-to-date.

## Staff File Checklist

All items are to be completed before staff members work with children, except as noted:

Staff file requirements:			
Name:			
Home address:			
Phone number:			
<input type="checkbox"/> Date of birth:		<input type="checkbox"/> Date of hire:	
<input type="checkbox"/> Emergency contact name & number:			Date completed or documented:
<input type="checkbox"/> Job description			
<input type="checkbox"/> Application, résumé, or personal data sheet			
<input type="checkbox"/> Reference #1:			
<input type="checkbox"/> Reference #2:			
<input type="checkbox"/> Release of employment history form			
<input type="checkbox"/> Service letters:			
<input type="checkbox"/> Two additional references are required if unable to obtain at least one service letter			
<input type="checkbox"/> Orientation			
<input type="checkbox"/> Employee declaration			
<input type="checkbox"/> Adult abuse registry check			
<input type="checkbox"/> Initial and yearly review of child abuse recognition and reporting law	Dates		
<input type="checkbox"/> Acknowledgement that alcohol and illegal drugs are prohibited at work			
<input type="checkbox"/> Initial and yearly review of safe sleep procedures, if center serves infants	Dates		
<input type="checkbox"/> Training on proper handling, storage, preparation, and feeding of breast milk and formula, if applicable			
<input type="checkbox"/> Fingerprint appointment scheduled before start of employment			
<input type="checkbox"/> Fingerprint verification and criminal history report results (cannot be left alone with children until these are received)			
<input type="checkbox"/> Copy of driver's license, if transporting children			
<input type="checkbox"/> Physical (within 30 days – 60 days is permitted when unable to obtain an earlier appointment)			
<input type="checkbox"/> TB test or screening (within 30 days of hire)			
<input type="checkbox"/> Delaware First qualifications certificate (within 60 days of hire & cannot be alone with children until certificate is received)			
<input type="checkbox"/> CPR certification (within two months of hire)			
<input type="checkbox"/> First Aid certification (within two months of hire)			
<input type="checkbox"/> Professional development plan (within three months of hire)			
<input type="checkbox"/> Annual training hours (begin collecting after first OCCL annual review)			

Revised 6/8/15

### Staff Meetings

Teachers are required to attend the monthly staff meetings. These meetings are required by Early Head Start, ECAP, and the State of Delaware and therefore teachers must make every effort to be in attendance. Some staff meetings will be professional

developments that are required to be in compliance with the State of Delaware Licensing. Staff meetings are also used to create a community within the EDC among teachers and administrators. These meetings will give the staff time to make announcements, clear up questions or concerns. They are generally held the second Monday of each month.

### **Staff professional development**

- Throughout the year there will be professional development days that staff are required to attend. There will be other opportunities for staff to further develop their teaching skills through the State of Delaware, EL, and Head Start.
- Teachers who are sent to conferences and other types of professional development will be asked to report back to the rest of the center what skills and ideas they acquired.
- Teachers are required to be certified in First Aid and CPR. These certification must be maintained as long as a teacher is teaching. Once a year the EDC will offer the course for all teachers to complete, if you choose not to attend, then you will be responsible for payment of the course and will not be reimbursed for the training.
- Teachers are required to have 18 hours of professional development every year. Professional development must focus on following core areas: child development; developmental curriculum planning/ environment and curriculum; observation and assessment; positive behavior management/ social-emotional development; health, safety, physical activity, and nutrition; family community; professionalism; and management and administration.
- Every teacher will have a written professional development plan. This will support teachers to go beyond the required 18 hours of professional development. This plan will be built with an instructional coach so that it will

build upon teachers' strengths and support them in areas of improvement. For example, teachers will take courses on areas they would like to improve on or areas that are identified as areas to grow (either through conversation/observation, mid-year evaluation, or through a developed performance improvement plan).

### **Staff Relations**

If there is a disagreement among staff members it is asked that a temporary solution be made until a more appropriate time is established to discuss without children present. If during this established time staff members still cannot reach a solution, an email needs to be sent to the Instructional Manager. At this time the Instructional Manager will set up conferences with both employees separately as well as together. The Instructional Manager will make the final decision if a resolution cannot be made.

If there is an issue with the leadership team, it is asked that the issue be discussed privately.

It is asked that staff members remember that when they are at work they are there for a reason and that is to care for the wellbeing of the children. If personal problems arise outside of the facility it is asked that these matters be dropped upon entry of the building.

### **Staff Prohibitions**

Staff members are prohibited from usage of illicit drugs at any time. Staff members must keep in mind that use of alcohol is prohibited while at work and prior to coming into work or if it impacts work performance.

## **Suggestions**

The EDC is always seeking suggestions that will: improve methods, procedures, and working conditions; reduce costs or errors; and benefit the children, staff, and center. Staff members who have suggestions or innovative ideas are encouraged to discuss them with the Director and/or EDC Leadership Team.

## **Toileting Procedures**

- Young children should be taken to the toilet at regular intervals during the day. When children are active and involved, it is natural for them to forget unless reminded.
- Only one child at a toilet/ participating in the toileting procedure in the bathroom area at a time.
- If a child wets or soils his/her clothing, they should be changed immediately without fuss or comment. The child should not be reprimanded or scolded. Show them you understand that accidents do happen and that you are not angry or upset.
- We expect accidents with young children when they are first exposed to new experiences or are excited or upset. That is why we request a change of clothing for all children. (we request that parents keep two complete outfits for their child in their cubby)
- The children should be encouraged to unbutton and pull down their pants. They may require help zipping and buttoning. This is why we ask families to dress the children in simple clothing that can be removed by the child without difficulty
- Children should be reminded to wipe. Many children need help in learning to tear off just enough paper. They should also be reminded to flush.
- Children should always wash hands after toileting and use soap.
- If a child resists going to the toilet at school, ask him/her to accompany you and other children while they use the facilities to help reduce the anxiety of a new situation.

- For older children, respect needs for privacy.
- Try to have a positive, matter-of-fact attitude toward toileting.
- Elimination is a very natural experience for young children, the same as eating, sleeping, or washing. There are no unwholesome attitudes toward it until he/she learns them from adults or older children.

## **Tooth Brushing**

At least once a day, children over 1 year of age will practice brushing their teeth after a meal. The EDC will provide a toothbrush for each child. Toothbrushes must be labeled with the child's name, allowed to air-dry before being stored, and should not come into contact with other toothbrushes. Storage containers will be washed and sanitized weekly. Toothbrushes must be discarded if contaminated.

Toothbrushing can be done at the sink or at the classroom table. The ADA recommends starting to brush with fluoride toothpaste as soon as the child's first tooth comes into the mouth. Therefore, use a smear for children under age 3 and use a pea-size amount for children ages 3 to 6.

Teaching children to brush at the table is easy. It can be broken down into the following eight steps. A parent, abuela, or classroom volunteer can help with all the steps.

1. Set up. The teacher puts the recommended amount of toothpaste onto the rim of a paper cup for each child. The teacher then places a napkin, the child's labeled toothbrush, and the paper cup with toothpaste at each child's place at the table.
2. Scoop. When the teacher tells them to, each child scoops the toothpaste from the rim of the paper cup onto the bristles of their toothbrush.
3. Brush. Everyone brushes together for about two minutes. The teacher models brushing the inside, outside, and top of every tooth.

4. Spit. Children quietly spit any toothpaste still in their mouth into their cup. It's okay if a child swallows the toothpaste that's left in their mouth. Children shouldn't rinse, so the fluoride left in their mouth has time to soak into the teeth.
5. Wipe. Children wipe their face with their napkin to clean off any toothpaste.
6. Stuff. Each child stuffs their napkin into their cup. The napkin will soak up any residue in the cup.
7. Toss. Children place their cup, with the napkin inside, in the wastebasket.
8. Put Away. Children rinse their toothbrushes and put them in a holder where they stand upright to air dry.

## **Visitors**

All individuals who are visiting the center (i.e., someone who is not a parent or authorized pickup person; or staff member, such as TFA coach, Expedition Expert, etc.) is required to check in at the first floor EDC office before entering the center. The visitor is then required to check out before leaving the building. Staff members should notify the Director and/or Leadership team if expecting a visitor.

## **Weapons/Violent Play**

There is a strict policy of allowing no weapon play in our center. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Redirection should be used when a child is engaging in weapon or violent play. If a child brings a weapon to school, the weapon should be placed out of sight and sent home the same day with a note explaining the policy about weapons.

Competitive behavior is minimized in our programs. In young children, competition often increases negative behavior and decreases acceptance of others. Bullying is not

considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others.

## Forms

Events that can occur in the classroom must be documented every time they happen. All of these forms will need to be signed by a member of the leadership team (Director, Instructional Manager, or Instructional Coach). Ultimately, these forms will be electronically written up and recorded in each student's electrical files via the classroom's ipads. This will allow for easily organized and maintained files that meet Delaware Licensing, Head Start, Early Head Start, and Delaware Stars requirements. This will also allow easy access to print these forms and give a copy to a parent.

### General guidelines for filling out reports

- Incident or accident + no doctor = Accident-injury report- LACC = copy for student file & copy for parents
- Incident or accident + doctor or hospital = Accident-injury report- LACC + Accident-injury report – DE STATE = copy for student file + copy for parents + copy for director
- Sick = illness report = copy for student file + copy for parents
- Behavior report = extreme behavior or if it is complementing an incident report (i.e. Jack bit Mary - Mary gets Accident-injury report- LACC and Jack gets Behavior report = copy for student file + copy for parents + copy for director
- Child Abuse – every time a teacher feels they need to report – this must be filled out first! Then the call, then a copy to director

## **Reporting Accidents & Injuries**

When an accident or injury occurs to a child while in the center's care the center must take any action steps to prevent further injury and notify the child's parent(s). Teachers will need to fill out an injury or accident report for every incident that occurs. These reports need to be filled out in their entirety and signed by a member of administration and three copies need to be made. This will include the name of the child, the date, a description of the injury, how it occurred, and first aid or medical care required. One copy must be given to administration, one copy needs to be given to the parent(s)/ guardian (s) and one must be kept in the student's file in the classroom.



## Accident Report/Reporte de Accidente ECAP / EDC / EHS

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_

Parent's Name: (Please Print) \_\_\_\_\_ Telephone: \_\_\_\_\_

(Please Sign) \_\_\_\_\_

Site: \_\_\_\_\_ Date of Accident: \_\_\_\_\_ Time: \_\_\_\_\_

Describe Incident:

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### Location of Accident

- |  |                                     |                                     |  |
|--|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Bathroom/baño   | <input type="checkbox"/> Field Trip | <input type="checkbox"/> On a Walk  | <input type="checkbox"/> Stairway        |
| <input type="checkbox"/> Classroom/salon | <input type="checkbox"/> Hallway    | <input type="checkbox"/> Playground | <input type="checkbox"/> Other (Explain) |

### Type of Injury

- |  |                                       |                                     |   |
|--|---------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Abrasion          | <input type="checkbox"/> Bruise       | <input type="checkbox"/> Eye Injury | <input type="checkbox"/> Puncture Wound |
| <input type="checkbox"/> Allergic Reaction | <input type="checkbox"/> Burn         | <input type="checkbox"/> Fall       | <input type="checkbox"/> Seizure        |
| <input type="checkbox"/> Bite              | <input type="checkbox"/> Insect Sting | <input type="checkbox"/> Collision  | <input type="checkbox"/> Head Injury    |
| <input type="checkbox"/> Swallowed Object  | <input type="checkbox"/> Bone Injury  | <input type="checkbox"/> Cut/Scrape | <input type="checkbox"/> Nose Bleed     |

### Action Taken

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Antiseptic Wipe/Cloth | <input type="checkbox"/> Applied Icepack  | <input type="checkbox"/> Provide TLC      | <input type="checkbox"/> Other (Explain) |
| <input type="checkbox"/> Applied Band-Aid      | <input type="checkbox"/> Applied Pressure | <input type="checkbox"/> Removed Splinter |  |

Signature of Witness: \_\_\_\_\_ Date: \_\_\_\_\_

Were Parents/Guardian Contacted? ☐ Yes ☐ No Who? \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

STATE OF DELAWARE  
DEPARTMENT OF SERVICES FOR CHILDREN, YOUTH AND THEIR FAMILIES  
OFFICE OF CHILD CARE LICENSING

**ACCIDENT OR INJURY REPORT**

**INSTRUCTIONS:** The Licensee must document each accident and/or injury that occurs to a child while on the premises. The Office of Child Care Licensing is to be notified by direct voice contact within 1 business day during OCCL's business hours of any accident and/or injury which requires inpatient or outpatient treatment. This notification is to be followed by the accident/injury report.

Name of Facility or Provider		Telephone Number
Facility Address (Street, City, Zip Code)		County
Name of Injured Child or Adult	Home Address (Street, City, Zip Code)	Age
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		
Name of Witness (if more than one, print on back)		Telephone
Accident or Injury		Accident Location, Date, and Time
Describe Accident or Injury		
Time & Date Parent/Guardian was notified, Method of contact and by whom		
Message(s) left <input type="checkbox"/> Time(s): _____ Contact by whom: _____		
What caused the accident to happen?		What was the child doing?
What First Aid was given and/or action taken?		
What corrective action was taken, if any, to prevent a similar occurrence in the future? (e.g. rug was removed)		
<b>For inpatient/outpatient medical treatment only: Attach a copy of discharge papers upon child's return.</b>		
How was accident or injury diagnosed by physician?		Were any handicaps, health problems, or exceptions listed on child's health records? <input type="checkbox"/> Yes <input type="checkbox"/> No If "yes," please explain:
Signature of Parent/Guardian		Date
Signature of Staff Member completing the form		Date
Signature of Administrator/Curriculum Coordinator/Owner		Date

1/2014

## **Illness Report**

Illness reports are used both when students are sent home early and to document any type of sickness that has occurred to a student during the day (some do not require exclusion from the center). The form needs to describe the symptoms that occurred

(i.e student was unusually tired, they mentioned having an upset stomach, student threw up etc). The action steps that a teacher took (i.e teacher checked the student's temperature, called parents, allowed student to lay down and rest) and any information the parent needs to know before they can bring the student back to school. Some instance require 24 hours free of the symptom that is causing them to go home, for example a student must go 24 hours without a fever before they may return to school. Some require a doctor's note for example an unknown rash. Some may require 24 hours on an antibiotic or other type of medication. If you are unsure as to what the parent needs to do ask a supervisor to ensure you are giving the correct information. Try to make sure that you are clear about the directions to parents prior to parents picking up the student. Also make sure all teachers who work with this student are aware of the specific conditions required for that student to return to the center.

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## Illness Report

ECAP / EDC / EHS

Date: \_\_\_\_\_ Time: \_\_\_\_\_ □

Child's name: \_\_\_\_\_

Classroom / Location: \_\_\_\_\_

Teacher name: \_\_\_\_\_

**Description of symptoms:**

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**Steps taken:**

1.  
2.  
3.

**Outcome:**

Teacher signature \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor signature \_\_\_\_\_

Date: \_\_\_\_\_


Parent signature \_\_\_\_\_

Date: \_\_\_\_\_

## Behavior Report

In a situation where a student exhibits extreme behavior (behavior that is making the classroom unsafe for others to learn) teachers can write a behavior report to discuss with administration and parents the behavior and action steps to help the student with alternative methods of dealing with frustration or being upset. These reports also serve as a record if later there is needed more intervention in the child's behavior.

These reports should be filled out : the name of the student, the date, where the behavior occurred, a description of the behavior, and the teacher's actions after the behavior. They will be signed by someone on the Leadership team. At that time, teachers should talk about how best to approach the situation/parents. For some students this is just handing the paper to the parent and discussing what happened, in other situations there may be other factors to take into consideration and a meeting should be arranged. It is important to talk to administration about extreme behaviors in the classroom.



**Behavior Report**  
 ECAP / EDC / EHS

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher \_\_\_\_\_ Witness: \_\_\_\_\_

Please check any of the behaviors that the child exhibited today and specify if it was towards another child or staff member.

☐ Aggression/  
Classroom Destruction

☐ Hitting  
Climbing on furniture

☐ Biting

Frequency & Explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

☐ Not following rules or directions  
Not paying attention  
Disrespecting

☐ Cursing

Frequency & Explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

☐ Sexual behavior
 ☐ Other behavior

Frequency & Explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher or Witness Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher/Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

For all three meals (breakfast, lunch, and snack) teachers need to record the students who took a meal. Teachers will mark if the student was there that day and each meal that they attended. **Teachers need to do this after every meal.** At the end of each day teachers need to make sure that all the totals of meals have been recorded for the day. At the end of the week teachers must put in their total for the week for each student and for the entire classroom by meal.

1

Students need to be tracked throughout the day to ensure that all students are under supervision throughout the day. This means that teachers mark the time that a student entered a classroom and when they leave the care/ supervision of the classroom that

time. If students are leaving and reentering the classroom the tracker needs to reflect that as well. Teachers should be marking students' attendance every hour if they have not left or entered the classroom. Teachers also need to be tracked throughout the day writing when they entered into the classroom and when they left.

<b>CHILD TRACKING FORM</b>																
Date:		Center:						Classroom Name or Number:								
Child's Name	6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	4:00-5:00	5:00-6:00	6:00-7:00	STAFF TRACKING		
														Name	In	Out
1																
2																
3																
4																
5																
6																
7														Name	In	Out
8																
9																
10																
11																
12																
13														Name	In	Out
14																
15																
16																
17																
18																
19																
20																
21																
22																
23																
24																
Total # of Children														NOTES		
Total # of Staff Present																
Teacher(s) Initials																
Staff writes the names of ALL children present in the room throughout the day. Write the time the child enters and leaves the room.																
Place an "X" in the box when the child is in the room for the entire hour.																

SAMPLE FORM -- Tracking of children & staff is required as per *Delaware* Rules 127 & 185-194; use of this specific form is not required.