Required Orientation and Trainings for All ECDC College Students
(Participating more than 2 hours/week)

DUE on or before the first day of employment

Please mail or drop off completed paperwork to:

ECDC
University of Notre Dame
10 Child Care Center
Notre Dame, IN 46556
574-631-3344 phone
574-631-7808 fax

ECDC
Saint Mary’s College
Havican Hall
Notre Dame, IN 46556
574-284-4693 phone
574-284-5344 fax

New employees, Practicum Students, and students completing course work more than 2 hours a week must read and complete the following: Orientation for New Employees, College Student Handbook and ECDC Verification and Documentation of Annual Required Training.

Returning employees only need to complete ECDC Verification and Documentation of Required Training each year.

_____ Orientation of New Employees - All elements of this checklist are covered through the College Student Orientation PowerPoint, College Student Handbook and the Required Training Materials. Please read all the attached documents and sign and return pages 17-18.

_____ ECDC Verification and Documentation of Required Training - (For all College Students) To be completed annually by all employees. Please read all the attached documents and sign and return pages 19-20.

CPR/First Aid Certification
All employees are required to accomplish Pediatric First Aid Certification within the first 6 months of employment. CPR is required for all Professional staff as well as some college student employees during the summer program. If you already have current Pediatric CPR and/or First Aid certification, please provide your program director with a copy of your cards.

Continued Professional Development (Paid College Students only)
Licensing requires all employees to have ongoing professional development that supports their work with children. College Student employees are required to complete 12 hours of professional development per school year, 6 hours each semester. For those of you who are new to ECDC this semester you have already completed 2 hours during orientation. Returning students have completed 30 minutes. If you are enrolled in a course that has a focus in early childhood (psychology, sociology, education, or speech and language), this course may meet the needed requirements. Please bring in a copy of your syllabus and we will gladly review it. As the year continues ECDC will share articles and webinars for your ongoing professional development that we believe will support your work at ECDC.
ECDC Policies Regarding Allegations of Child Abuse or Neglect by an ECDC Employee, Practicum Student or Volunteer

The following policies and procedures address how the ECDC director (executive and/or program director), the program employee or practicum student or volunteer, and the accused individual will respond to the allegation.

Policy: How ECDC responds to an allegation will depend on the situation. A parent's call to the director (executive director and/or program director) to mention a concern about how a teacher handled a child's misbehavior will be handled differently from a parent's report of suspected child abuse to Child Protective Services (CPS) or to the state licensing agency alleging that a teacher, college student or volunteer abused a child.

The initial ECDC response, in both situations, will attempt to gather the facts rather than defend the staff member or the program. All discussions with parents, children, and staff will be thoroughly documented. As in all cases of suspected child abuse, the child's well-being will be the most important consideration.

During the investigation of alleged child abuse by an ECDC employee, practicum student or volunteer, the individual will be placed on administrative leave or will be given a work assignment that does not involve contact with children. Once the investigations conducted by ECDC and the authorities are completed, the results may clearly indicate that child abuse occurred, may vindicate the accused staff member, or may be inconclusive. If the investigation indicates that child abuse occurred, ECDC will terminate the staff member. If the results are inconclusive, ECDC Board of Director's Personnel Committee in conjunction with the executive director will make a judgment based on the children's well-being, the staff member's past job performance, the concerns of parents and staff, and the agency's future liability if allegations are made in the future. If the staff member is cleared of any wrongdoing, ECDC will support the individual as he/she returns to work with ECDC children, families, program staff and college students.

Procedures:

If an ECDC parent contacts the director (executive director and/or program director) to voice a concern, the ECDC administrator will respond expeditiously implementing the following procedures:

* The director (executive director and/or program director) will meet with the parent to hear his/her concern(s) and collect details about the incident, document what is said and agreed upon during this meeting, and let the parent know what will be done next.

* If appropriate, the administrator will meet with the child to discuss what took place. This discussion will be very general and low key, with open-ended questions so the administrator does not lead the child to confirm or deny the parent's report.

* The administrator(s) will then meet with the staff person (separately) to hear his/her version of what took place.

* If appropriate, a meeting will be arranged with the staff person and parents, to review each version of the incident and to clear up any miscommunications or misunderstandings. The administrator(s) facilitates this meeting and will try to reach some agreement on how the child's behavior will be handled in the future.
* After completing these steps, if the director (executive director and/or program director) suspects that child abuse or neglect has occurred, he/she will file a report with the CPS and licensing authorities and will cooperate fully with them during the investigation.

If an ECDC staff member reports to the director that a colleague has abused a child, the ECDC administrator will respond as indicated below:

* The director (executive director and/or program director) will hold a conference with the individual making the accusation to discuss and document all the details concerning the incident or series of incidents.

* The director (executive director and/or program director) will seek and document information from other staff about the incident(s) and the discipline techniques the accused typically uses. The administrator will hold private meetings with each individual and reassure them that their remarks are confidential.

* The director will meet with the accused staff member to discuss his/her version of the incident(s).

* All information collected will be carefully documented and reviewed by the executive director and the ECDC Board of Director’s Personnel Committee to determine if this was a case of inappropriate but not abusive caregiving. If this was inappropriate caregiving, the director (executive director and/or program director) will meet with the staff member again to review program policies and licensing regulations, set goals for using appropriate discipline and will determine if this staff member will be placed on probation. Consequences that will occur if the behavior does not improve during a specified period of time will be determined and discussed at this meeting. The administrator(s) and/or lead teacher will then observe the individual's behavior over time, document improvements or lack of improvements, and respond accordingly.

* If a review of the information collected leads to a suspicion that child abuse took place, a report will be filed by the director (executive director and/or program director) with the authorities (CPS and the state licensing agency) and ECDC will cooperate fully with them during their investigations. During the investigations of alleged child abuse by an ECDC teacher, practicum student or volunteer, the individual will be placed immediately on administrative leave or will be given a work assignment that does not involve contact with children during the investigation by the appropriate authorities (CPS and state licensing agency).

When a parent or staff member files a report of suspected child abuse or neglect with the CPS agency or other authorities (i.e. state licensing agency), ECDC administrators will respond as follows:

* The administrators will cooperate fully with the investigation and respond quickly to the authorities' requests for factual information.

* Program staff (including the accused) will be advised to cooperate fully and provide the requested information.

* The director will immediately place the accused staff person on administrative leave or will give him/her an assignment that does not involve contact with children during the investigation.
* The accused staff member will refer all questions (e.g., media, colleagues, parents) which are not a part of a formal investigation (CPS, state licensing, ECDC) about the allegation to the director (executive director and/or program director). The accused staff member will be advised to cooperate fully with CPS, state licensing and ECDC’s investigations.

* The administrator will decide whether the program will inform all parents and staff that the report has been filed.

* The director (executive director and/or program director) will handle media requests for information and the ECDC Board of Director’s Executive Committee will provide guidance on how the requests will be handled.

* The executive director will contact the agency's attorney and keep him/her apprised of the situation.

* An internal investigation will be conducted by the directors (executive director and program director) and the ECDC Board of Director’s Personnel and/or Executive Committee using the steps described above. The administrator will keep authorities informed and pass on any information collected.

* If necessary, corrective action will be taken to reduce the possibility of an incident recurring.

* The accused staff member will be advised to seek the services of an attorney who has worked on child care issues in the past.

* The director will encourage the staff member to seek counseling or support from family and friends.

When an early childhood education professional is accused of child abuse, there are several steps he/she must take.

* The accused caregiver will immediately write down exactly what happened as he/she remembers it.

* He/she should ask others who were present to write down their accounts of what happened.

* The caregiver will write a description of the relationship with the child and with the family or colleague making the accusation. Have there been previous disagreements over caregiving practices? Has the family expressed concern about the care the child is receiving?

* The accused will keep a copy of these statements and give one to the director (executive director and/or program director) who will coordinate the ECDC’s investigation.

* It is important to discuss the allegation with the director (executive director and/or program director). If parents or colleagues have voiced their concerns, rather than filing a report, the caregiver will meet with the director (executive director or program director) and the parents or colleagues to discuss the incident.

* If a report has been filed, the accused must prepare to meet with the representatives of the agencies involved: CPS, law enforcement, and/or licensing.
The accused staff member should clarify his/her job status during the investigation (e.g., administrative leave, reassignment) with the director (executive director and/or program director).

Once the investigations conducted by ECDC and the authorities are completed, the results may clearly indicate that maltreatment occurred, may vindicate the accused staff member, or may be inconclusive. If the investigation indicates that abuse occurred, ECDC will terminate the staff member. If the results are inconclusive, ECDC Board of Director’s Personnel Committee in conjunction with the executive director will make a judgment based on the children’s well-being, the staff member’s past job performance, the concerns of parents and staff, and the agency’s future liability if allegations are made in the future. If the staff member is cleared of any wrongdoing, ECDC will support the individual as he/she returns to work with ECDC children, families, program staff and college students.

9/02
EARLY CHILDHOOD DEVELOPMENT CENTER
PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

Mandated Reporter Status: All ECDC teaching staff and administrators are mandated reporters under Indiana law. Below is summary of the law and ECDC’s procedures for reporting suspected child abuse and/or neglect.

Indiana Juvenile Code - Including 1980 Amendments (In part)
31-6-11-3 Due to report. (I) In addition to any other duty to report arising under other sections contained in this chapter any individual who has reason to believe that a child is a victim of child abuse or neglect shall make a report as required by this chapter.

(b) If an individual is required to make a report under this chapter in his capacity as a member of the staff of a medical or other public or private institution, school, facility, or agency, he shall immediately notify the individual in charge of the institution, school, facility, or agency, or his designated agent who also becomes responsible to report or cause a report to be made. Nothing in this section is intended to relieve individuals of their obligation to report on their own behalf unless a report has already been made to the best of the individual’s belief.

ECDC’S PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

1) ECDC staff member suspecting abuse and/or neglect immediately shall report suspected abuse and/or neglect to the respective ECDC Program Director or Assistant Program Director. If the Program Director or Assistant Program Director is not available (e.g., vacation, sick day, personal day) the ECDC staff member shall report the suspected abuse and/or neglect directly to the Executive Director.

2) The Program Director shall immediately report the suspected abuse and/or neglect to the Executive Director.

3) The Executive Director shall immediately schedule a meeting with the staff member who reported the abuse and/or neglect and the respective Program Director. At this meeting the staff member’s concerns and observations will be discussed and documented.

4) At this meeting, the Executive Director, in collaboration with the ECDC staff member and the Program Director, will determine if the concerns and/or observations are suspected abuse and/or neglect. If the decision to report the concerns and/or observations to CPS is reached, the Executive Director will make an oral report to CPS immediately per Indiana law. This oral report will be documented by the Executive Director. The Executive Director will report to the ECDC staff member and the Program Director that the report to CPS was made. Written documentation of the reported concerns/observations will be put in the child’s file. If a report is not made with CPS, documentation will be made and put in the child’s file.

5) Should the Executive Director determine not to report the observation and/or concern to CPS the ECDC staff member is not relieved of reporting responsibilities should he/she believe the concern and/or observation is suspected child abuse and/or neglect. Please note the law states: Nothing in this section is intended to relieve individuals of their obligation to report on their own behalf, unless a report has already been made to the best of the individual’s belief.
ECDC Confidentiality
Communication between ECDC staff and ECDC families conveys trust and respect and adheres to the following Confidentiality Policy listed below.

I. ECDC Teachers and Staff show sensitivity in their interactions with families.
   A. ECDC teachers and staff and college students will show sensitivity in interactions with families who are experiencing difficulties; include child in conversations when a child must be discussed in the child’s presence, maintain privacy when discussions are held between parent(s)/legal guardian(s) and staff about problems and concerns regarding specific children.
   B. Information is shared regularly between parent(s)/legal guardian(s) and staff. Staff and college students will protect the confidentiality of information about children and families. Conversations about an individual child or family should not be conducted in the presence of any child or adult unrelated to the child.
   C. If a family begins discussing another child and/or family, center employees are to quickly inform the person that such discussion is inappropriate and change the subject. If the person persists, the employee is to inform the center director.

II. Staff shall not engage in or support exploitation of families. The relationship with a family/legal guardian shall not be used for private advantage or personal gain. Staff may not enter into relationships with families which might impair their effectiveness in working with children.

III. Staff maintain the family’s right to privacy, refraining from disclosure of confidential information and intrusion into family life.
   A. When we are concerned about a child’s welfare, it is permissible to reveal confidential information to agencies, e.g., CPS and individuals who may be able to act in the child’s interest. Disclosure of information about a child beyond family members, program personnel, and consultants shall require familial consent, except in cases of abuse or neglect.
   B. College students, food service staff, volunteers, etc. are not to be included in discussions of children and families, except to provide information that is required for them to complete their jobs/tasks/assignments. Sensitive information must not be shared with everyone, only those who are directly involved.

IV. Individual files are maintained and kept confidential for each child.
   A. Individual child files will be kept locked when not in use. When in use, individual files will be kept private and confidential.
   B. The child’s parent(s)/legal guardian(s), upon request, have access to his/her child’s records.
   C. Under the Family Education Rights and Privacy Act (20 U.S.C. 1232g), records related to center children and their families, and information contained in those records, are to be shared with other staff or other officials only if that person has a legitimate educational interest (i.e., on a “need to know” basis only). Requests from third parties, including outside agencies, must be evaluated by center administrative staff, in consultation with legal counsel in appropriate circumstances, before any disclosure is made. In most cases, information cannot be disclosed with any third party without the written consent from the child’s legal guardian.
   D. Parent(s)/legal guardian(s) will be notified in the event that a child’s record is subpoenaed.
   E. ECDC administration (ECDC staff in charge of records) will maintain a permanent record in each child’s file indicating any time a child’s record has been released. The following information will be included on the written record:
      1) the name, signature and position of the ECDC staff person releasing the information;
2) the date;
3) the portions of the record that were released;
4) the purpose of such release; and
5) the signature of the person/agency to whom the information is released.
This record is available only to the child’s parent(s)/legal guardian(s) and personnel responsible for the records and shall be kept in the child’s administration file.

F. Medical records of all children are considered confidential. ECDC staff are informed of allergies and other essential health information for individual children as needed and appropriate.

G. If any documents one would expect to find in a file appear to be missing, ECDC staff will notify the center administrative staff immediately.

V. **ECDC maintains confidential personal records for each staff member.** Personnel files, including all medical records, will be kept confidential and will be kept locked when not in use.

8/08
1. ECDC has a written evacuation plan in case of fire, tornado, and other natural disasters. The evacuation plan is posted at the front desk/office and in every activity room. Teachers know/have read the evacuation plan which is posted in each activity room.

2. Evacuation drills are practiced and recorded on a monthly basis at varied times of the day and various days of the week. The records are inspected by the Fire Marshal annually. ECDC teachers use the sign in sheets to ensure that all children have safely evacuated the building and have returned safely when the drill is completed.

3. Fire extinguishers are located throughout the building and are available for firefighters to use. ECDC staff are not trained in the use of fire extinguishers. The first concern of ECDC staff is to ensure that all children are safely evacuated from the building.

4. Flammable products are not used or stored on the premises (e.g., gasoline, kerosene, matches, lighters, lighter fluid, etc.).

5. ECDC is a non-smoking facility.

6. Open flames are not permitted in the building (e.g., candles).

7. Vestibules, hallways and doorways must be clear of clutter to allow immediate egress in case of fire or emergency. There must be clear pathways within the activity rooms to the doors to allow quick and safe egress.

8. At ECDC-ND, materials stored on top of cabinets must be 18 inches (two full cement blocks) from the ceiling and any paper/cardboard items stored on top of cabinets must be in covered containers.

9. ECDC staff include fire safety in their curriculum annually and teach children to Stop, Drop, and Roll if clothing catches fire. Activity room visits from firefighters are scheduled to support fire safety curriculum.

10. All electrical outlets (e.g., wall outlets and surge protectors) are covered when not in use. At ECDC-ND, all wall outlets have internal safety covers.

11. If an appliance smokes or begins to smell unusual, unplug it immediately and have it repaired. Electrical cords are checked regularly and are replaced if cracked or frayed.

12. Space heaters will not be used at ECDC.

13. If in a fire emergency, smoke is encountered, use the alternate exit route. If the exit must be made through smoke, crawl low under the smoke, where the clearest air will be.

14. ECDC-ND and ECDC-SMC have smoke detectors and emergency lighting. ECDC-ND has a sprinkler system.

15. If cooking is done in the activity rooms, keep the area clear of combustibles and do not leave the cooking unattended.

16. If someone gets burned, immediately place the burn in cool water for 10-15 minutes to ease the pain and eliminate continued burning of area.
Nutrition and Sanitation Training
to comply with Indiana State Licensing Requirements
7/11/03

Sanitation Training:

To decrease the amount of food borne illness, remember the following important tips:

- Bacteria are the biggest cause of food spoilage and food poisoning
- Bacteria in small numbers are relatively harmless; however, in larger numbers, some bacteria cause severe illness in both adults and children
- Bacteria need four major requirements to grow and multiply: food, warmth, moisture, and time
- Bacteria grow rapidly in temperatures between 40 degrees F and 140 degrees F
- Bacteria are found in large numbers on trees, fruits, vegetables, birds, insects, rodents, and other animals, raw food such as meat, milk, and seafood, equipment, and skin, hair, and clothing of food handlers
- Store cold food at below 41 degrees F and hot foods at 140 degrees F or above
- Hold food at the proper temperature
- Use refrigerators to keep food at an internal temperature of 40 degrees F or lower
- Use freezers to keep chilled or already frozen foods at 0 degrees F or lower
- Thermometers must be placed in the warmest part of the refrigerator or freezer and the temperatures checked daily- this is an assigned daily task, to check and record
- Only obtain foods from approved food sources, commercially prepared in sealed containers- this is communicated to families via parent handbook and through parent info meetings. Teachers may not serve homemade food to the children at any time.
- Practice good personal hygiene.
  - Emphasis on proper handwashing
  - Wearing clean apron, effective hair restraint, and head covering when serving lunch
  - Avoiding the wear of loose jewelry or long fingernails

Pet Care:

- Children always wash their hands after feeding a class pet
- Pets are always enclosed completely by a cage/screen so that a child’s fingers cannot be inserted. Holes in the screen are repaired immediately or pet is removed from the room.
- Water bottles for pets should be filled in the bathroom, not in the kitchen sinks or child or teacher’s sinks
- Cages or any pet materials are washed in the maintenance sink, not in the kitchen sinks or the activity room sinks (children or teacher sink)

- Petting Animals/Going to the Zoo
  - Children must always wash hands with soap and running water after petting animals
  - Food is never eaten at the zoo

Handwashing requirements are to follow state licensing regulations as well as accreditation standards

- Handwashing-Adults
  - Wash hands upon arrival
  - Wash hands before preparing food, eating, or feeding a child
  - Wash hands after
    - Toileting self or child
    - Handling body secretions (e.g., changing diapers, cleaning up a child who has vomited or spit up, wiping a child’s nose, handling soiled clothing or other contaminated items)
• Post signs to remind staff and children to wash their hands in the toilet room, the kitchen, and the area where diapers are changed
• Be sure that the hot water supplied to fixtures accessible to children does not exceed 120 degrees F to ensure that children are not burned by hot water
• How to wash hands
  o Check to be sure a paper towel is available. Turn on water to a comfortable temperature, moisten hands with water and apply heavy lather of liquid soap.
  o Wash well under running water for at least 30 seconds
  o Pay attention to areas between fingers, around nail beds, under fingernails, and backs of hands
  o Rinse well under running water until free of soap and dirt. Hold hands so that water flows from wrist to fingertips.
  o Dry hands with paper towel
  o Use paper towel to turn off faucet, then discard towel- this is to ensure that you do not recontaminate your hands by touching the faucet after you have washed your hands
  o Use hand lotion, if desired
• Wet wipes, hand sanitizer, or dipping hands in a bucket of water NEVER take the place of handwashing with running water and are not acceptable means of handwashing-these methods do not adequately kill germs.
• Teaching Handwashing to Children
  o Children should be taught how to properly wash their hands (wet hands, one squirt of soap, rub together for 30 seconds, rinse thoroughly, and then dry with one paper towel)
  o One way to ensure that children wash their hands for the appropriate length of time is to sing the Happy Birthday Song
  o It is the teacher’s responsibility to ensure that all children properly wash their hands
• Washing tables:
  o Tables should always be washed whenever they are dirty with soapy water and paper towel
  o Sponges may never be used for cleaning tables, dishes, etc.
  o After washing, tables should be wiped with clean paper towel, and then sprayed with the quat sanitizing solution
  o Make sure that the quat spray is on the tables for at least 60 seconds before wiping the tables
  o Always spray all of the tables first and then go back and wipe off the tables in the order that you sprayed them with a clean paper towel for each table
  o Tables should always be sanitized in between children eating snack to ensure that each child has a clean area to eat on
  o Spritz table with quat solution and let air dry
  o This process ensures that tables are washed and sanitized appropriately
Nutrition Guidelines for Children:

- Each teaching team should plan at least one study/project per school year on nutrition/healthy food and bodies- this is a state licensing requirement
- At the beginning of each school year, the teaching team should submit to the Program Director in writing the dates when the study/project on nutrition will be planned
  Once the study/project has been planned, copies of the lesson plans should be submitted to the Program Director ASAP to put in the licensing file
- Children need appropriate food and physical activity to grow and develop normally and their growth should be checked regularly
- Enjoy a wide variety of nutritious foods to ensure proper nutrition
- Eat plenty of breads, cereals, vegetables (including legumes) and fruits- these foods provide essential nutrients
- Low-fat diets are not suitable for young children (for older children, a diet low in fat and in particular, low in saturated fat, is appropriate), young children need fat for brain development
- Encourage water as a drink, water is an important nutrient. It is essential for life and regulates body temperature, carries nutrients to the cells and waste products away, aids digestion, and is necessary in all chemical reactions in metabolism
- Eat only moderate amounts of sugar and foods containing added sugar- sugar in the diet is linked to tooth decay and possible displacement of more nutrient-dense foods
- Choose low-salt foods- there is a possible link between the consumption of salt and high blood pressure in people with a genetic predisposition for the disease
- Eat foods containing calcium (comes from milk and milk products, tofu, greens, and legumes) to build strong bones and teeth
- Eat foods containing iron (comes from red meat, fish, poultry, shellfish, eggs, legumes, and dried fruit). Iron is essential for the formation of red blood cells, which transport oxygen in the blood.
- The USDA Food Pyramid recommends 6 servings from the grain group, 3 servings from vegetable group, 2 servings from the fruit group, 2 servings from the meat group, 2 servings from the milk group and small amounts of fats and sweets
- At least one teacher must sit down at the tables with children while they are eating breakfast, snacks, or lunches
- Strategies for picky eaters
  - Do not force the issue
  - Provide a wide range of food
  - Consider the presentation of food
  - Allow children to choose from the food offered
  - Eat the same food with the children
  - Provide a calm and relaxed environment
  - Remember that some tastes of food do not appeal to the children
  - Often eating with friends in an early childhood program can encourage a wider variety of food consumption
  - Try to include different nutritious foods each day
Working with Children with Special Needs at ECDC

ECDC is committed to providing a least restrictive educational environment for children with special needs whenever possible. ECDC works with various professionals and organizations from the community (e.g., South Bend School Corporation - Special Needs and Abilities Preschool Program, First Steps, Hearing and Speech Center, Joint Services, Insource) to make appropriate and reasonable accommodations for children with special needs and to ensure that ECDC can meet the needs of an individual child.

I. ECDC’s History with Inclusion

1) ECDC has worked with children with special needs since 1976. ECDC practices reflect the long-term belief that an early childhood program can often meet the cognitive, socio-emotional and physical needs of children with special needs. ECDC’s practices also reflect the belief that children with special needs benefit from a least restrictive environment with typical peers. These beliefs were implemented at ECDC prior to the implementation of mainstreaming and inclusion in educational settings and prior to federal mandate.

ECDC is currently a community educational placement for the SNAP Program (Special Needs and Abilities Preschool from South Bend Community Schools).

2) ECDC has partnered with both First Steps (serving children and families from birth through age 3) and South Bend Community School Corporation (ages 3 - Kindergarten) to serve children with a variety of special needs, e.g., children with autism, down syndrome, spina bifida, pervasive developmental delays, brittle bone disease, hearing impairments, muscular dystrophy, cerebral palsy, etc.

3) Children with special needs typically represent 2 - 8% of ECDC’s annual enrollment. This does not include children who receive only speech and language services.

II. ECDC’s Current Inclusion Practices

1) During the past 10 school years, ECDC has served approx. 6 - 8 children with special needs annually. ECDC teachers partner with special education teachers of record, developmental specialists, speech and language therapists, occupational therapists, physical therapists and social workers to meet the needs of children with special needs.

2) The teacher of record and occupational therapists typically work in the classroom with the child and consult with the child’s Lead Teacher. The teacher of record typically works with the child 30 - 60 minutes per week and the occupational therapist works with the child for 30 minutes per week.

3) The speech and language therapists provide therapy in small group settings outside of the classroom (pull-out therapy) as well as in-classroom therapy.

4) The physical therapist provides therapy in the gross motor room at ECDC-ND or in the dance room at ECDC-SMC.

5) All therapists provide the individual family and the ECDC teacher with written reports regarding goals and progress. Quantity and frequency of all therapy is determined during the IEP or IFSP.

6) A team approach is used in making referrals, placement decisions, and problem-solving as questions/concerns arise. Teachers, administrators, parents, and therapists collaborate frequently. Lead Teachers consult with the ECDC Program Director or Executive Director when concerns and/or questions occur regarding a child’s development or behavior. The child’s Lead Teacher and an ECDC Administrator attend the annual IEP conference and other meetings held to discuss the child’s education program.

7) The Hearing and Speech Center of St. Joseph County provides hearing and speech
screenings for ECDC children each year. As needed, children are referred for medical services, hearing and/or speech and language evaluations.

8) Teachers work in tandem with both First Steps and School Corporations by completing questionnaires, implementing IEP and IFSP goals, and attending quarterly meetings with families to discuss the child’s assets, progress and areas for growth.

9) Whenever possible, ECDC Administrators and Lead Teachers visit other early childhood programs to observe children before ECDC enrollment is confirmed. One purpose of this visit is to ascertain if ECDC can meet the child’s needs and goals. Families and children visit ECDC several times before enrollment begins to support the transition to the ECDC program. The classroom Lead Teacher and ECDC Administrator meet with the family, prior to the child’s first day of ECDC enrollment to discuss required and appropriate adaptations.

10) ECDC Lead Teachers consult with the child’s previous ECDC Lead Teacher regularly regarding strategies and accommodations to support the child. This is most useful at the beginning of a school year and the child is transitioning to a new class with new teachers.

11) Occasionally, a child with special needs does not thrive in the ECDC environment and ECDC is unable to meet the individual’s needs. When this occurs meetings take place with the family, the partnering organization (SNAP, First Steps, Joint Services) and the ECDC Administration, Lead Teacher and Social Worker to develop a referral and/or transition plan to meet the needs of the child.

12) ECDC teachers, staff and volunteers receive orientation regarding ECDC inclusion practices and policies during the first two weeks of employment.

13) ECDC teachers, staff and volunteers receive continuing training based upon the special needs of the children in their care.

14) ECDC teachers, staff and volunteers implement child first language. For example, a child’s special need is never stated prior to the child’s name being stated. A child with special needs NOT a special needs child. A child with developmental delays NOT a developmentally delayed child. A child with autism NOT an autistic child. ECDC believes that child first language conveys respect for the child.
As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct.

To the best of my ability I will:

Never harm children.
Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
Respect and support families in their task of nurturing children.
Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
Serve as an advocate for children, their families, and their teachers in community and society.
Stay informed of and maintain high standards of professional conduct.
Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
Be open to new ideas and be willing to learn from the suggestions of others.
Continue to learn, grow, and contribute as a professional.
Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

1. Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

2. There is not necessarily a corresponding principle for each ideal.

3. The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

4. This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.
Effective Communication Pledge:

I pledge to do all I can to facilitate effective communication at ECDC. I will share needed information about children, schedule changes, parent concerns, etc., with the appropriate person, in person or in writing. When I notice a problem in the communication process I will seek solutions/systems for solving it.

I pledge to be forgiving of those who make mistakes and to acknowledge my own mistakes.

I pledge to manage conflict constructively.

1. I will take complaints to the right person as soon as is practical. I will ask for clarification since I understand that my colleague has a different perspective from mine. If I am not successful, I will ask one of the program directors or the executive director for assistance. If my conflict is with the executive director and I am unsuccessful in my efforts with her, I will ask the ECDC Board of Director’s President for assistance.

2. If one of my colleagues approaches me with an issue they have with me, I will listen respectfully, maintain an open mind, and repeat what I understand her to say (for clarification). Once I have understood her to her satisfaction, I will share my perspective in a respectful way. Together we will engage in the problem solving process we teach the children to use.

I will refuse to allow rumors and gossip to damage my work environment.
If one of my colleagues approaches me with a complaint or criticism concerning someone else, I will support her growth and professionalism by reminding her to follow the steps listed above. I recognize that, by listening to her, I share responsibility for the negative communication and the damage caused by it.

I recognize that effective communication depends on me and that I benefit from promoting it. I recognize that effective communication is the foundation of my professionalism and the strength of our program.
Employee Name: ______________________________
Date Employed: ________________________
Orientation Date: ______________________________

The following is a checklist of topics discussed with new employees:

ITEMS REQUIRED BY LICENSING RULES:

Prior to Contact with Children and Food:

☐ Names, ages, specific needs of children assigned
☐ Policy on confidentiality of record
☐ Child Discipline Policy
☐ Meal patterns, food handling policy
☐ Emergency evacuation procedures
☐ General Health Policy
☐ Universal Precautions Training
☐ Health Hazards
☐ Diapering Procedures
☐ Handwashing Procedures
☐ Feeding of infants/toddlers
☐ Policy for correcting ratios
☐ Continuity of Care Policy

Within First Two Weeks:

☐ Child abuse and neglect detection, prevention, reporting procedures
☐ Developmentally appropriate practices
☐ Program goals and philosophy
☐ Daily schedules, routines, transitions
☐ Recognizing symptoms of illness
☐ Cleaning, sanitizing, disinfecting procedures
☐ Special needs inclusion policy
☐ Center confidentiality policy
☐ Specific special needs training
☐ Licensing rules
☐ Parent Communication Policy

OTHER

I. Paperwork

☐ Application complete
☐ Criminal History Check
☐ W-4 Completed
☐ Time Sheet
☐ Physical form with TB test
☐ Job Description (explained & signed)
☐ Personnel Policies and Procedures
☐ Parent Handbook

II. Benefits

☐ Vacation/Personal/Sick Days
☐ Staff evaluations
☐ Leave with/without pay
☐ Paid Holidays

☐ Mileage reimbursement
☐ Extra hours request
☐ Petty cash
☐ Driver’s License
☐ Social Security card
☐ I-9 completed
☐ Signed Emergency Treatment authorization

III. Work Environment

☐ Reporting an absence policy
☐ School routine/hours
☐ Staff schedules
☐ Staff Breaks/Meals
☐ Naptime Policy
☐ Leaving building during work hours
☐ Snacking/Drinking policy in classrooms
☐ Glass containers in classrooms policy
☐ Housekeeping/Office Supplies
☐ First Aid Certification
☐ First Aid Supplies
☐ Opening/closing procedures
☐ Phone calls/messages
☐ Smoking policy

☐ Fire Extinguishers
☐ Kitchen
☐ Parent Bulletin Board
☐ Supplies
☐ Menu

V. General Duties

☐ Attendance
☐ Parent Conferences
☐ Notes to Parents
☐ Working with Special Needs Children
☐ Working with other staff
☐ Equipment repair/care
☐ Medication (dispensing)
☐ Accident/Incident report form
☐ Children’s Files (pull & explain)
☐ Intake Agreement
☐ Emergency Information
☐ Pick-up Permission
☐ Allergies
☐ Child Information Form
☐ Self-Evaluation
VI. Classroom Observers (WHO & WHY)
   ____ Administration
   ____ Child Care Licensing Unit
   ____ Child Care Health Unit
   ____ CACFP Program
   ____ Title XX
   ____ United Way
   ____ Parents
   ____ High School & College Students
   ____ Accrediting Agencies

VII. Training & Educational Opportunities
   ____ Staff Meetings
   ____ Library/Video Materials
   ____ Tuition Reimbursement
   ____ In-Service Training
   ____ Workshops

VIII. The Agency
   ____ General Purpose/Philosophy
   ____ Sources of Funding
   ____ Organizational Structure
   ____ Other programs

IX. Working with Children/Classroom Management
   ____ Discipline Policy/Procedures
   ____ Curriculum
   ____ Children Entering/Leaving Bldg.
   ____ Learning Through Play
   ____ Integration
   ____ Food/Meals as Learning Experiences

X. Other
   ____ Supervisory responsibilities
   ____ Reporting to Supervisor
   ____ Field Trips
   ____ Lesson Plans
   ____ Planning Periods
   ____ Telephone Etiquette
   ____ Socialization
   ____ Parking
   ____ Dress Code

Date of Orientation: ____________________________
Employee Signature: ___________________________
Supervisor Signature: __________________________
Early Childhood Development Center
Verification and Documentation of Annual Required Trainings

Important – Once you have read and/or discussed these required annual training topics, print, sign and submit this documentation form on or before your first day with ECDC. These are state required trainings and must be completed annually for participation with ECDC. If you have questions, please speak with an ECDC program director (ECDC-SMC 574-284-4693 / ECDC-ND 574-631-3344).

Child Abuse and Neglect Training
I, ______________________________________, acknowledge that I have received training in REPORTING SUSPECTED CHILD ABUSE AND NEGLECT and that I do understand how to REPORT SUSPECTED CHILD ABUSE AND NEGLECT AND THE PHYSICAL AND BEHAVIORAL SIGNS OF ABUSE AND NEGLECT.
The Teaching method used was hand-outs to read.

________________________  Jennifer Wray, Assist. Program Director
(Signature of Training Recipient) (Signature of Trainer w/ Qualifications) (Date)

Inclusion of Children with Special Needs
I, ________________________________, acknowledge that I have received training in Inclusion of Children with Special Needs and that I understand ECDC’s practices and policies regarding working with children with special needs. I agree to abide by the provisions set forth, and I understand that disciplinary action, up to and including termination, may result from my violation of the Special Needs Practices and Policies. The teaching method used was discussion and readings.

________________________  Jennifer Wray, Assist. Program Director
(Signature of Training Recipient) (Signature of Trainer w/ Qualifications) (Date)

Sanitation and Nutrition Training
I, ________________________________, acknowledge that I have received training in Sanitation and Nutrition and that I do understand the proper hand washing technique, as well as how to decrease the amount of food borne illness, and nutrition guidelines for young children.
The teaching method used was handouts to read.

________________________  Jennifer Wray, Assist. Program Director
(Signature of Training Recipient) (Signature of Trainer w/ Qualifications) (Date)

Universal Precautions Training
Universal Precautions/Standard Precautions Training
I, ________________________________, acknowledge that I have received training in UNIVERSAL PRECAUTIONS/STANDARD PRECAUTIONS and that I do understand how to protect myself using the procedures of UNIVERSAL PRECAUTIONS/STANDARD PRECAUTIONS taught to me. The Teaching methods used were PowerPoint training module and discussion as needed.

________________________  Jennifer Wray, Assist. Program Director
(Signature of Training Recipient) (Signature of Trainer w/ Qualifications) (Date)

Annette Peacock Johnson R.N. (Source of Trainer’s Universal Precautions Training)

Fire Safety/Fire Hazard Training
I, ________________________________, acknowledge that I have received training in Fire Safety/Fire Hazard Training and agree to follow the procedures to ensure the safety of the children and staff. The teaching method used was handouts to read.

________________________  Jennifer Wray, Assist. Program Director
(Signature of Training Recipient) (Signature of Trainer w/ Qualifications) (Date)
ECDC Confidentiality
I, ______________________________________, acknowledge that I have received training in Confidentiality. I acknowledge that I have read and understand the Confidentiality Policy. I agree to abide by the provisions set forth, and I understand that disciplinary action, up to and including termination, may result from my violation of the Confidentiality Policy.

___________________________  __________________________
(Signature of Training Recipient)  (Signature of Trainer w/ Qualifications)  (Date)

Jennifer Wray, Assist. Program Director

Effective Communication Pledge
I, ______________________________________, acknowledge that I have received training in Effective Communication. I recognize that effective communication depends on me and that I benefit from promoting it. I recognize that effective communication is the foundation of my professionalism and the strength of our program. The teaching method used was handouts to read.

___________________________  __________________________
(Signature of Training Recipient)  (Signature of Trainer w/ Qualifications)  (Date)

Jennifer Wray, Assist. Program Director

Statement of Commitment
I, ______________________________________, acknowledge that I have received training in the Statement of Commitment. As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the principles of the NAEYC Code of Ethical Conduct. The teaching method used was handouts to read.

___________________________  __________________________
(Signature of Training Recipient)  (Signature of Trainer w/ Qualifications)  (Date)

Jennifer Wray, Assist. Program Director