

Early Childhood  
Development Center  
Orientation - Practicum Students, Volunteers and  
Employed College Students

ECDC-SMC and ECDC-ND



# Important ECDC Contact Info

## Program Hours:

- > ECDC-ND – 6:30am – 5:30pm
- > ECDC-SMC – 7:00am – 5:30pm

## Program Contact Info:

- > ECDC-ND – 574-631-3344 – office / 574-631-7808 - fax
- > ECDC-SMC – 574-284-4693 – office / 574-284- 5344 - fax
- > ECDC Website – <http://ecdc.nd.edu/>
- > ECDC Facebook Page – <https://www.facebook.com/pages/Early-Childhood-Development-Center-ECDC/157217444329973>

## ECDC Administrative Program Staff:

- > ECDC-SMC Program Director – Jennifer Wray, [jwray@saintmarys.edu](mailto:jwray@saintmarys.edu)
- > ECDC-ND Program Director – Thayer Kramer, [thayerkramerecdc@yahoo.com](mailto:thayerkramerecdc@yahoo.com)
- > ECDC Executive Director – Kari Alford, [kalford@saintmarys.edu](mailto:kalford@saintmarys.edu)

# Dress Guidelines for College Students

1. Closed-toed comfortable shoes are recommended. You may be on the playground or in the gross motor room.
2. Bring seasonal appropriate clothing and outerwear. In the winter, it is cold and you may be outside.
3. No revealing clothing. Remember the 3 B's – no breasts, no bottoms, no bellies. If we can see down it, or up it, or through it – you can't wear it to work.
4. No clothing with logos or advertisements (This includes Star Wars and Disney characters) or questionable quotations.
5. Jeans are fine – but no cuts or holes.
6. Long dresses can be hazardous when running, etc.
7. Wear jewelry at your own risk.
8. If you are a smoker or live with one, please make sure you do not smell like smoke when coming to work.
9. Your supervisor retains the right to send you home or cover you up if you are not dressed appropriately.

# Educational Philosophy

The Early Childhood Development Center (ECDC) program seeks to enhance the development of each child. The learning environment, activities, and daily schedule foster social, emotional, physical, cognitive, and creative development through experience-based, hands-on activities and play. A central goal is the promotion of children's self-confidence and love of learning in addition to school readiness and overall holistic development.

ECDC provides a nurturing environment within which young children grow, develop and learn. We view ourselves as an extension of each child's family. As such, we strive to develop supportive relationships with parents throughout their ECDC involvement.

ECDC enrolls children with differing social and ethnic backgrounds from Saint Mary's College and the University of Notre Dame communities. We are committed to providing all children enrolled with a multicultural curriculum and experiences. Each activity room has many multicultural materials, including books, blocks, musical instruments, dolls, baskets, play food, dress up clothes, and art materials. ECDC welcomes students of any race, color, religion, gender, and national origin.

The ECDC program fosters the *whole child's development* – social, emotional, cognitive, language, physical and creative development equally. *Art* is an significant element of the ECDC program for many important reasons including creative, cognitive, language, and fine & gross motor development.



# Children/Families Served and ECDC Enrollment Schedules

**Age Groups and Enrollment Schedules** - The Early Childhood Development Center, Inc. (ECDC), founded in 1971, is a nonprofit early care and education program operating two programs, one on the campus of Saint Mary's College and the other on the campus of the University of Notre Dame. Both ECDC programs are governed by one Board of Directors and operate with the same educational philosophy, curriculum, parent involvement, college student involvement and enrichment opportunities for children and families. ECDC at Saint Mary's College (ECDC-SMC) enrolls children ages 3, 4 and 5 during the school year and ages 3 through 10 during the summer. ECDC at Notre Dame (ECDC-ND) enrolls children ages through Kindergarten during the SY and ages 2.5 through 10 during the summer. Both part time and full time enrollment schedules are available during the school year and the summer, including the traditional preschool schedules (e.g., MWF mornings or afternoons, TTH mornings or afternoons) and a full day child care schedule.

Approximately 50% of the children are enrolled with full time schedules (5 days per week all day) and 50 % of the children are enrolled with part time enrollment schedules.

**Families Served** - ECDC-ND only enrolls families affiliated to the University of Notre Dame and Saint Mary's College; parents must be ND or SMC faculty, staff, student or alum. ECDC-SMC first enrolls families affiliated to ND and SMC, however, also enrolls families from the general public if enrollment space is available.

**College Student Involvement** - Both ECDC programs involve a wide variety of college students from 5 area colleges and Universities including Saint Mary's College, University of Notre Dame, IUSB, Bethel and IVY Tech. College students are involved for course required practicum experiences as well as volunteers in the classrooms.

# ECDC's Licensing and Accreditation

**Licensing** - ECDC is a licensed child care program through the State of Indiana. ECDC-SMC is licensed for 90 children between the ages of 3 - 10. ECDC-ND is licensed for 165 children between the ages of 2 - 10. Both ECDC programs are inspected several times per year by the state for licensing purposes.

**Accreditation** - ECDC has voluntarily chosen to seek accreditation through the National Association for the Education of Young Children (NAEYC). NAEYC is the largest early childhood professional organization with only 10% of early childhood programs in the United States accredited through NAEYC's rigorous and prestigious accreditation. The accreditation process consists of an internal self study in addition to an external review to verify our compliance with the NAEYC criteria for High-Quality Early Childhood Programs.

**Indiana's Paths to Quality (PTQ)** - ECDC-ND and ECDC SMC have both received the highest level (level 4) in Indiana's Quality Rating System. This level of PTQ quality indicates to families and the community that ECDC provides a healthy and safe environment for the children, and also delivers a planned and appropriate curriculum that supports children's learning and guides their development and school readiness. ECDC is reviewed annually by the IN PTQ program.

# ECDC's Teachers & Program Staff

**ECDC is staffed with a professionally credentialed and dedicated teaching faculty and program staff who far exceeds Indiana state licensing regulations and NAEYC Accreditation Standards.**

*The ECDC Directors* (executive director and three program directors) all have a Master's degree or a PH.D. in Early Childhood Education or a related field, such as child development.

*ECDC Lead and Co-Lead Teachers* have a Bachelor's degree or Master's degree in Early Childhood Education or related field, such as child development, elementary education.

*ECDC Associate Teachers* have a minimum of a 2 yr degree in Early Childhood Education or a 4 yr degree in Early Childhood Education or a related field.

*ECDC Assistant Teachers* have a High School Diploma or a GED and hold an Early Childhood Credential – CDA.

*College students* are employed part time to support arrival/departure/lunch times of the day. During the summer college students are employed full time in temporary summer positions. ND and SMC college students also volunteer in the ECDC classrooms providing extra attention and hands as they play with and read to the children.

Each classroom uses a team teaching approach to planning and implementing curriculum and for the authentic portfolio assessment process. Teaching teams thoughtfully and creatively plan curriculum together taking into consideration individual and group needs.

ECDC teachers and program staff are well respected locally as well as throughout the state and nation. ECDC lead/co-lead and administrators are frequently invited to serve on community and state committees/boards, have received state IAEYC awards, have received national awards (NAEYC, NCCCC), teach early childhood college courses and present professional development sessions for colleagues and area early childhood professionals.



# DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP):

ECDC is committed to providing children with a learning environment, daily schedule, curriculum and teacher child interactions which are Developmentally Appropriate (DAP).

*DAP is based on a) knowledge of growth and development of children and b) recognition that each child is an individual and is unique.*

*DAP teaching/learning practice emphasizes concrete, hands-on experiences and play rather than formal instruction.*

*DAP is applicable to the prepared learning environment, curriculum, teacher child interactions and child guidance.*

*DAP Curriculum includes planned and unplanned experiences designed to enhance children's physical, social, emotional, cognitive and creative development. Curriculum includes teacher initiated activities as well as child initiated activities within the prepared environment. ECDC is committed to providing an integrated, literature based, project based curriculum.*

# ECDC Curriculum Overview

The goal of the ECDC Curriculum is to foster holistic development (social, emotional, physical, cognitive and creative). ECDC is committed to providing meaningful and integrated curriculum based on projects and/or studies. Short thematic curriculum that only explores the surface of a topic for a short period of time, are discouraged.

**Consideration is given to children's interests, strengths, abilities, skills** (e.g., emergent literacy, math, independence self help), and attributes (e.g., creativity, curiosity, persistence, helpfulness, cooperation) during the development of ECDC curriculum and learning experiences.

# CURRICULUM ESSENTIAL CHARACTERISTICS

The ECDC program provides learning experiences and opportunities that are age and interest appropriate for all children. Staff use several elements from the following programs to meet the needs of the children:

*Creative Curriculum, The Project Approach, and Constructivism.*

- \*Our goal is to provide a nurturing and safe environment to support learning for the children, families and college students.
- \*The ECDC curriculum is based on accepted theories of child development by developmentalists such as Piaget, Vygotsky, Dewey, Adler, and Erikson.
- \*The curriculum is individualized to meet the needs of every child.
- \*Each family's culture is respected and family members are encouraged to participate in the program.

# Curriculum Essential Characteristics (cont.)

The physical environment is safe, healthy, and contains a variety of toys and materials that are both stimulating and familiar.

Children select activities and materials that interest them, and they learn by being actively involved.

Adults show respect for children and interact with them in caring and helpful ways.

Staff and assistants have specialized training in child development and appropriate programming.

Curriculum goals and objectives guide staff's ongoing assessment of children's progress, allowing them to individualize learning for each child.

The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children.

The schedule provides time and support for transitions; includes both indoor and outdoor experiences; and is responsive to a child's need to rest or be active.

# Project Based Learning

- **Project Approach Curriculum (Lilian Katz and Judy Helm)** - The Project Approach refers to a teaching strategy that incorporates project work as one part of the curriculum. A project is an investigation of a topic - ideally one worthy of the children's time and energy - undertaken by the children with the support and guidance of their teachers.

# Lesson Plans/Field Trips

The teaching team strategic plans for the children's learning opportunities and experiences. While planning the teachers consider the children's individual needs and skills as well as the current Project. The lesson plans include large and small group activities, time for active and quiet play as well as ensuring that the children have the opportunity to learn across all curricular domains (literacy, math, science, social studies, art, music, movement). Because ECDC offers a variety of enrollment schedules (full time and part time), activities for the morning are not duplicated in the afternoon.

As part of the curriculum field trips and special visitors are schedule to support the ongoing projects. The children in the 4's, 4/5's and Kindergarten classes participate in several off site field trips each semester. All the classrooms are visited by special guests (e.g., storytellers, musicians, naturalists, fire fighters, doctors, artists) who also support the projects being studied.

# Child Guidance

- ECDC's approach to child guidance is based on the work of Rudolf Dreikurs. His work is based on Alfred Adler, the founder of Individual Psychology.
- Important Concepts
  - All human behavior has a purpose and is a movement toward a goal.
  - Children are social beings and from infancy have a strong motivation to belong.
  - Natural and logical consequences coupled with encouragement are the tools utilized in this approach to support the 4R's. Punishment is replaced by a sense of mutual respect and cooperation.
  - Importance of winning cooperation and training.
  - Stating the Social Problem. How is the problematic behavior an issue for the group/community.

# 4R's

- Respect – respect for self, others, materials, environment, and community
- Responsibility – reflected through choices, actions, daily care of the environment, and initiation of ideas
- Resourcefulness – learning to be creative and inventive; to be problem solvers and to use skills effectively
- Responsiveness – learning to be contributors, thinkers, participators, and caring friends



# 4R's in Action at ECDC

- Take a few minutes and see if you can come up with an example of a child demonstrating these concepts or a teacher modeling one of these concepts.
  - Respect
  - Responsibility
  - Resourcefulness
  - Responsiveness

# 4 Mistaken Goals

- 4 Recognized Mistaken Goals
  - \*undue attention
  - \*struggle for power
  - \*retaliation and revenge
  - \*inadequacy

# Natural and Logical Consequences (Rudolf Dreikurs)

- If we allow children to experience the consequences of their actions, we provide an honest and real learning situation. We should not assume the responsibilities of our children; nor do we have the right to take the consequences of their acts. These belong to them.

# Natural Consequences

- Natural Consequences are the natural results of behavior.

\*You get hungry, if you don't eat lunch.

\*You get cold, if you don't wear your mittens.

**If we allow a child to experience the consequences of his/her acts, we provide an honest and real learning situation.**

# Logical Consequences

- Cannot be used as a threat or “imposed” in anger – they become punishment if used in this manner.
- Many times a logical consequence comes to us, once you think for a little while. “What would happen if I didn’t interfere?”
- Have to keep in mind that we live in a democratic society and we need to guide children instead of control them. We don’t impose our will but stimulate proper behavior.

# Encouragement

- Children need encouragement to grow and develop and gain a sense of belonging.
- When children make mistakes, we need to separate the deed from the doer. Children need the “courage to be imperfect”.
- Encouragement is the key to our approach. It implies faith in the child and communicates belief in his/her strength and ability.
- Praise may or may not be encouraging. Praise may actually discourage a child if she/he fears that the next time she/he may not be able to live up to it.
- Be specific and use phrases that show: confidence in the child’s abilities, appreciation, or effort on the part of the child.

# Encouragement vs. Praise

## Encouragement

- Given for the deed: “ I’m sure you enjoyed drawing your picture.”
- Given when work is done poorly. “We all make mistakes I’m sure you will do better next time.”
- Makes no demands.
- Is sincere.
- Fosters self-esteem.

## Praise

- Given to the doer: “ You are a good girl for drawing such a nice picture for me.”
- Given for work well done. “What good grades you have brought home.”
- Implies a demand for continued high performance.
- Often seems phony.
- May not increase self-esteem

# Choices

- First state how the misbehavior is a social problem.
- State two appropriate choices for ways the child can solve the problem.
- State when the child can try again.
- Is there a logical consequence that has been set up by the choices you have offered? If not, state a follow-up choice that includes an action that a teacher can take to set a clear limit.
- Two choices given – adult should be okay with either choice and say them in a neutral manner.



# Choices (Continued)

Situation: Child throwing blocks in the block area.

Teacher says, “When you are throwing blocks, someone could get hurt. Would you like to build with the blocks or put them away for now?” If the child chooses to play with the blocks and continues to throw them, then the teacher says, “You are still throwing the blocks, would you like to choose another area in which to play or would you like me to help you find another area? You can try again with the blocks tomorrow.”

# ECDC RULES AND CHILD GUIDANCE

**ECDC RULES AND CHILD GUIDANCE:** should be based upon 3 factors: 1) safety and respect of others, 2) safety and respect of self and 3) safety and respect of ECDC materials and program. Excessive rules not related to these three factors should not be utilized. Whenever possible, children should be involved in creating the rules.

**Authoritative Teachers: set clear limits and standards.** Children are encouraged to help establish the rules and to solve their own problems. Children are treated with respect and are encouraged to become self-reliant and self-disciplined. Teachers listen attentively to children and respond appropriately. Children's feelings are accepted. Their needs and interests are taken into account when planning. Teachers are consistent, firm and caring.

**Logical consequences: the child learns that certain behaviors will result in certain consequences.** "If you don't eat you will be hungry" or "If you throw pea gravel you will not be able to play/go in the pea gravel area." Logical consequences are 1) related to the behavior, 2) respectful of the child, and 3) respectful of the adult.

**Setting the Stage: providing information, activities and support that help children organize their own behaviors successfully** (e.g., 5 minutes advance notice prior to free choice time ending/cleanup, planned transitions, clear and consistent expectations).

# ECDC RULES AND CHILD GUIDANCE cont.

**Accepting Feelings:** children will occasionally have negative feelings towards other children and teachers. The expression of these feelings is acknowledged and accepted. The child is discouraged from acting out on these feelings in unsafe and inappropriate ways.

**Stating Limits in Positive Terms:** the acceptable behavior is stressed rather than the unacceptable “Please walk inside” rather than “don’t run”, or “gentle touches” rather than “don’t push”.

**Redirection:** a child who may have a problem or difficulty in one area or activity is diverted or guided to another activity or area.

**Problem Solving:** since teachers do not always see what happens between children, the problem is turned back to the children with the help of the teacher to generate possible solutions which are mutually acceptable.

# ECDC RULES AND CHILD GUIDANCE cont.

**Ignoring:** sometimes if teachers pay no attention to behavior, the behavior diminishes. Occasionally it is less disruptive to a group activity to ignore rather than call attention to a behavior.

**Modeling:** the teacher's own behavior is a model for the behavior the teacher hopes to instill in children. This includes the teacher's calm and controlled style, as well as the use of appropriate manners with the children (e.g., please, thank you, you're welcome, excuse me, may I help you, etc.).

**Talking Directly & Quietly to the Child:** if unacceptable behavior is observed the teacher talks directly and quietly to the child. The entire group need not be alerted to the discussion.

# ECDC RULES AND CHILD GUIDANCE cont.

**Conflict Resolution:** disagreements and conflicts may occur frequently with young children. Cooperation, the act of working together for one end, is a skill that most adults value highly. In order to teach cooperation, it is necessary to teach problem solving skills. Problem solving skills are teachable skills, which can begin when children are toddlers. One of the main components of conflict resolution is to encourage negotiation between children by collecting information about what happened and how people feel, and then moving into generating ideas from all of the children involved. Conflict resolution can be a time consuming process however, teaching conflict resolution skills saves time in the long run and helps children deal with desires and frustrations more constructively.

**Self-expression:** saying openly and honestly how one feels or what one thinks, either directly through words, sounds, or gestures, or through a variety of media such as music, movement, art, poetry, etc. Teachers interpret self-expressions and provide support to children in this process.

# ECDC RULES AND CHILD GUIDANCE cont.

**Weapons, Fighting, and Stereotypical Items:** ECDC is committed to providing an environment free of violence (fighting), weapons, and stereotypical items. Action figures, Barbie Dolls, Disney Toys/Dress Up Clothes should not be a part of the learning environment even if they are donated by families. These are also items that should not be used during rest time or playtime when children bring them from home. If children bring in objectionable items, please have them keep the items in their locker.

**Anti-Violence Approach:** We believe that all children and families have the right to enjoy a safe and protected environment. We prohibit the bringing of certain items to ECDC such as weapon facsimiles, or other toys that suggest or promote these activities. A primary focus of all curriculum activities across all ages is to model and teach positive, non-hurtful conflict resolution skills. Such curriculum planning includes teacher class meetings, play activities to demonstrate problem-solving scenarios, and encouraging children to “use their words” and “use gentle touches.” Because young children are fascinated with power and power materials, thematic play does occur. Pretend behavior that suggests hurting or frightening is handled with the use of situation- and age-specific strategies. Because we interpret many of these activities as children’s attempts to experience being powerful, we actively seek out alternate ways for children to experience being influential and powerful.

# ECDC RULES AND CHILD GUIDANCE cont.

Being the teacher's helper, having special jobs (carrying the clipboard to the next activity, showing younger children how to do things, etc.), or redirecting a potentially fear-producing activity (such as gunplay) to stimulate a powerful helping activity, such as being a firefighter, offer alternate opportunities.

**Discipline Strategies ECDC Teachers and Staff MAY NOT USE AT ANY TIME:** yelling or screaming at children, interactions that humiliate or belittle children, any physical means of discipline (e.g., grabbing an arm, hitting, swatting, pinching, slapping, spanking, biting, or any other means of corporal punishment). State Licensing regulations and ECDC philosophy/procedures limits physical discipline/corporal punishment and limits withholding food (breakfast, snacks, lunch, fluids). On very rare occasions, a child will not, under her/his own volition, come into the building from the playground or will not leave the activity room when asked by the teacher, etc. In these atypical situations, the ECDC teacher/staff may pick the child up, firmly yet gently and respectfully, and carry to the designated area. If this occurs, the Program Director or Executive Director should be used for support and assistance for both the child and the ECDC teacher.

# Recognizing Symptoms of Illness

If a child's health is in doubt, he or she will not be admitted. Any of the following symptoms will result in the child being isolated and the parent notified to pick up the child promptly within one hour:

- a fever of 100 degrees or higher using an ear thermometer (parents or ECDC staff may not administer fever reducer to lower a child's temperature with the purpose of keeping the child at ECDC).
- Vomiting illness
- Diarrhea (more than one episode), children whose stools remain loose but otherwise, seem well and whose stool cultures are negative, need not be excluded.
- Conjunctivitis (pink eye).
- Unexplained rash.
- Other communicable disease systems as defined by The National Health and Safety Performance Standards.
- Behavior changes that result in the inability to participate in regular activities or that requires one-on-one attention from adults.



# Reporting an Absence/Medication

**Reporting an Illness:** If you find that you are too ill to come to work or have one of the symptoms that result in the exclusion of an ill child, you should contact the program director as soon as possible. Calling the office in the middle of the night is acceptable and will give the Program Director the time needed to cover your absence. The Program director will give you further details regarding this process. Your next responsibility is to email all the Paid College Students to try and line up a sub, include the Program Director in this email.

If you work a split shift, please remember to return in time to be in the classroom when your shift starts, not just signing in.

**Medication:** The administrative assistant or the Program Director dispense medication to the children. Medication that needs to be administered to the children is signed in by the child's parents/guardians.

# Hand Washing

All ECDC staff members, volunteers/practicum college students, visitors and children, who are developmentally able to learn personal hygiene, are taught important and effective hand washing procedures to promote cleanliness and reduce the transmission of infectious diseases to themselves and others. Staff assist children with hand washing as needed to successfully accomplish the task. Children wash their hands upon arrival at ECDC every day, as well as, after playing outside, after using the bathroom, after cleaning their nose, before and after water play in the sensory table, before snacks and meals, after feeding the classroom pet (e.g., fish, guinea pig, hamster) and when moving from one group to another that involves two year olds.

All ECDC staff wash their hands upon arrival at ECDC every day, as well as, after using the bathroom, after cleaning their nose, before snacks and meals, before administration of medicine, after assisting a child with toileting or diapering, after handling trash/garbage, after feeding or cleaning the classroom pet (e.g., fish, guinea pig, hamster), after handling body fluids, after cleaning the water table and when moving from one group to another that involves two year olds.

# Hand Washing cont.

Proper hand-washing procedures are followed by adults (staff members, volunteers/practicum College students, visitors) and children and include:

- Using liquid soap and running water,
- Rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well with hands held over the drain and pointing down; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (use the paper towel to turn off the faucet).
- Staff wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food. At ECDC-SMC , only the middle sink is used for adult handwashing

Please note - 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.

We also ask that you assist the children in this process of hand washing.

# Diapering/Assisting in the Bathroom

Part of your responsibility will be to assist children with bathrooming/diaper changing. The teachers that you work with will give you first hand training in what and how to accomplish this.

## **Tips:**

- Remember this is a sensitive time for children and always be positive and caring.
- Collect all the materials you will need before beginning the process
- Allow the children to be as independent/helpful as possible.
- ECDC does stand up diapering and it may take to a few times to become comfortable with this process.
- Please wear gloves and wash your hands and make sure the child washes his/her hands when the diapering/bathroom process is complete.

# Emergency Evacuation Procedures

In case of an emergency evacuation, please listen to the teachers' directions and help them move the children quickly and safely.

**Fire Drills, Storm Drills, and Emergency Procedures:** ECDC practices monthly fire drills and monthly storm drills. We follow routine posted evacuation/drill procedures as instructed by the University and College. Fire Drills, Storm Drills, and Emergency Procedures are posted in each activity room. ECDC teachers use the sign in sheets to ensure that all children have safely evacuated the building/ moved to their safe rooms and have returned safely when drill is complete.

\*\*\*Please read and sign the Fire Safety/Fire Hazard Training form\*\*\*

Safety is of highest priority to ECDC. Please keep alert to potential safety hazards (e.g. frayed electrical cords, broken toys, tripping hazards, holes on the playground) and report them to the classroom teacher right away. We will then make plans to repair, replace or remove the hazard.

# First Aid

Before you are able to provide first aid while at ECDC you will attend a First aid training class. The Program Director will inform you of when and where these classes will be held.

Each classroom has a First Aid backpack that contains all the required components. This backpack will accompany the group where ever they go. (outside, field trip, Gross Motor room). The First Aid kit also has the children's emergency forms.

Whenever a child is injured, please report it to the classroom teachers immediately.

Any child with a head bump-even a light bump will be given an ice pack. Depending on the severity of the bump or location we may call parents to inform them.

The Lead teacher will complete an accident report to inform parents in writing of any injury.

# Nutrition and Sanitation

ECDC provides a well balanced menu including whole foods (fresh fruits and vegetables), whole grains, low in sugar and diverse in type.

## **Tips:**

- Any time you serve food, set the tables or help children open crackers, you must wear the appropriate “Garb” – hair restraint (hat, hair net, bandana), food handling gloves and an apron.
- An adult must sit with the children eating at all times
- Once you have your food handling gloves on you must not touch anything that hasn’t been sanitized.
- No milk can return to the refrigerator once it has left the kitchen
- Milk can only be disposed of in the 3 compartment sink in the kitchen
- Children are allowed second even if they have not finished their firsts at lunch
- Food can not be used as a reward or a punishment
- Food can not be withheld from a child
- In the 2’s, 3’s and 3/4’s classrooms raw carrots must be cut in half long ways

# Nutrition and Sanitation cont.

- In the 2's and 3's apples must be cut into 1/8 and then each 1/8 cut in half long ways.
- In the 2's 3's and 3/4's all main entrée items (e.g. chicken, turkey, meatballs) must be cut into ½ inch pieces.
- There are many children with food allergies and special diets, please work with the classroom teachers to learn about these children
- Hand washing is done before the tables are set, before food is served and before children eat
- No glass containers in the classroom
- Any hot beverage must be in a covered container and placed on the counter
- Drinks should not be carried around the room
- Paid College students are invited to eat with the children. If you have a special diet or must eat at a different time than the children, please speak with the program director.
- Meal time is a wonderful opportunity to continue learning. Teachers can talk about what has been happening during the day as well as anticipate what will become next.

\*\*\*\*Please read the Nutrition and Sanitation Training and sign the documentation form\*\*\*\*



# Communication with Families

ECDC has a variety of ways that the teacher communicate with families. Some of these ways include:

- As families arrive and depart for they day the teachers can talk with families about how their morning/day was. This supports a smooth transition from home to school and school to home. Please remember to always warmly greet children and families that you see, whether in the classroom, playground or hallway.
- Parent teacher conferences are scheduled twice a year (or sooner if needed or requested by a family) to discuss the child's growth, learning and progress and to identify future goals.
- Teachers also send home an electronic daily communication that describes the day's activities and experiences and the academic standards for the week.
- Individual notes are left for families that may share information about something the child accomplished that day, items needed for school, atypical situations or an injury.
- Parent Bulletin Boards are in each class room with information such as: daily schedule, menus, upcoming classroom events or activities, and ratios.

\*\*\*Please leave the communication with families to the full time core teacher (lead teacher, co-lead teacher, associate teacher, assistant teacher) in the room. Direct any questions to the core teachers.\*\*\*

# Rest Time

Indiana state licensing requires that all children rest for a minimum of 30 minutes. The children are not required to sleep during rest time. After 30 minutes the children who are not asleep are required to be given an alternate activity. ECDC teachers provide children with books, doodle pads, and rest time boxes as alternate rest time activities.

## **College student role during rest times:**

During rest time college students are to be helpful to the children as they help the children relax by rubbing children's backs, reading quiet stories or playing quiet games with the children.

During rest time, there may also be the opportunity to help prepare for the afternoon or following days activities, wash toys, wipe off items that can't be washed (books), hanging art work on children's lockers or repair books.

Rest time offers the opportunity to accomplish tasks that can not be done during the typical day's schedule. This is not a time for you to do homework or read to yourself. If you aren't sure what to do, please ask the core teacher present (lead teacher, co-lead teacher, associate or assistant teacher).

# Governance/Supervision

**ECDC is a not-for-profit corporation, governed by a 15 to 17 member Board of Directors.** The Board of Directors has five standing committees: Finance Committee, Personnel Committee, Program Committee, Parent Committee and Research Review Committee. The Board of Directors consists of 7 general directors; 4 appointed directors - 2 appointed by the President of Saint Mary's College and 2 appointed by the President of the University of Notre Dame; and 4 parent representatives, 2 from each site elected to the Board of Directors by the parents of their respective program/site.

Both ECDC programs are overseen by an Executive Director. Each site also has a Program Director. ECDC-ND has an Assistant Program Director. All classrooms have a Lead or Co-Lead Teachers and are also staffed with Associate and Assistant Teachers. Licensing and Accreditation requires that children be supervised by teachers and assistants at all times by sight and sound.

## **IMPORTANT:**

- You are responsible for supervising the children at all times by both sight and sound.
- If something is atypical, you are required to inform the Lead Teacher /Co-Lead Teacher immediately.
- If you have concerns about something you see/hear while in the classroom, inform the Lead/Co-Lead Teacher or Program Director immediately.
- Your direct supervisors are the classroom's Lead Teacher / Co-Lead Teachers.

# ECDC Funding/ Other Programs

ECDC is funded in several ways:

- Parent Paid Tuition
- Support from Notre Dame and Saint Mary's College through maintenance, housekeeping laundry, grounds etc.
- Fundraising: Bookfair, flower fundraiser, renting parking spaces during football games, school photos

ECDC also offers a few other programs families can choose to participate in:

- Summer Day Camp Program for children through age 10.
- Dance class
- Gymnasts in motion
- Lunch Time Conversations About Everyday Life with Children – lunch meetings with the ECDC Social Worker at which parents discuss important topics such as sibling rivalry, bedtime routines, discipline, mealtime routines.

# Confidentiality

Any information you receive regarding a child or a child's family is completely confidential. This applies to information shared with you by a teacher, a parent, a child or any other ECDC affiliated individual. You may speak to the Lead Teacher/Co-Lead Teacher or Program Director if you have a question or need assistance.

With in the classroom there is a file for each child that includes:

- Intake information
- Emergency information
- Individuals authorized to pick up the child
- Allergies
- General information

The children's files must be locked up when ever they are not in use.

**IMPORTANT – Not maintaining confidentiality is grounds for dismissal from ECDC.**

\*\*\*Please read and sign the ECDC Confidentiality statement\*\*\*

# Inclusion/Child Abuse and Neglect

ECDC is an inclusive program, which means that children of varying abilities and with varying development are enrolled in the ECDC program including children with autism, communication disorders or delays, developmental delays, hearing or vision impairments, etc. We work in partnership with the child's family and therapists to provide children with special needs with an early childhood program that meets their individual needs.

If there are any children with special needs that you need to know about, the classroom teachers will share this information with you as well as any strategies or adaptations needed.

\*\*\*Please read "Working with Children with Special Needs at ECDC" and sign.\*\*\*

If you were ever to be concerned about a child being abused or neglect, we want you to report it to the Lead teacher immediately. **IMPORTANT - DO not question the child.**

\*\*\*Please read the following:

Child Abuse Signs

ECDC Policies Regarding Allegations of Child Abuse or Neglect by ECDC Employee, Practicum Student or Volunteer

Early Childhood Development Center Procedures for Reporting Suspected Child Abuse and/or Neglect

# Continuity of Care

ECDC hires college students on a part time basis to help support the ongoing activities in the classrooms and to provide the children with opportunity to build consistent relationships with caregivers. This provides for in-house subbing. If a teacher is absent due to an illness or a personal situation, the children still have several adults they know and trust with them. ECDC does not employ substitute teachers who are only with ECDC occasionally, rather we use the ECDC teachers and college students to support teacher absences.

Employing college students also allows us to maintain child/adult ratios. Paid College students may be moved from one room to another to meet these required ratios in another classroom due to an absence.

Employing college students also provides additional adult hands to help in the younger ECDC classrooms during arrival and departure times and lunch and rest times. Additional grown-ups in the classrooms during arrival and departure times and lunch and rest times provides for more “hands” and “laps” to support children in caring and nurturing ways.

# On-going Training

Each Paid College Student is required to complete 12 hours of training each school year. You will receive more information about different trainings you are required to complete as well as some that you can choose from. Education and/ or Psychology classes may be used to complete this training. Please speak with the Program Director to see if your classes may be used to meet the required 12 hours of training across fall and spring semesters.

ECDC has a library of DVD/Videos that you can check out at any time as well as different books or articles you may read to complete the 12 hours of training.



# Summary of Licensing Rules

**The following items must be posted in the activity room:**

\_\_\_\_\_ Daily Schedule

\_\_\_\_\_ Cot Chart

\_\_\_\_\_ Lunch and Snack Menus

\_\_\_\_\_ First Aid and Universal Precaution Directives

\_\_\_\_\_ Fire and Emergency Disaster Routes and Procedures

\_\_\_\_\_ Allergy List is covered with a piece of paper to remain confidential

\_\_\_\_\_ Restricted Pickup List is posted inside a cupboard to remain confidential

\_\_\_\_\_ Substitute Coverage Plan

# Licensing Rules cont.

## **Cots/Rest Time:**

- \_\_\_\_\_ All blankets and pillows fit completely on the child's cot. Blankets and pillows do not touch other children's cots.
- \_\_\_\_\_ Cots are labeled with the child's name.
- \_\_\_\_\_ Sheets are sent to the laundry every week and blankets/pillows are sent home at least once per month or when the child has been ill.
- \_\_\_\_\_ Cots are sanitized weekly.
- \_\_\_\_\_ During rest time, children are facing head to toe.
- \_\_\_\_\_ Cots are placed at least 2 feet apart and do not block exits.
- \_\_\_\_\_ There is a top cover (empty cot) on each stack of cots.
- \_\_\_\_\_ Sleeping children are allowed to naturally awaken at their own pace.
- \_\_\_\_\_ After 30 minutes, children not sleeping are provided with alternate activities.

# Licensing Rules cont.

## **Items Which Should Be Kept Out of the Reach of Children:**

- \_\_\_\_\_ All toxic materials are kept in a locked cabinet (white-out, strong bleach bottle, Lysol, shaving cream, sunscreen, etc.)
- \_\_\_\_\_ Purses, bags, backpacks are stored in the teacher's cupboard or locker.
- \_\_\_\_\_ Adult scissors, hole punchers, staple removers, thumbtacks, etc. are not stored in the teacher desk. They are stored on a high cupboard shelf to prevent injuries to children.
- \_\_\_\_\_ When staff are not holding/using the adult scissors; they are stored in a cupboard, out of the reach of children. Scissors are never left lying on a table or desk.

## **Children:**

- \_\_\_\_\_ Children are supervised at all times by sight and sound, including the hallway and bathroom.
- \_\_\_\_\_ Teacher Child Ratios are observed at all times:

1:5 - 2's	1:10 - 3's	1:15 - 5's
1:7 - 2/3's	1:12 - 4's	1:20 - 6's and older
- \_\_\_\_\_ Staff notify the office immediately when teacher child ratios are not being followed.
- \_\_\_\_\_ The teacher child ratio of the youngest child in a mixed age group is used.
- \_\_\_\_\_ 2 year olds are never combined with older age groups.

# Licensing Rules cont.

## **Pets:**

- \_\_\_\_\_ Children always wash hands after feeding a class pet.
- \_\_\_\_\_ Pets are enclosed completely by a cage/screen. Holes in the screen are repaired immediately.
- \_\_\_\_\_ Water bottles for pets should be filled in the bathroom, not in the kitchen sink.
- \_\_\_\_\_ Staff clean cages/aquariums regularly without children present.

## **Hand washing:**

- \_\_\_\_\_ Upon arrival to and departure from ECDC
- \_\_\_\_\_ Before and after performing any first aid
- \_\_\_\_\_ Before serving any food to children
- \_\_\_\_\_ After coughing, sneezing, or blowing nose
- \_\_\_\_\_ After helping children in the bathroom
- \_\_\_\_\_ After coming into contact with bodily fluids
- \_\_\_\_\_ Hands are washed with running water and soap for at least 30 seconds and a paper towel is used on the faucet handles to avoid recontamination of clean hands

# Licensing Rules cont.

## **Diapering:**

\_\_\_\_\_ All diapers/pull-ups are brought in the original sealed package.

\_\_\_\_\_ If children with diapers are enrolled in an activity room, there must be a changing table or a diaper changing cot, which is labeled and stored on the top of the stack of cots. At ECDC-SMC, the diaper changing cot for all rooms is labeled and stored in the back of the children's bathroom.

\_\_\_\_\_ The changing table is used for changing diapers only.

\_\_\_\_\_ Materials may not be stored on the table. Toys/items that may go into children's mouths may not be stored underneath the changing table.

\_\_\_\_\_ Staff wash hands before and after diaper changing.

\_\_\_\_\_ Soiled/wet diapers are put in a plastic bag before being thrown away in the diaper pail.

\_\_\_\_\_ Diaper pails are emptied daily and cleaned/sanitized weekly.

# Licensing Rules cont.

## **Serving of Food (Breakfast, Snack, and Lunch):**

- \_\_\_\_\_ Staff wash their hands thoroughly with soap prior to serving food and rewash if food service is interrupted.
- \_\_\_\_\_ Staff wear gloves, apron, and appropriate hair covering/restraint when preparing or serving food (including all snacks and breakfast), setting the tables, etc.
- \_\_\_\_\_ Gloves are thrown away after being taken off and are never reused.
- \_\_\_\_\_ Tables are washed and sanitized with the appropriate sanitizer before food is served.
- \_\_\_\_\_ Seconds are available at snack and at least 2 items and milk are available at lunch.
- \_\_\_\_\_ At least one adult sits with children who are eating.
- \_\_\_\_\_ Milk is disposed of after leaving the kitchen area. Pitchers are used to reduce milk waste as needed.
- \_\_\_\_\_ Food is cut up for toddlers and is no larger than 1 / 2 inch cubes. Teachers cut up older children's food as needed.
- \_\_\_\_\_ Foods which are choking hazards to children are either not served or are cut in half: nuts, popcorn, grapes, dried fruit, cherry tomatoes, olives, hot dogs, cherries with pits, raisins, carrot and celery sticks, hard candy, spoonfuls of peanut butter.

# Licensing Rules cont.

- \_\_\_\_\_ Candy (chocolate, hard candy, lollipops, gum) is not served to children due to the high sugar content, no nutritional value, and possible choking hazard.
- \_\_\_\_\_ All special snacks brought in by families commercially prepared and are brought in the original, sealed container. Staff provide families with healthy suggestions such as Yogurt, Fruit Cups, Applesauce Cups, Pudding Cups, String Cheese, Mini Muffins, Fresh Apples, Fresh Bananas, Veggies and Dip, Nutra-Grain Bars, Fruit Juice Popsicles, etc.
- \_\_\_\_\_ Families are asked to avoid peanut butter and food that contains nuts due to children's allergies.
- \_\_\_\_\_ Staff talk about good nutrition everyday at snacks and lunch.
- \_\_\_\_\_ The appropriate food portions are served: juice - 4 oz, milk - 6 oz for children ages 6 and younger. Breakfast, snack, and lunch menu portion sizes are followed as listed on the menu.

# Licensing Rules cont.

## Misc:

- \_\_\_\_\_ Universal precautions gloves are taken off immediately after helping a child and are not worn in the hallway, etc. If staff need to leave the area to get the strong bleach, gloves are removed and a new pair is put on before the cleaning process begins.
- \_\_\_\_\_ Literacy activities are extended to all areas of the classroom.
- \_\_\_\_\_ Teachers encourage children to bring reminders of home and family.
- \_\_\_\_\_ Waiting periods are avoided during transitions.
- \_\_\_\_\_ IEPs are reviewed by teachers at least 2 times per year and teachers sign off that they have reviewed them and the date.
- \_\_\_\_\_ All materials are labeled in the room, including learning center areas.
- \_\_\_\_\_ At least one project/study is related to nutrition each school year.
- \_\_\_\_\_ Toys are washed and sanitized once per week. Families and children are involved in this process.
- \_\_\_\_\_ All outlets (ECDC-SMC only) and all outlet strips for computers (both sites) have outlet covers on each plug. Staff check this daily.
- \_\_\_\_\_ Broken equipment and toys are not available to children and has been reported to the Program Director/Asst. Program Director.
- \_\_\_\_\_ Storage of items is at least 18 inches from the ceiling.
- \_\_\_\_\_ Exit doors may not be propped open with blocks, books, etc. (ECDC-ND)



# Licensing Rules cont.

- \_\_\_\_\_ Fire exits must be clear of storage containers, toys, etc. This includes the vestibules at ECDC-ND.
- \_\_\_\_\_ Videos are age appropriate, used for educational purposes only, and are incorporated into lesson plans. Children have choices of activities and are not required to watch or sit in front of the TV.
- \_\_\_\_\_ Teachers read and initial all general information forms for children.
- \_\_\_\_\_ All atypical situations (biting, family changes, child lethargy, staff injury, volunteer, practicum student, paid college student absences, changes in child's health/medical information, parental concern, serious fall, head bump, or cut) are communicated immediately to the Program Director and if she is not available, the Administrative Assistant.
- \_\_\_\_\_ Major and minor accident reports are completed for any child's injury. First Aid is always given for any injury.
- \_\_\_\_\_ Children do not handle uninflated balloons due to choking hazards.
- \_\_\_\_\_ Staff do not eat treats (candy, cake, chips, etc.) in front of children or bring them into the activity room. This is to prevent children with allergies from accidentally eating this food as well as it is disrespectful to bring food in and eat it in front of children without giving them any.
- \_\_\_\_\_ Staff do not bring pop cans into the activity room. Drinks are put in a non-breakable cup and hot drinks (tea, coffee) have a lid on the cup. This is to prevent a child from being burned from a hot drink.

# Miscellaneous

- Each ECDC program has an office cabinet with materials teachers may need such as post-it notes, pens, tape or paperclips. There is also a house keeping closet with items such as toilet paper or paper towels.
- There is also a place in each classroom that extra snacks and food related items are kept.
- ECDC has Adult bathrooms available. Please make sure that before you leave the classroom to use the restroom you communicate with the other teachers in the room so they know you are leaving and they can make any needed staffing changes.
- Once you start you will be provided with a tour of the ECDC facility to help you navigate where to find different things (snacks, trash cans, bathrooms).
- Please keep all socializing to a minimum. Your responsibility is to the children while you are working. Please keep socialization to a time you are not working.
- Parking at ECDC-ND is only allowed in the student parking lot. Parking at ECDC-SMC is only allowed where your parking pass allows.
- This is a part time temporary position that does not qualify you for vacation/personal/sick days, leave with pay, paid holidays, health/medical benefits, tuition reimbursement or retirement.
- Each year the ECDC Teachers and staff will complete an evaluation for each paid college student.
- Near the end of each semester (after registration) you will be asked to submit your hours of availability for the following semester.

# Phones

The use of cell phones in the classrooms, hallways, or outside play spaces is not permitted. Cell phones can only be used in the planning room or once you leave the building out the front doors.

If you need to receive a call while you are working at ECDC, please give the individual the office phone number. At the time of the call we will let you know and cover your absence from the classroom.

Cameras and recording devices (cell phones, ipads, tablets etc.) that are not ECDC property are not allowed in the classrooms.

If you answer an ECDC phone please be polite, state “Early Childhood Development Center, this is \_\_\_\_\_, how may I help you?” and then place the caller on hold and get an Administrative Assistant or Program Director to take the call. If you will be answering phones as part of your job responsibilities you will receive further instructions. Please do not answer the phone unless you have been trained and directed to do so.

# Paperwork

## Required paperwork:

- Application
- State and Federal tax forms
- Direct Deposit information
- I-9 – Documentation of eligibility to work in the United States
- Emergency information including signed Emergency Treatment authorization
- Physical
- TB test
- Drug test
- National Criminal History check- done with FBI fingerprints
- 3 Letters of Recommendation
- Job Description
- High School Diploma and/or Unofficial Transcript

## Other Important Paperwork that you are Required to Read:

- Paid College Student Handbook
- Personnel Policies and Procedures

# Emergency Communication about Closures

ECDC attempts to be open whenever Notre Dame or Saint Mary's is open. Occasionally, ECDC closes due to severe weather (e.g., declared state of emergency) or due to a facility emergency (e.g., boilers not working). Closure due to a weather emergency occurs when the severe weather prohibits ECDC teachers and staff to drive to ECDC.

**ECDC uses a text notification system, *REMIND*, to inform all ECDC families, staff and college students via text message about ECDC closings due to severe weather conditions or a facility emergency.**

- In order to sign up for ECDC-ND text messages, all you need to do is text the phone number 81010 and in the text portion type in **@ecdcndvol** or go to [rmd.at/ecdcndvol](http://rmd.at/ecdcndvol).
- In order to sign up for ECDC-SMC text messages, all you need to do is text the phone number 81010 and in the text portion type in **@ecdcsmcvol** or go to [rmd.at/ecdcsmcvol](http://rmd.at/ecdcsmcvol).

If signing up via text, you will receive a message asking for your name. Please reply with your name. It may then ask if you are a teacher, parent, or student, if you haven't used REMIND before. Please respond S for student. At that point you should be all set to start receiving text messages from ECDC (Terri Kosik) using REMIND. If you have any questions/issues with this process, please contact the ECDC office. To unsubscribe from ECDC REMIND text messages, simply respond @LEAVE to the message.

Information about any closure will also be posted on **WNDU television and radio**. You may elect to sign-up for WNDU school text alerts about school closures. Please use the link below to sign up for WNDU text alerts:

<http://www.wndu.com/mobile/headlines/84244787.html> Lastly, ECDC will post any school closures on our ECDC

**Facebook** page.

# Classroom Observers

There are many different individuals who could be in the classrooms completing observations:

- Executive Director
- Program Directors
- Child Care Licensing Consultant
- Child Care Health Nurse
- NAEYC Accrediting Inspectors
- Paths to Quality Staff
- IDEM Staff
- College Students/High School Students
- Parents
- Therapists (speech and language pathologist, occupational therapists)
- Special Education Staff (e.g., psychologists, teacher of record)

# Documentation of Training

To finalize your orientation, please read, sign and submit the following information:

- Fire Safety/Fire Hazard Training (read and sign)
- Working with Children with Special Needs at ECDC (read and sign)
- Nutrition and Sanitation Training to comply with Indiana State Licensing Requirements
- Sanitation and Nutrition Training (read and sign)
- ECDC Confidentiality Policy Early Childhood Development Center Procedures for Reporting Suspected Child Abuse and/or Neglect (read and sign)
- ECDC Policies Regarding Allegations of Child Abuse or Neglect by an ECDC Employee, Practicum Student or Volunteer (read)
- Child Abuse Signs (read)
- Paid College Student Handbook (read and sign)
- ECDC Personnel Policies ((read and sign)
- Documentation that you thoroughly read this power point orientation and your questions were answered (read and sign)

Universal Precautions can be accomplished by watching the video at ECDC.

# Thank you!

ECDC is a unique and high quality early childhood program due to many factors, including dedicated, professional and skilled teachers and staff, the support of Saint Mary's College and the University of Notre Dame and the involvement of college students in many diverse ways. It is our goal that your ECDC involvements is an enjoyable learning opportunity. Should you have any question, please contact Jennifer Wray at ECDC-SMC (574-284-4693 or [jwray@saintmarys.edu](mailto:jwray@saintmarys.edu)) or Kiersten Van Der Kwast at ECDC-ND (574-631-3344 or [kvanderkwastecdc@gmail.com](mailto:kvanderkwastecdc@gmail.com)). Thank you for sharing your time, enthusiasm and commitment to children with the ECDC children and program.