



This activity and assignment should be done by the staff person completing the orientation, and then reviewed with the administrator or designee. Use the activity below to observe situations in your programs which may affect staff/child ratio and group size. If the situation may occur, but does not on the day of observation, describe the system the center has put in place to assure ratios and group size are maintained.

Module 1 Activity

1. The program combines groups during drop off and pick up times in the morning and afternoon. yes no

If yes, observe morning or afternoon times when groups are combined, and explain how ratios and group size are maintained. _____

2. The program doubles ratio at nap time. yes no

If yes, observe nap time and explain staff scheduling to assure staff/child ratios are maintained. _____

2. The program has classrooms where there are mixed age groups (infants/toddlers, or toddlers/preschoolers, or preschoolers/schoolagers). yes no

If yes, explain how ratios and group size are maintained for the group. _____

4. The children use a restroom which is not in their classroom. yes no

If yes, explain how ratios are maintained when children need to use the restroom. _____

3. Adults may be in the classroom who are not permitted to count in ratio (volunteers, student teachers, etc.) yes no

If yes, explain what system the center has in place to assure these individuals are not used to count in ratio. _____

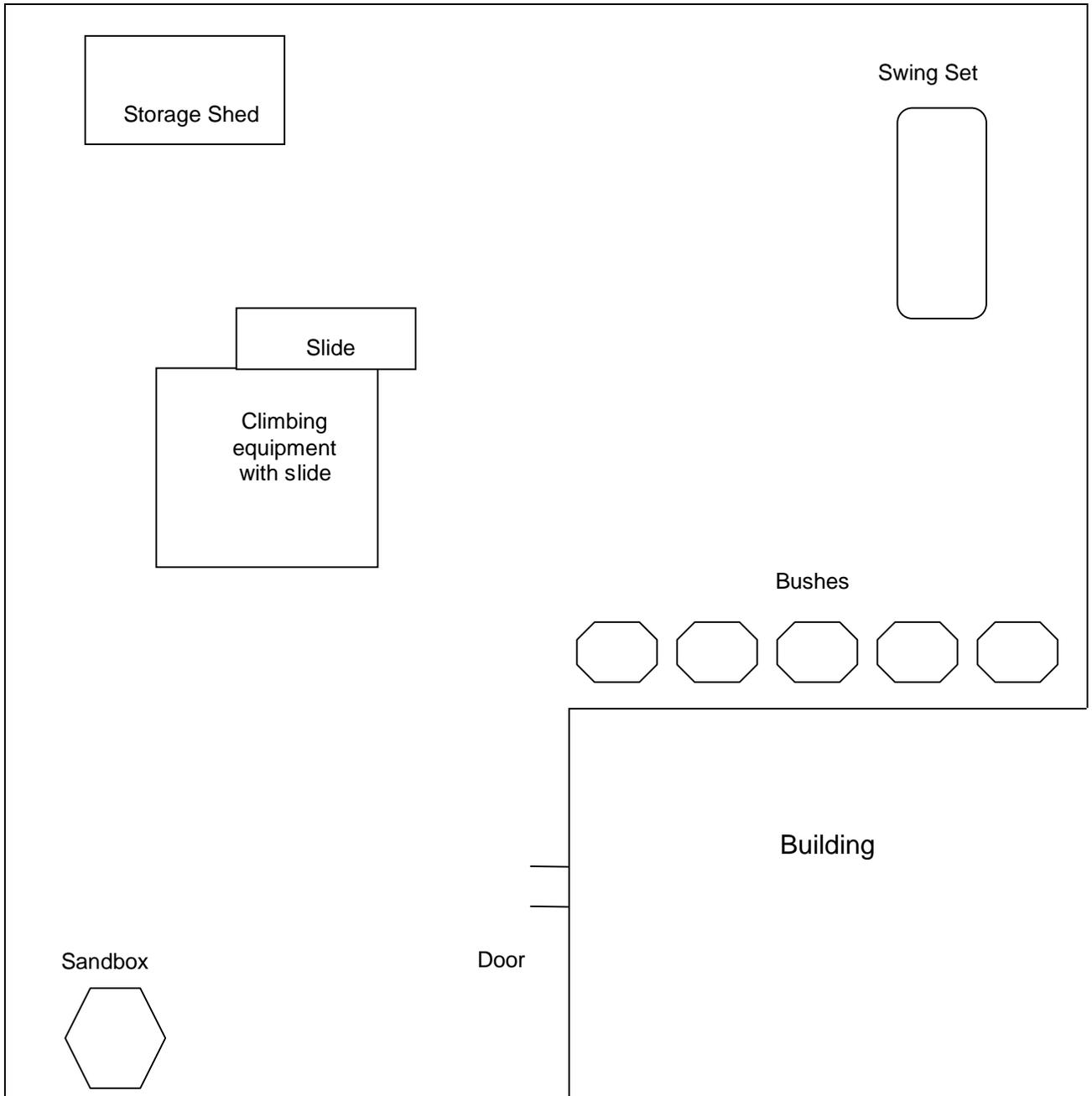
5. Staff may need to use a restroom down the hall from the classroom. yes no

If yes, explain how staff/child ratios are maintained when staff need to leave the classroom. _____

Indicate with an "X" potential blind spots or equipment which could be particularly hazardous on the playground. Imagine that two staff members are on the playground with a group of 20 preschool children. Using an "S" indicate where the staff should be located in order to supervise this group. Review with your administrator.



Module 1 Assignment



The administrator and the new employee completing the orientation training should review the following program specific policies and procedures together.

Supervision



Active Supervision

- Review the center's procedures for maintaining supervision when a staff member needs to leave the room. This could include using a walkie talkie or intercom system to call for assistance, taking the children with you, or asking another adult to bring needed supplies/items to the classroom.
- Review the spots in the rooms in which staff should position themselves in order to assure they can observe the whole room. This should be done in classrooms, cafeterias, muscle rooms, and on the playground. It is often helpful to make a diagram of the room or playground space with an "X" marked on the spot where staff should position themselves.
- Review the correct positioning of cots at naptime to assure that all children can be seen. It is recommended that the program diagram the placement of cots and hang the diagram in an easily accessible place in the classroom.
- If the restroom used by children is not in the classroom, review the center's procedures for maintaining supervision while children are using the restroom.

Playground Supervision

- Review and show staff any known blind spots on the playground, where children are not able to be seen easily (behind corners, inside play structures, behind bushes, in alcoves of buildings, etc.) These are areas where heightened supervision is needed.
- Review the center's policy on actively supervising children while outside. Describe the areas on the playground where staff should stand in order to be able to see all of the children during play.

Arrival/Departure Supervision

- Review any children who arrive from a location other than with their parent/guardian or leave the program to go to a destination other than with their parent/guardian. Discuss when these children arrive and the center's plan for assuring they are appropriately supervised upon arrival and departure.

If applicable, review the center's plan for determining the whereabouts of a child who does not arrive as expected. Show the staff member where the list of emergency phone numbers are kept in order to track these children. Review the center's policy for parental notification if a child is going to be absent.

Staff/Child Ratio

Review the ratio for the group with which the new staff member will be working. If the group combines with any other groups throughout the day (morning or evening) review the ratio for the group when they are combined.

Review the center's procedures for what the new staff member should do if they find themselves over ratio. This could include contacting the administrator to come into the room, contacting a teacher in another room, etc.

Review the center's policies for personal phone calls.

Review the center's policies for phone calls/conversations with parents.

Review the program's policy for whether or not ratios are doubled at naptime. Review the procedures that are used to assure there are enough staff on the premises to meet ratio. Review how staff breaks are scheduled in order to assure ratios are not doubled for more than 1 ½ hours per day.

Review with the new employee the program's policy on procedures to be followed for personal, sick, vacation, and other needed time off. Include in this review the responsibilities of the staff for finding a substitute teacher, if applicable.

Review with the new employee any individuals who may be in the program, but who are not permitted to be counted in ratio. It is important for new staff to be able to identify who is and is not permitted to be counted in ratio.

Review with the new employee the staff listed on the Medical/Dental/General Emergency plan who have completed the first aid training.

Review with the new employee the center's specific policies regarding how to assist a child with first aid needs, including:

- ✗ the location of the first aid kit
- ✗ procedures to call for assistance, if needed
- ✗ responsibilities to supervise other children, if not attending to the injured/ill child
- ✗ the location of materials needed for universal precautions

- Review the location of the Dental First Aid chart (JFS 01201) and program procedures regarding what to do in the event of a dental emergency.

Attendance Records

- Review a copy of the attendance record for the group for which the new employee will be responsible.
- Review the method the center uses to mark the arrival and departure of children. Include the method that attendance is taken if a child leaves (example for school/doctor's appointment) and returns later the same day.
- Review how attendance records are handled when groups combine, especially at the beginning and end of the day.
- Review how attendance is handled if one staff member takes a small group of children from the main group outside, to another activity, or to another part of the building.
- Review how attendance is documented for children during times when they are in the process of visiting another classroom for the purposes of transitioning.
- Review school age specific procedures, if applicable to the program.

This activity and assignment should be done by the staff person completing the orientation, and then reviewed with the administrator or designee. Use the "Scavenger Hunt" activity sheet below to locate emergency items. You are permitted to ask another staff person for assistance if you are unable to locate an item.



Module 2 Activity

- Locate the first aid kits in the building and document where you found them.

- Locate the medical/dental emergency plan and dental first aid chart in each of the classrooms, and any other spaces used to care for children (large muscle room, cafeteria, gym, etc.)

- Locate the fire and weather evacuation diagrams for the room in which you will be responsible. Walk the routes in order to become familiar with them.

- Locate the Incident/Injury Reports (JFS 01299) and take one to the administrator.

- Locate the fire extinguishers in the building, and write down the location of the one closest to your room and the date of expiration.

- Locate the gloves that would need to be used for universal precautions and the designated disposal area and document the location of those areas below.

Answer the questions in the Emergency and Evacuation questionnaire below and then discuss your answers with the administrator.



Module 2 Assignment

1. The parents of one of the children in your room have recently gone through a difficult divorce. The center has paperwork on file which indicates the visitation days for each parent. The mother comes to the center to visit the child on a day which is not her day to pick up the child. She becomes angry when you say you cannot allow her to pick up the child. What action should you take? _____

4. You are on the playground with your group of children and another staff member. One of the children falls down and gets a bloody nose. Several of the other children begin to cry because their friend is bleeding. What action should you take?

3. During nap time the fire alarms go off unexpectedly. Your co-worker is on break. You are not aware of a fire drill being conducted that day. Your children are all asleep, many without shoes on. What action should you take? _____

4. It is the end of the day, and only a few children are left at the center. The administrator has left for the day. The weather looks threatening, and you hear the tornado sirens going off. What action should you take?

The administrator and the new employee completing the Orientation training should review the following program specific policies and procedures together.

Evacuation Procedures



- Review the posted location of the JFS 01242 Medical/Dental/General Emergency Plan and the JFS 01201 Dental First Aid Chart. Review and explain the plans in detail.
- Discuss with the new employee the program's policies and procedures for the following evacuation situations:
 - Fire
 - Weather alert/tornado
 - Threat of violence
 - Loss of power, water, or heat

The policies and procedures should include the following:

- × determining when evacuation is needed
- × how the center accounts for all children once evacuation has been completed
- × how parents will be notified

- Review the safe location to which the children should be evacuated.
- Review paperwork and emergency supplies which should be taken in the event of evacuation (attendance sheets, children's emergency contact information, emergency medication, first aid kit)
- Tour the center, reviewing the evacuation diagrams in the rooms in which the new employee will be working.
- If the center is serving children who have limited mobility, discuss any special procedures needed in order to safely evacuate these children.
- Discuss with the new employee the schedule for fire drills, whether they will be announced or unannounced, and any documentation that the employee will be required to maintain.

First Aid Procedures

- Review with the new employee the staff listed on the Medical/Dental/General Emergency plan who have this training.

- Review with the new employee the center's specific policies regarding how to assist a child with first aid needs, including:
 - ✗ the location of the first aid kit
 - ✗ procedures to call for assistance, if needed
 - ✗ responsibilities to supervise other children, if not attending to the injured/ill child
 - ✗ the location of materials needed for universal precautions

- Review the location of the Dental First Aid chart JFS 01201 and program procedures regarding what to do in the event of a dental emergency.

Incident/Injury Reports

- Review with the new employee center specific procedures for completing the JFS 1299 Incident/Injury Report including:
 - ✗ where the report is located
 - ✗ the process for obtaining the administrator's and parent/guardian signature
 - ✗ how to make copies (if applicable)
 - ✗ the process to assure the incident report gets to the person picking up the child on the day of the incident
 - ✗ where a copy of the report should be filed

- Review completed copies of previous incident reports with the new employee.



Observe a classroom at meal time and at nap time. Answer the questions below and discuss your observations and responses with the administrator. If your program does not participate in meals or naps, please proceed to the Module 3 Assignment.

Module 3 Activity

Classroom Routines and Responsibilities

MEALTIME

Describe the routine for preparing children for the transition to meal time.

Did the staff in the room involve the children in meal time preparations/clean-up?

Did the staff involve the children in conversation and encourage social behavior?

NAPTIME

Describe the routine to transition children to nap time

Were there any children who had a difficult time making the transition or had difficulty going to sleep? If so, describe how the staff person responded to the child.

Was there anything that could have been done to make the transition smoother?

Were there any children who did not sleep? If so, were they provided with activities to keep them busy? What else could have been provided?



Use the Safety Checklist to assess a classroom for safety compliance. Review your observations with the administrator.

Module 3 Assignment

Daily Safety Check (check if in compliance)	Mon	Tue	Wed	Thu	Fri
Program is smoke free.					
Fire arms/ammunition not on premises.					
Indoor temperature below 85 degrees, if not ventilation provided.					
Indoor temperature not below 65 degrees.					
Equipment checked for: sturdy, free of sharp edges or corners, no splinters, no protruding nails, no loose or rusty parts, no lead paint					
Area rugs have non-skid backing					
Lawnmowers, power tools and other equipment not used and stored in a place inaccessible to children					
Broken or hazardous items removed and stored in a place inaccessible to children					
Items small enough to be swallowed out of the reach of infants and toddlers					
Cleaning equipment and supplies out of the reach of children.					
Mercury thermometers not used.					
Pets properly cared for and housed – no feces or urine accessible to children, clean living environment.					
Air conditioners, heat pumps, electric fans, and heaters out of the reach of children or safeguards in place to prevent injury.					
Space heaters only used if written approval on file from fire department.					
Toilets and sinks are a suitable height for children, or a sturdy non-slip platform is provided.					
All areas are well ventilated and protected from rodents, insects and other hazards.					
Indoor swings (except infant swings), slides, climbers, and other climbing apparatus are not placed over concrete, tile or other similar hard surface. Shock absorbent covering is under and around equipment. If over 3 feet high, mats are at least 1 ½ " thick. Covering used and placed according to manufacturer's instructions.					
Children's equipment with straps is used according to manufacturer's instructions.					
Spray aerosols not used with children present.					
Employee's personal belongings not accessible to children.					
Lead hazards and asbestos not present.					
Children protected from the following items and conditions which may threaten their safety:					
Stoves	<input type="checkbox"/>				
Bodies of water	<input type="checkbox"/>				
Window pull coverings	<input type="checkbox"/>				
Telephone, electric and extension cords	<input type="checkbox"/>				
All outlets, including surge protectors, are covered	<input type="checkbox"/>				

Daily Schedules

- Review the daily schedule for the group with which the staff member will work.
- Review where the schedule is posted.



Safe and Sanitary Environment

- Review with the staff member any safety checklists that the center has developed to be used to check for hazards. A sample checklist can be found in the Assignment sheet for this chapter.
- Review with staff where chemicals should be stored.
- Review the cleaning/sanitizing schedule found in Appendix A of Rule 5101:2-12-15.
- Review with the staff member their cleaning/sanitizing responsibilities. If the program uses a checklist to document when cleaning/sanitizing has been completed, review the checklist.
- Review designated times during the day when the staff member should complete required cleaning/sanitizing activities.

Outside Play

- Review the outside play weather policy outlined in the program's Parent Handbook.
- Review the procedures for assuring children have access to restrooms and drinking water.
- Review the JFS 01281 "Playground Inspection Report" with the staff member.
- Review the program's procedure for summoning another adult in the event of an emergency, if staff are ever left alone on the playground.

Snacks and Meal Time

- Review the Parent Handbook policies regarding meal and snack times.
- Review with the staff member the daily schedule which indicates the times when meals and snacks are served.
- Review with the staff member the nutritional requirements of meals/snacks, including any special requirements for infant/toddlers.
- Review the location of the posted menu and program's procedures for documenting changes.

Read the scenarios below and answer the questions following each scenario. Discuss your answers with the administrator.



Module 4 Activity

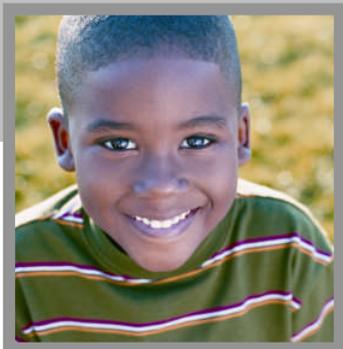
1. Two 4 year old boys are playing in the block area together, building a bridge for their dump trucks. Another boy wanders into the area, takes some blocks off of the toy shelf and begins to help build the bridge. The first two boys tell him it was their idea and he can't build with them, which results in the boy starting to cry. What should you do?

2. A toddler child has recently started to bite. Staff have begun documenting the time and circumstances surrounding the biting instances and have noted that the child seems to bite either right before snack in the morning, or right before nap in the afternoon. What would be some suggestions for staff on next steps?

3. You have asked a three year old to help you pick up the puzzles that he has been playing with during free play time. After asking him for the third time, you are beginning to feel frustrated. What should you do?

4. You have a new school age girl that has recently started in your program. Two other children in her class have started calling her "four eyes" because she wears glasses. The new girl has told her mother and the mother called you to complain. What should you say to the parent and to the children involved?

Observe a classroom. Document any of the following types of behavior management strategies which you observe being used. Describe what you observed and discuss with your administrator.



Module 4 Assignment

Behavior Management Strategies:

- Use redirection
- Offer children acceptable choices
- Praise positive behavior
- Model appropriate conflict resolution skills
- Acknowledge children's feelings
- Support children problem solving their own solutions
- Use natural consequences
- Provide supportive environment (schedule which allows for flexibility, placement of quiet/active areas, duplicate toys, etc.)

Behavior Management Strategy Used: _____

Description of Observation _____

Behavior Management Strategy Used: _____

Description of Observation _____

Behavior Management Strategy Used: _____

Description of Observation _____

Child Abuse Reporting

- Review the names of all staff at the program who have completed the child abuse and neglect recognition training. These people can be used as a resource in helping to identify potential abuse/neglect situations and to act as a support individual if a referral needs to be completed.
- Discuss with the staff member where additional resources are located in the program to help staff identify common signs and symptoms of abuse and neglect.



Child Management Techniques

- Review with the staff member the program's child management techniques located in the parent handbook.



Read the scenarios below. Determine what the out of compliance would be. Then describe what could have been done differently, using the program's medication systems, to prevent the non compliance from occurring. If your program does not administer medication, proceed to Module 6.

Module 5 Activity

1. Amanda's mom brought in a prescription antibiotic which is to be given to Amanda at noon to treat her ear infection. You give her the JFS 1217 "Administration of Medication" form which she completes prior to leaving for the day. At lunch time, you get the medication to give to Amanda and notice that her mom never signed the form. When you call her to explain the problem, she says to go ahead and give Amanda the medication and she'll sign the form at pick-up this afternoon. _____

2. Charlie's dad informs you at morning drop-off that Charlie has recently been diagnosed with a strawberry allergy. He tells you that Charlie cannot eat anything with strawberries and that if he does, that he immediately needs to be given Benadryl so that he doesn't break out in hives. You give him Medical/Physical Care plan to complete. He also completes the JFS 1217 "Administration of Medication" form. You check to make sure that he has completed all of the information in Box 1 of the form. After he leaves, your co-teacher arrives for the day. You tell her about Charlie's allergy and show her the completed paperwork. She notices that the bottle of Benadryl indicates that a physician should be consulted for the correct dosage of a child under 6 years of age. Charlie is 4. You explain that since this is only emergency medication, you don't need to get instructions on file from a physician.

3. You have recently enrolled Sarah in the school age program. Upon reviewing Sarah's enrollment paperwork, you notice that her mother has indicated Sarah has asthma. When you question Sarah's mom about this, she indicates that it is a very mild case, and that on occasion, when there is an air quality alert, Sarah may need to use her inhaler, which she keeps in her book bag. Since Sarah is administering this to herself on an irregular basis, you don't need to get any paperwork on file for her.

If your program administers medication, answer the questions below and review with your administrator. If your program does not administer medication, proceed to Module 6.



Module 5 Assignment

Pretend that you are the opening teacher in the toddler room. A parent of a two year old child has just brought in Tylenol which they would like given to the child at lunch time because the child is cutting a molar. What would you direct the parent to do?

Assume the program will administer the medication and all of the required paperwork is complete and on file. Where will you store the medication?

It is now lunch time and it is time for the child to receive their medication. Who will administer the medication and what are the appropriate steps to take to assure it is administered safely?

Assume the medication is administered safely. What are the next steps in terms of documentation and returning the medication to the parent?

Administering Medication

- Review whether or not the program administers medication and any program specific policies regarding this administration. Policies should include:
 - If the program administers all types of medication
 - prescription
 - non-prescription
 - fever reducing
 - emergency medications
 - topical
 - If the administration of medication is limited to specific time(s) of the day
 - If the parent must administer at least one dose prior to the program administering (to assure the child does not have an adverse reaction)

- Review with the employee the names of the individuals who are designated to administer medication.



Receiving Medication

- Provide the employee with a copy of the Request for Administration of Medication form (JFS 1217). Review Box 1 of the form for information required to be completed by the parent/guardian.

- Review with the employee the program's policy regarding who accepts medication from the parent.
 - If the employee will not be responsible for accepting medication, review procedures for directing parents to the employee who is responsible.
 - If the employee will be responsible for accepting medication from the parent, review any center specific procedures for assuring label is attached and complete, container is original, correct dosage amounts have been obtained, and JFS 1217 has been completed by parent.

- If your program uses the "Prescription Pads", and if the staff person will be responsible for administering medication, review the following and how to use them:

- JFS 01581 "Your Prescription for Safely Administering Non-Prescription Medication"
- JFS 01580 "Your Prescription for Safely Administering Prescription Medication:"
- JFS 01582 "Your Prescription for Safely Caring for Children with Special Health Conditions"

Storing Medication

- Review with the staff member the location for storage of medication.
- Review with the staff member the location for storage of medication which requires refrigeration.

Medication Errors

- Review with the staff member the location of the telephone number for Poison Control.
- Review with the staff member any other program policies which have been developed which must be followed if a medication error were to occur.



Observe a staff member complete a diaper change in a classroom. Document the steps he/she completed correctly.. Then have a staff person observe you complete a diaper change, and document the steps you completed correctly. If your program does not care for children in diapers, proceed to Module 6 Assignment.

Module 6 Activity

	Current Staff Person		New Staff Member	
	Step Completed Correctly?		Step Completed Correctly?	
	Yes	No	Yes	No
Disposable separation material under child				
Cleaned diaper area from front to back				
Disposed of diaper and wipe in plastic lined, covered trash can which prevents hand contamination				
Used strap on changing table (if applicable)				
Sanitized the diapering area				
Disposed of separation material in plastic lined, covered trash can which prevents hand contamination				
Washed hands before touching anything else				
Documented diaper change and results				
Documented use of any medication used for a skin eruption (if applicable)				
Soiled clothing bagged and stored appropriately (if applicable)				
Soiled diapers to be laundered stored in germicidal solution out of reach of children (if applicable)				



Use the JFS 08087 Communicable Disease Chart to answer the following. Review your answers with the administrator when completed.

Module 6 Assignment

1. Locate the JFS 08087 Communicable Disease Chart and answer the following:

What is the communicable period of head lice? _____

How is croup spread from one child to another? _____

What are some of the symptoms of thrush? _____

2. Read the following scenario and answer the questions below:

A three year old child in your care is complaining that it hurts them to eat. When you look in their mouth you see some small blisters. Upon further examining the child you also observe blisters on their hands.

What is the first step you take in determining a possible cause for the blisters?

If you determine the child has a possible communicable disease do they need to be isolated and sent home?

How would you notify the parent/guardian and what would you tell them about the symptoms and possible exclusion period?

Would you need to notify the parents/guardian of other children and if so how would you do so?

What steps would you take to prevent the spread of this possible communicable disease?

- If a copy of the JFS 01279 "Communicable Disease Curriculum for Child Care Providers" handbook is available, review the location with the staff person.



Preventing Communicable Disease

- Review with staff the Schedule for Cleaning and Sanitizing Items which can be found as the Appendix in Rule 5101:2-12-15. Explain to staff their responsibilities for cleaning various items found on this schedule and when cleaning/sanitizing responsibilities should be completed. If the program uses a checklist to document the completion of these items, it should also be reviewed with the staff person.

Managing Illness

- Review a copy of the written communicable disease policy with the staff person.
- Review the names of the staff members who have communicable disease training and are responsible for observing children upon arrival.
- If the staff person has current communicable disease training and will be responsible for observing children, review the procedure for observation, including any form the center may require the staff person complete to document an observation which may indicate the child has a communicable disease.
- Review with the staff person the program's policies and procedures regarding the isolation and release of a child with a suspected communicable disease. The policies and procedures should include:
- who will determine if a child has symptoms which require them to be released
 - who will contact the parent
 - where the child will be isolated until picked up and who will be responsible for supervising the child
 - any written documentation which the program gives to the parent upon release of the child
 - policies regarding when the child may return to the program
- Review the use and location of the JFS 08087 "Ohio Department of Health Communicable Disease Chart" with the staff member.

- Review with the staff person the program's policies and procedures regarding a staff person who is ill and unable to work. These should include:
 - steps to be taken if the staff person is unable to report to work
 - what to do if a staff person becomes ill while at work
 - any documentation which may be required from a physician when returning to work

- Review the program's procedures for notifying parents of exposure to communicable disease and the staff person's role in facilitating the notification.

Reporting Requirements

- Review the program's procedures for fulfilling reporting requirements to the local Health Department.

Use a copy of the program's field trip permission slip form to complete the following. Review with administrator when completed. If your program does not participate in field trips, proceed to Module 8.



Module 7 Activity

Use the following information to complete a field trip permission slip for parents/guardians to sign:

- Field Trip One: Walking to library next Friday
Leaving at 10:00 a.m. – returning at 11:30
No water near library
- Field Trip Two: Riding in center vehicle to zoo
Children are 3 and 4 year olds
Leaving at 9:30 a.m. – returning at 2:00 p.m.
Large pond near middle of zoo
Two weeks from today
- Field Trip Three: Swimming at public pool
Riding in parent volunteer cars (3 volunteers who will stay at pool)
School age children
Next Wednesday
Leaving at 12:30 p.m. – returning at 4:00
Children need to pack a snack and beverage in disposable container
- Field Trip Four: Transporting school age children from local elementary school to program every day after school
Duration of school year
Arrive at school at 3:30 every day



Module 7 Assignment

Identify the non-compliance in each of the following scenarios and explain what the staff person could have done differently to avoid the non-compliance:

1. A staff person is picking up three children from school to take them to the program after school is over. One of the children does not arrive at the vehicle as expected. The staff person goes into the school to try to locate the missing child, leaving the other two children alone on the vehicle.

2. A staff person is with a group of children who are swimming at a public pool. One of the children indicates they need to use the restroom, which is located at the other end of the pool area. The staff person tells the child to go to the restroom and come right back. After five minutes the child has still not returned and the staff person is becoming worried.

3. You are at the zoo on a field trip with your four year old class. One of the children realizes that they left their lunch in the program's van. You send the child and a parent volunteer out to the parking lot to get the lunch out of the van.

Field Trips

- Review the types of field trips in which the program participates.
- Review the JFS 01232 “Field Trip Check List” with the staff person.
- Review any policies/procedures and systems the program has implemented to assure staff are keeping an accurate accounting of children throughout the field trip.
- If the staff person has not already completed the transportation training, review the tips sections of Chapter 3 of the JFS 01262 “Transportation Guidelines and Driver Handbook” for reminders and suggestions for systems to use to assure children are never left alone in a vehicle.
- Review program policies/procedures regarding administrative review of field trips, including if approval is needed prior to scheduling a trip.
- Review the permission slips which the program uses for field and/or routine trips.



Swimming

- Review with the staff person program specific supervision and water safety policies. These could include:
 - Location of the staff person(s), including whether or not they should be in the water with the children, or standing “on deck”
 - Rotation of staff members to different locations throughout the activity
 - The use of rest breaks by children and attendance taking requirements during these breaks
 - Assignment of staff to children while they are participating in the water activity
 - Whether or not children are allowed to use “floaties” or other swimming aides
 - Note: Staff should never use such swimming aides as a substitute for appropriate supervision. These aides are usually not approved as life saving equipment and can give children a false sense of security in the water.
 - Inclement weather procedures (rain, thunderstorms, lightening, etc.)

- How supervision will be provided when some children are swimming and others are not
- Review with staff procedures for supervision for swimmers vs. nonswimmers.
 - Review the system that the program uses to ensure children are safe while in the water.
 - Review additional children's water safety rules.
 - Review swimming emergency policies/procedures with the staff person.

Review the parent handbook and use it to answer the following questions.
Review your answers with the administrator.



Module 8 Activity

1. What is the program's policy regarding weather conditions that would affect outside play time? _____

2. What is the program's policy of releasing a child to someone other than their parent? _____

3. Name two opportunities that the program provides for parent/guardian participation in the program. _____

4. What are the precautions the program takes if a child needs to be isolated due to illness? _____

5. What is the procedure of a child transitioning to a new room? _____

6. What are the center's policies for inclement weather? _____



Together with the administrator identify three licensing rules that affect daily practice in the classroom. Observe the classroom and record examples of the rule being implemented.

Module 8 Assignment

Example: Toddler room ratio – 1:7.

Observation: When the toddler room teacher needed to get supplies out of the kitchen, she took two children with her, leaving only seven children with the other staff member in the room.

Number One: _____

Observation: _____

Number Two: _____

Observation: _____

Number Three: _____

Observation: _____

Parent Handbook

- Provide a copy of the parent handbook to the employee.
Review the policies and procedures contained in the handbook.

Licensing Rules & Laws

- Review with the employee all of the relevant licensing rules.
- Upon completion of the review, have the employee sign a statement indicating they have had the rules reviewed with them. Place a copy of the statement in the employee's file.
- Show the employee where a copy of the rules are located in the program.

