

This handbook is crucial in acquiring staff members with FUNDAMENTAL HOMES FOR THE LITTLE ONES LLC's current policies, practices, and standards. It underscores the company's unwavering commitment to the professional growth of its staff, recognizing their integral role in the company's success. The Director's authority to revise policies is also highlighted, ensuring that staff members will be promptly informed of any updates to the handbook.

Mission Statement

At FUNDAMENTAL HOMES FOR THE LITTLE ONES LLC, we believe in the value and uniqueness of each child we serve. Our childcare experience is designed to promote each child's social, emotional, physical, and cognitive development. As caregivers and educators, we aim to provide a safe and developmentally appropriate learning environment that fosters a child's natural desire to explore, discover, create, and become a lifelong learner.

Philosophy

Our program is built around children being born ready to learn. As caregivers, we are committed to creating a safe, stimulating, and encouraging learning environment. This commitment ensures that our staff members feel secure and confident in their roles, knowing that the company prioritizes the safety and development of the children in our care.

- Children develop knowledge of their world through active interactions with caregivers, peers, materials, and events.
- Learning is sequential, building on prior understandings and experiences.
- Learning proceeds at different rates in each area, and each child will show various skills and understandings in any development area.
- Learning in each area is interconnected. Young children learn best through experiences, which incorporate several areas of development.
- Learning is embedded in a culture. Children learn best when learning activities are rooted in a familiar cultural context.
- Learning begins in the family, continues in early care and education settings, and depends on parent involvement and caregiver guidance.
- All children have the potential to achieve growth with appropriate support and instruction.

General Center Information

ADMINISTRATION

113fundamentalthomes@gmail.com

Office:216-272-4283

HOURS OF OPERATION

Fundamental Homes For The Little Ones LLC is open Monday through Friday from 6:00 am to 6:30 pm. The center is closed for the following holidays:

- New Year's Day
- Juneteenth
- Fourth of July
- Labor Day
- Good Friday
- Memorial Day
- Thanksgiving (2 days)
- Independence Day
- Christmas (2 days)

PROGRAMS

Infants- 6 weeks-18months

Toddlers- 24 months-2 years old

Pre-school-2 ½ years old-5 years

School Age- 5 years old -13 years old

School Age-summer-5 years old- 13 years old

RATIOS-Mixed Ages Group 2 teachers to 12 children

During nap time, at least one staff member shall be in every room where children sleep and rest. Staff-to-child ratios can be reduced to one staff member per room, where children rest for a period not exceeding

one hour. Staff should remain in the center to assist in a classroom if needed.

Ratios must always be maintained, including when emergency procedures are in effect.

LICENSING

Fundamental Homes For The Little is a childcare program licensed by the Ohio Child Care Licensing. A copy of The licensing rules are available for review in the office and on the web at <https://jfs.ohio.gov/help-center/programs+rules+and+resources>

WEATHER-RELATED CLOSINGS

Fundamental Homes For The Little Ones LLC will remain open during severe weather.

The Director and Assistant Director will monitor the weather and local news stations to determine when to close the center early or cancel care for the following day.

Fundamental Homes For The Littles LLC follows the Bedford City School closing schedule unless we determine we can still safely open.

Suppose Fundamental Homes For The Littles Ones LLC closes early or cancels care for the following day. In that case, parents will be contacted and informed of the situation via Brightwheel and our Instagram page.

Children should be picked up in time to ensure all parents, children, and staff can travel safely home. Families will still be charged during weather closings.

(QUALITY RATING SYSTEM)

Fundamental Homes For The Littles Ones is a part of Step Up To Quality & Invest In Children. (UPK)

General Staff Expectations

DRESS'S CODE

Staff members are expected to observe the 3 C's for appropriate attire at work as follows:

- COMFORTABLE—Staff is expected to play with the children and be at their level whenever appropriate.**

To do this, staff must wear comfortable clothes for free movement and activity. Staff members shouldn't wear clothing they feel comfortable getting dirty or stained, as staff members are expected to participate alongside

the children during all daily activities. Flip-flops and sneakers are appropriate footwear.

- **CLEAN - All clothing should be clean with no stains, rips, or tears and must smell appropriate. This also applies to personal hygiene.**

- **COURTEOUS - Staff members interact with children and parents daily and should dress professionally.**

Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden.

Certain articles of clothing are never appropriate for the work environment, including halter tops, strapless "tube" tops, short

skirts/shorts (must hit at fingertip length or below), sweatpants, excessively torn jeans/shorts, and low-rise

jeans/shorts which expose undergarments.

All staff members must present themselves and Fundamental Homes For The Little Ones LLC professionally and respectfully.

Staff members must adhere to the dress code and be asked to leave and return dressed appropriately.

Safety of the Children

TEACHERS MUST:

Follow all current state licensing rules.

Adhere to all company policies and procedures.

Provide a safe classroom by maintaining orderly, clean, and safe facilities.

Follow and enforce safety and health standards, including proper hand washing, disposing of soiled materials, wearing gloves when appropriate, etc.

- Provide continuous and active supervision of children enrolled at the center.

- NEVER leave a child alone.

ALWAYS maintain the required state-mandated teacher/child ratios.

MOVE AROUND the classroom during activities such as playtime, nap time, gym time, outdoor time, etc., to see and interact with children at all times.

Position themselves on playgrounds to ensure proper supervision of all children in all areas—record children's arrival and departure on attendance sheets accurately to know who is always in your care.

Know children's **medical and developmental** histories and post them in the classroom as necessary. Monitor children for signs of child abuse and report incidents of suspected abuse to appropriate authorities.

Monitor children for signs of illness, comfort them appropriately, and send them home if necessary (following Fundamental Homes for Little Ones policies).

Care of Children

TEACHERS MUST:

Greet children and parents warmly and in a friendly manner upon arrival and help children adjust to the classroom.

Have a primary care group of children for each teacher and know their duties as the primary caregiver.

Accurately record the child's daily activities on a daily record form to be given to parents at the end of each day.

Show compassion and respect for children. Use positive reinforcement and respectful, direct discipline. **DO NOT** use sarcasm or name-calling.

Be sensitive to each child's differences and needs (including those with speech issues and learning disabilities).

Respond quickly to those in distress and take all injuries and illnesses seriously. Encourage self-control in children by utilizing age-appropriate classroom management and modeling techniques. Create age-appropriate behavior plans for children when needed. Interact with children positively and encourage their involvement in activities.

Provide a caring environment and help children learn to care about each other.

Provide diapering when necessary. Check diapers and change them if they are soiled every two hours. Change diapers immediately after a bowel movement. Teachers must wear gloves when changing diapers and clean the changing table after each child.

Provide supervision of toileting and bathroom time and start toilet training when the child is ready, in coordination with the parents' requests.

If more than one child is in the bathroom, the teacher must stand at the door.

Education of Children

TEACHERS MUST:

Plan and implement an age-appropriate curriculum involving hands-on activities to stimulate children's cognitive skills, abilities, and development.

Submit weekly lesson plans to the director for approval and implement plans.

Set up the classroom using a **center-based curriculum**.

Direct assistant teachers and substitutes professionally and courteously to accomplish necessary classroom duties.

Maintain current knowledge in developmentally appropriate practices and early childhood development.

Maintain ongoing developmental records for each child, including records of developing skills. For example, create a "portfolio" of each child's progress, including photographs, artwork samples, writing, etc.

Prepare and conduct parent/teacher conferences,

Write classroom information for periodic newsletters.

Keep parents informed by posting parent information, curriculum, and lesson plans in the classroom.

Gather and order supplies and materials for classroom use.

Fulfill professional duties to enhance the classroom experience, such as reading updated books and literature in Early Childhood Education, borrowing books from public libraries for classroom use, etc.

Teacher Training/Education

TEACHERS MUST:

Attend all in-service training, workshops, and classes as required (this may require training after regular work hours or on weekends) to meet ODJFS requirements, Step Up to Quality, and increase knowledge in Early Childhood Education.

Teacher Professionalism

TEACHERS MUST:

Enhance Fundamental Homes For The Little Ones LLC's reputation by consistently providing high-quality care to the children in our care and being open to updated improvements, curriculum, professional opportunities, and ideas. Be willing to work in a team environment, share ideas, be open to others' ideas, and compromise.

Work with ALL staff members to form and maintain a positive, supportive team atmosphere. Teachers are encouraged to voice their opinions but must do so respectfully (no sarcasm or yelling).

Support the daycare. Teachers are expected to remain professional about LLF during and after work hours.

Teachers are not permitted to slander the daycare. If there are issues or problems with teachers, policies, etc., teachers are expected to bring matters to the director's attention and work with the director toward a solution.

Every staff member will be held accountable for their actions as a member of the Fundamental Homes team.

Maintain professional relationships with the parents.

Teachers are not permitted to gossip with parents about other teachers, decisions made, administration, events, or policies.

Teachers who are friends with parents outside of work are also expected to maintain these boundaries. Use caution

on social media sites.

If teachers are friends with parents and post anything perceived as hostile towards their fellow employees, parents, or the daycare, they will be held accountable. **Teachers are NOT ALLOWED to post ANYTHING about the children specifically (such as names or photos) without parental permission (this is against the law and Fundamental Homes For The Little Ones LLC policy).**

Do not use cell phones during work hours except in emergencies (to ensure proper safety and supervision of children). Cell phones should be stored out of sight (in a purse or cabinet) and not out for use. The sound on cell phones should also be turned off. If a teacher has a situation (family emergency, etc.) where they need access to their cell phone, they must get approval from the director ahead of time.

Communicate with parents respectfully and courteously and support parent/child relationships.

Ensure confidentiality of all private information involving children, parents, families, and staff.

Maintain a professional appearance at work. Attire must be clean, pressed, and appropriate to wear in a family atmosphere with no inappropriate language, drug paraphernalia, or alcohol/beer references. Shirt necklines must cover the entire bust area. Shirts must also be long enough to cover the torso completely, and straps/sleeves must be at least one inch in width. Pants must be free of holes and cover the body. Shorts and skirts must be longer than fingertip length. Clothing must always be long enough to cover the body (when bending over, etc.).

General

TEACHERS MUST:

Complete and pass required background checks.

Store personal items out of reach of the children (such as purses, phones, keys, etc.). Be physically fit to monitor, lift, and respond to children as needed. We will accommodate physical injuries and health issues when possible. However, being properly fit and healthy is required by law to work in a daycare.

Teachers will maintain good health through proper nutrition, rest, hand washing, and preventative medicine to reduce the spread of infectious diseases and be at work daily.

Teachers will work the days and hours they are assigned.

Teachers must stay at work until proper ratios are maintained, even if they work later than their scheduled time. Teachers will be paid for any overtime work. With the teacher's permission and the director's approval, teachers must work more than 30 minutes past their scheduled time.

Be on time for work and meetings. Being on time means being in their scheduled area and ready to work as soon

as their shift starts. Teachers are encouraged to arrive 5 minutes early for their shift to put items away, etc.

Schedule after-work activities for after 6:00 pm. Scheduled hours are always subject to change and are not guaranteed. Teachers may request certain hours but must do so BEFORE the schedule comes out. Not all requests will be met. If a teacher has another job, written documentation of the schedule may be required.

Call-off is on the day of EMERGENCIES only.

Attend all staff meetings and other necessary meetings.

Perform additional program duties as assigned by the Director or Assistant Director according to the daycare needs.

Floater and Substitutes

TEACHERS MUST:

- Must be able and willing to work in every classroom and every age group (teachers may voice preferences but cannot demand a particular area).

Must have flexible schedules and be willing to change their schedules as needed to fit the needs of the center (floaters and subs that cannot fit the center's needs may have to be replaced).

CELL PHONES—Every staff member's attention must always remain on the children. A second lapse in attention could result in a severe accident, which, with appropriate supervision, would have been prevented. Therefore, cell phones are not permitted in any program rooms, except for lead teachers, for documentation purposes.

Cell phones should remain turned off and stored in a purse, bag, coat, classroom cell phone box, office, etc., while a staff member is clocked in. Cell phone use is permitted only during an approved break and never in a classroom. It is never appropriate to make a personal phone call, send a text message, check voicemail, etc., while in the presence of children, even on an approved break.

It is expected that when leaving the center for any reason (walk, field trip, etc.), one staff member will carry with

them a cell phone. In this circumstance, the cell phone should only be used in an emergency, not for personal calls/text messaging.

FOOD/MEALS- Staff cannot eat meals from Fundamental Homes without permission. Food for staff members may be stored in a small refrigerator.

All food should be labeled with the staff member's name and date. Food should be removed

or discarded after one week or when spoiled. Meals should be eaten and prepared only during nap/rest or an approved break.

HAND WASHING

Staff members must wash their hands at the following times:

- Upon arriving at the center
- After each diaper change
- After helping a child use the toilet
- After wiping a nose, encountering saliva or any other bodily fluid.
- Before preparing meals
- Before and after mealtimes
- Before and after using the sensory table
- After removing gloves
- After using the restroom
- After returning to the center from a break
- After coming indoors from the playground

**Frequent hand washing with soap and warm running water for at least 20 seconds is the most effective way to reduce and prevent the spread of illnesses like diarrhea, the flu, and conjunctivitis (pink eye).

CO-WORKER COMMUNICATION

Communication between staff members, parents, and children is crucial to a successful program. Before leaving a classroom for any reason (bathroom, making a copy, calling a parent), an employee should inform their cooperating teachers of why they are going. All issues must be addressed and resolved as they arise for all involved. All employees are expected to always function as team members.

CHILD ABUSE AND NEGLECT

All Fundamental Homes staff members are mandatory child abuse reporters. Suspected cases of child abuse or neglect must be reported to the Ohio Department of Human Services to:
CHILD ABUSE HOTLINE 1-855-642-4453

Staff members may directly report suspected incidents of child abuse or neglect to the Ohio Department of Human Services and will complete all necessary paperwork. The staff member should inform the Director and Assistant. The director of the report will decide together whether to notify the parents of the report. Suppose a Fundamental Homes staff member is accused of abuse and neglect by a parent or co-worker. In that case, such an accusation will be reported to the Director, and a

determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and neglect. If there is reasonable cause, a report must be made to the Ohio Department of Human Services. Fundamental Homes will cooperate with any investigation. In addition, the accused staff member will be informed of the allegations and allowed to respond to them. Termination of employment after a child abuse allegation is at the discretion of the Director.

GRIEVANCE PROCEDURE

As childcare professionals, all staff members are expected to make reasonable attempts to resolve conflicts directly with

the individual(s) concerned. If a solution cannot be reached, staff members should then seek assistance from the

Director and Assistant Director in resolving the conflict.

Confidentiality is expected and required when grievances arise. Staff members who discuss issues with other staff

members not related to the situation may be subject to the Disciplinary Procedure. This policy applies both during paid.

SUGGESTIONS

Fundamental Homes always seek suggestions to improve methods, procedures, and working conditions, reduce costs or errors, and benefit the children, staff, and center. Staff members with suggestions or innovative ideas are encouraged to discuss them with the Lead Teacher, Director, and Assistant Director.

UNACCEPTABLE JOB PERFORMANCE

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

STEP 1 Verbal Warning

If a staff member’s job performance is not meeting Fundamental Homes standards, or if a staff member violates any policy stated in this handbook, they will be informed of the problem and the possible penalties if performance does not improve. Suggestions on ways to improve job performance are

discussed. Verbal warnings for violating Fundamental Homes policies,

failure to follow procedures, unsatisfactory performance, absenteeism, or tardiness may be given.

Verbal warnings will be recorded, discussed, and signed by both the staff member and Director and Assistant Director. After three (3) verbal warnings have been issued for any reason within a period of three (3)

months, a written warning will be issued.

STEP 2 Written Warning

A written warning is given if a problem/s identified by multiple verbal warnings has not been corrected.

Written warnings will be recorded, discussed, and signed by both the staff member and Director and Assistant Director. A staff member may receive only one (1) written warning during six (3) months. After one (1) written warning has been issued, any further issues or actions subject to the Disciplinary The procedure may result in suspension or termination.

Written warnings will be issued immediately for refusal to follow lawful instructions or any other serious policy violation that endangers the safety or integrity of a child or staff member.

STEP 3 Termination

Termination may result when using progressive discipline if steps have not produced satisfactory and acceptable performance. Termination may be immediate without using progressive discipline.

Reasons for

immediate termination may include, but are not limited to:

- Commitment of child abuse under Ohio law
- Abuse of a parent/guardian of a child or another staff member
- Harassment
- Being under the influence of drugs or alcohol while at work
- Theft
- Possession of a weapon
- Violation of any policy which states that violation of such policy may result in termination

The above violations are only examples and are not meant to be all-inclusive. Disciplinary action, including termination, may be taken immediately at the director's discretion.

NEW STAFF ORIENTATION

All new staff members will be asked to read the Fundamental Homes staff and parent handbooks. Before working in the classroom, the Director and Assistant Director will schedule an orientation meeting to complete the required paperwork and review center operations and policies.

EVALUATIONS

A staff member's performance will be evaluated for 30 days, 60 days, and 90 days by the Director and Assistant Director. Evaluations

will be performed annually and based on performance evaluations.

During scheduled and unscheduled classroom observations, informal assessments will be performed throughout the year.

Parent surveys will be passed out shortly before a Director's evaluation meeting, and feedback will be included in the staff member's evaluation. Staff members must self-evaluate before meeting with the

Director and Assistant Director.

SUPPLIES/FOOD

Lead Teachers are responsible for reporting to the Director and Assistant Director when supplies/food are running low so they can be replenished before supplies are entirely depleted.

PERSONNEL FILES

Fundamental Homes maintains a permanent personnel file for each staff member. These files are confidential, and staff must arrange a time with the Director and Assistant Director to review their file. Staff members are prohibited from accessing another staff member's personnel file for any reason. Staff members should report to the Director and Assistant Director if there is a change in address, phone number, emergency contact, e-mail address, marital status, or number of dependents.

REIMBURSEMENT

The Director must first approve all purchases a staff member makes using personal funds. Unapproved purchases may not be eligible for reimbursement. To receive reimbursement, original sales receipts should be submitted to the Director and Assistant Director within one week of purchase.

NON-DISCRIMINATION STATEMENT

Fundamental Homes does not discriminate based on race, color, age, religion, national origin, sexual orientation, gender identity, sex, marital status, disability, or status as a U.S. veteran. Fundamental Homes is an equal-opportunity employer. Fundamental Homes prohibits harassment of and by its staff members based on gender, race, age, color, national origin, religion, marital or veteran status, sexual orientation, citizenship, disability, and other characteristics. Harassment includes, but is not limited to, making derogatory remarks about any of these characteristics, making jokes or stereotypical comments about ethnic or other groups, and engaging in verbal, physical, and visually offensive behavior. A staff member who feels harassed has the right to file a complaint with the OHIO Civil Rights Commission and the Equal Employment Opportunity Commission.

ATTENDANCE

Consistency is crucial to creating a successful program. We put as few staff members as possible in each classroom. Therefore, all staff must attend regularly to provide a consistent environment and routine. Regular absences will be subject to disciplinary procedures.

To maintain their Full-Time Employee status and Full-Time Employee Benefits, employees must work at least 140 hours/month. (Holiday Pay is counted towards the monthly hour requirement.) Employees must meet the minimum required hours in any given month to receive accrued holiday pay.

SCHEDULES

Fundamental Homes is open Monday through Friday, 6:00 a.m. to 6:30 p.m. All scheduling requests should be submitted in writing to the Director and Assistant Director. Schedules will be created based

on Fundamental Homes' needs and the availability of children and staff members. Occasionally, staff members may be required to dedicate time outside their regular work schedule to complete Fundamental Homes responsibilities (parent-teacher conferences, staff meetings, training, lesson planning, etc.). In this case, you could receive extra pay.

ILLNESS

Our priority at Fundamental Homes is to provide a healthy, safe learning environment for all children. Children/staff will be sent home as soon as possible if any of the following is experienced: an illness prevents

the child from participating comfortably in activities (as determined by the staff); an illness results in a greater need for

care than the staff can reasonably provide without compromising the health or safety of other children in the classroom;

or a child is experiencing any of the following conditions:

- Fever of 101 or greater, until 24 hours symptom-free without fever-reducing medication
- Signs/symptoms of severe illness, including lethargy, uncontrolled coughing, inexplicable irritability or

persistent crying, difficulty breathing, and wheezing

- Diarrhea (not associated with diet changes or medications) (Two instances) until diarrhea stops for 24 hours

or the continued diarrhea is deemed not to be infectious by a licensed healthcare professional.

- Blood in stools not explainable by dietary change, medication, or hard stools
- Vomiting (One instance): the child can return after vomiting has been resolved for 24 hours or until a health

care provider determines the cause for vomiting is not contagious, and the child is not in danger of dehydration

- Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other

signs/symptoms of illness

- Mouth sores with drooling unless a health care provider determines the sores are not contagious
- Rash until a physician determines that these symptoms do not indicate an infectious disease
- Pink eye (conjunctivitis) until after treatment has been initiated for 24 hours
- Head lice, from the end of the day until after the first treatment
- Scabies, until after treatment has been completed

- Tuberculosis, until a health care provider states that the child is on appropriate therapy and can attend to the child

care

- Impetigo, until 24 hours after treatment has been initiated
- Hand, Foot and Mouth sores have dried and crusted, and no fever
- Strep throat until 24 hours after initial antibiotic treatment and cessation of fever

- Chickenpox, until all sores have dried and crusted (usually six days)
- Pertussis, until five days of appropriate antibiotic treatment has been completed
- Mumps, until nine days after onset of symptoms
- Hepatitis A virus, until one week after onset of illness
- Measles, until four days after onset of rash
- Rubella, until six days after onset of rash
- Unspecified respiratory tract illness accompanied by another illness that requires exclusion
- Herpes simplex, with uncontrollable drooling

A child who becomes ill while at Fundamental Homes must be removed from the classroom to limit exposure of other children to infectious diseases. A sick child will be sent to the office to wait for their parent to arrive.

Fundamental Homes reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy require a written note from a licensed healthcare professional stating that the child is not contagious.

NOTICE OF EXPOSURE & REPORTING DISEASE

If a child is reported to have an infectious disease, the Director will notify the owner immediately to discuss the matter. If a child or staff member is found to have an infectious disease, a notice will be sent to Brightwheel of all affected classrooms.

DOCUMENTATION OF ACCIDENTS/INCIDENTS

Staff members shall document accidents and incidents at Fundamental Homes using an Accident/Incident Report, Procare; please document all biting incidents as accidents and notify management immediately. If a biter breaks the skin of another child, an accident/incident report needs to be completed for the biter as well as the child who was bitten. Use detail when explaining events, but never include other children's names. A parent must be contacted before pick-up if the injury is serious. The parent shall sign the report on the same day as the incident. A copy may be given to the parent. All Accident/Incident Reports must be given to the Director and Assistant Director and placed in the child's permanent file. The director is required to call parents directly when any incident/accident occurs at Fundamental Homes.

DOCUMENTATION OF ALLERGIES

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

DOCUMENTATION OF SPECIAL HEALTH CARE NEEDS

An Emergency Care Plan will be on file for any child or staff member with special health care needs (seizures, etc.). A copy of the Plan must be kept in the classroom emergency binder. All staff working

in the classroom must familiarize themselves with this plan should an emergency arise. If necessary, staff will receive training regarding a child's or staff member's specific healthcare needs.

ACCESS POLICY

Any person in the center who is not an owner, staff member, substitute, subcontracted staff, or volunteer who has had a record check and approval to be involved with childcare shall not have unrestricted access to children for whom that person is not the parent, guardian, or custodian nor be counted in the staff-to-child ratio. Unrestricted access means a person has contact with a child alone or is solely responsible for childcare.

A person who does not have unrestricted access will always be under the direct supervision and monitoring of a paid staff member and will not be allowed to assume any childcare responsibilities.

The Lead Teacher will assume the primary responsibility for supervision

and monitoring unless they delegate it to the Full Time Assistant Teacher due to a conflict of interest with the person.

Center staff will only approach people on the center's property with their knowledge to ask about their purpose. If a staff member is unsure about the reason, the director or assistant director needs approval for the person to be on site. Staff will follow the "Dangerous Adult" procedure if it becomes dangerous.

Non-agency persons on the property for other reasons, such as maintenance, repairs, etc., will be monitored by a paid staff member and will not be allowed to interact with children on the premises.

A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry:

- Shall not operate, manage, be employed by, or act as a contractor or volunteer at the childcare center.
- Shall not be on the property of the childcare center without written permission from the Director, except for the time reasonably necessary to transport the offender's minor child to and from the center. The Director is not obligated to provide permission and must consult with their childcare licensing agent first.

CRIMINAL BACKGROUND CHECKS

Each staff member must complete a state background check. Staff members must pay for the state background check.

VISITORS

All individuals visiting the center (i.e., someone who is not a parent, authorized pick-up person, or staff member) must sign in before entering the center. The visitor is then required to sign out before leaving the building. Staff members should notify the Director and Assistant Director if they expect a visitor.

CURRICULUM/REDLEAF/CREATIVE CURRICULUM PRESCHOOL/FAMILY CHILDCARE

The curriculum at Fundamental Homes includes child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development physically, emotionally, socially, and cognitively.

Each classroom has weekly lesson plans posted in the school. These plans contain several activities to foster each child's and the group's development. Lesson plans should be changed to accommodate the children's changing interests.

Each classroom is set -up in centers, which include blocks, dramatic play, books, gross motor, fine motor, and art.

Outdoor play is essential to a child's physical development and must be included in the morning and afternoon schedules. Self-selection or "free play" is a daily part of the curriculum and means a child can choose which center or activity they participate in. This promotes creative expression and the development of critical social skills.

DAILY SCHEDULE AND ACTIVITIES

The Lead Teacher and Full-Time Assistant Teacher work cooperatively to create a daily schedule and plan activities that meet each child's developmental abilities and needs. Every staff member is responsible for carrying out the schedule and activities. The daily schedule and activities create a balance between active and quiet times, large and small group and individual activities, small and large muscle activities, indoor and outdoor play times, as well as times for self-selection and teacher-directed activities.

Consistency from day to day is critical to the overall well-being of the children and the classroom environment.

Children thrive on consistency! Routines should be maintained whenever possible for arrivals and departures, meals and snacks, resting or naps, personal care routines like diapering/toileting and hand washing, and transitions.

Lesson plans and the daily schedule must be posted and visible in the classroom.

THEMES

Using themes is a practical and logical way to begin curriculum planning. The themes should be based on what the children know and see daily and their interests. Depending on the interest level, they must be age-appropriate and may span one week or one month.

Teachers are encouraged to discuss their themes with each other and coordinate the sharing of materials and activities.

PHYSICAL ENVIRONMENT

Each program room's actual arrangement is the responsibility of the Program Lead Teacher and Full-Time Assistant Teacher. Space should be organized. Centers should include blocks, dramatic play, art, large and small motor, and books. These areas should be clearly defined, with apparent boundaries. Quiet areas should be set up far away from noisy activities (blocks, cars, etc.). The room décor should consist mainly of child artwork and photographs of animals, people, food, and the children themselves at the child's eye level. Room arrangements should consider that staff must always be able to see every child.

For a more detailed description of room arrangement and the physical environment, staff members may refer to a copy of

the appropriate classroom arrangement manual available in the office. The Director and Assistant

Director must approve changes to the physical environment, including the room arrangement.

FREEPLAY

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

OUTDOOR PLAY

Outdoor play must be incorporated into the daily schedule for both the morning and afternoon in almost all weather conditions. Children can remain indoors during rain, severe wind/cold, or extreme heat.

Teachers should refer to the Child Care Weather Watch poster to determine if it is too hot or cold to play outdoors.

There needs to be more structure in an outdoor learning environment; however, staff members are expected to engage actively in activities when prompted by the children. Outdoor play allows children to run, jump, climb, and use their bodies in ways that would otherwise be unsafe in an indoor classroom. In addition, a large amount of social interaction occurs when children play outdoors. Children can choose their friends and who to interact with because they are engaged in fewer teacher-directed activities and more child-directed play.

The outdoor learning environment is an extension of the indoor classroom. Concepts taught indoors can be expanded upon while outdoors. For example, building with blocks on an uneven surface outside or playing with toy cars in the grass teaches children about different textures, sounds, and smells because the environment is naturally different from the indoors. Lesson plans must include an outdoor learning component.

NAP/REST TIME

The Ohio Department of Child Care Licensing requires all children to have a regular nap or rest time. Children will not be forced to sleep but may be encouraged to lie quietly. The length of time a child should have to rest varies by child. There is no hard and fast rule regarding the maximum time a child should sleep. Children should be provided alternative quiet activities if they are unable to sleep.

MULTIMEDIA

Using mUsing in our program extends the teaching and learning in our classrooms.

Teachers may select movie, television, and computer game titles based on weekly themes. Children are not required to view part or all of a video or TV show or to play computer games. Instead, the activity is offered as one of several centers. All multimedia must have a rating of “PG” or “E” and have an educational theme. Children are limited to a specified amount of time per week they may use or view multimedia:

Toddler
Early Preschool
Preschool
PreKindergarten

Maximum 20 minutes/week
Maximum 30 minutes/week
Maximum 30 minutes/week
Maximum one movie/month or 30 minutes/week

WEAPONS/VIOLENT PLAY

A strict policy prohibits weapon play at Flourishing Sprouts Learning Academy. Children are not permitted to play with weapons of any type or size or to pretend that other items are weapons, including their fingers, hands, or blocks. Redirection should be used when a child is engaging in a firearm or violent play. If a child brings a gun to FUNDAMENTAL HOMES, the weapon should be placed out of sight and sent home the same day with a note explaining the policy about firearms. Our programs minimize competitive behavior. Competition frequently increases negative behavior and decreases acceptance of others. In young children, this is not considered acceptable behavior; all efforts will be made to guide children in finding appropriate ways to interact with others.

PETS & VISITING ANIMALS

Staff may introduce a class pet to the classroom. Pets and visiting animals brought into the classroom must be carefully considered for their temperament, health risks, and appropriateness for young children. No animal may be brought into FUNDAMENTAL HOMES without first notifying and receiving permission from the Director and Assistant Director. Once approved by the Director and Assistant Director, pets and visiting animals must have documentation from a licensed veterinarian or animal shelter showing that the animal(s) is fully immunized and suitable for contact with children.

Daily Duties for Classroom Staff

Each classroom has a set of opening, nap time, closing, and weekly cleaning tasks. Below are some general things that must be completed each day. Staff members are expected to familiarize themselves with the classroom-specific duties.

MORNING DUTIES

Make sure all program room doors are unlocked; mix new bleach water; put away sanitized toys; straighten toys and shelves; re-stock supplies such as soap, paper towels, toilet paper, diapers, wipes, etc.; and complete room set-up for the day's lesson plan.

NOON/NAP-TIME DUTIES

Straightening shelves, sanitizing toys, cleaning the bathroom, cleaning tables/chairs/floors, curriculum planning, washing dishes, completing daily activity sheets for children, and preparing for the afternoon.

AFTERNOON DUTIES

Wash or spray toys that have been mouthed by children with bleach solution and air dry; take trash to the dumpster, sanitize the trash can, and replace the trash bag; put toys and equipment away; check the outdoor play area for equipment that needs to be put away; sanitize tables, chairs, and shelves; wash dishes; empty bleach solution; vacuum carpets; lock all program room doors after the last parent leaves for the day.

Arrival and Departure

ARRIVAL

Staff members are expected to greet each child and parent by name upon arrival to the classroom. Arrival is the opportune time to discuss the child's night, what they ate for breakfast, unique instructions for the day, etc. Upon arrival, each child must have direct contact with a staff member. Staff should look for previous injuries, signs of illness, or unusual behavior.

DEPARTURE

During the enrollment process, each family completes an "Emergency Contact and Parental Consent" form. This form authorizes select individuals to pick up children from the center. If you are not familiar with the person attempting to pick up a child, you must request photo identification and check the "Emergency Contact" form. At the end of the day, staff must check the attendance clipboard to verify that all children have been signed out.

LATE PICK-UP

Fundamental Homes charges a late fee when a child is present past our closing time. If a child is picked up after 6:30 pm, please note the attendance on Procure and inform the Director or Assistant Director the following day. If parents do not arrive by 6:30 pm to pick up their child, attempt to contact them at all available phone numbers. If the parents cannot be reached, contact the authorized pick-up persons. Contact the Director or Assistant Director if you need help getting the authorized pick-up persons. The local Police Department or Ohio Child Care Licensing will then be contacted.

Guidance Strategies

Every adult caring for children is responsible for guiding, correcting, and socializing children toward appropriate

behaviors. These adult actions are often called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach them responsibility, and help them make thoughtful choices. The more effective caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior.

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

When interacting with young children, staff should ask themselves the following questions:

“Am I...”

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

REASONS FOR MISBEHAVIOR

If caregivers understand why children misbehave, they can be more successful at reducing behavior problems.

Listed here are some of the possible reasons why children misbehave.

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

PREVENTING MISBEHAVIOR

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

- Set clear, consistent rules. (e.g., walking feet; gentle touches)
- Make sure the environment is safe and worry-free.

- Show interest in the child's activities. (e.g., participating in activities with the children so they stay interested for more extended periods)
- Encourage self-control and independence by providing meaningful choices. (e.g., "You may pick up the blocks or art center.")
- Focus on the desired behavior rather than the one to be avoided. (e.g., "Ashley, please use gentle touches with your friends.")
- Build children's images of themselves as trustworthy, responsible, and cooperative.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right. (e.g., "Joey is playing so nicely. I like it when you keep the blocks on the table.")
- Encourage children often and generously.
- Set a good example. (e.g., using a quiet voice when children should be quiet)
- Help children see how their actions affect others.

RESPONDING TO MISBEHAVIOR

Below are strategies Fundamental Homes staff will use to respond to child misbehavior.

However, remember that it's always a good idea if rules are explained thoroughly and clearly before misbehavior occurs. Whenever possible, involve children in making the rules for the classroom.

• Redirection

This strategy should be used most frequently when working with young children. If a child is not following the

rules or being uncooperative, quickly get the child's attention and introduce another activity. For example,

"Kate, please help me water the flowers now. You've been riding the bike for a long time, and it's now Logan's turn."

• Logical consequences

These are structured consequences that follow specific misbehaviors. The child should be able to see how the

behavior and the result are directly related. For example, Andrew is standing on his chair at lunch. His teacher should remind him that if he stands on his chair, he could fall and get hurt, which would make him sad.

• Participate in the solution.

If a child damages something, they need to help fix it or clean up. If a child causes someone distress, they should help in relieving that. For example, "It made Brandon very sad when you told him he wasn't your friend anymore. Please come apologize and help me make him feel better."

• Natural consequences

Allowing children to experience the consequences of their behavior is also called learning the hard way.

For example, Laura does not return her books to her school bag after she finishes reading. One day, she loses a book and must find a way to replace it. Natural consequences should only be used when they do not endanger the child's health or safety.

- "Take a break" or "Calm down chair."

In some instances, a child may need to be removed from a particular situation in which they have become overwhelmed or violent. The child should be directed to "take a break" or sit in the "calm down chair." This strategy allows the child to calm down, regain control, and reflect quietly on their behavior away from others. Once the child has calmed down, staff should talk with the child about the actions that led up to and resulted in needing a break or being sent to the calm down chair. For example, "Hannah, we have often talked about how hitting is unacceptable. But because you hit John, please leave the center of the block and go to the calm-down chair. I will talk to you when you are ready." If these actions do not help in reducing or changing behavior, the following will take place:

1. Staff will report behavior and what strategies have been attempted to the Director and Assistant Director(s).

2. The Director and Assistant Director will observe the child and meet with the Lead Teacher to develop

a behavior management plan.

3. The behavior management plan will be discussed with the parent and then put into practice.

4. The Director and Assistant Director, Lead Teacher and Assistant Teachers, and parents will evaluate

the behavior management plan. If needed, adjustments will be made.

** If a child's behavior becomes threatening to themselves, other children, staff, or teachers, the child will be removed from the classroom and possibly the program for some time.

USEFUL PHRASES

The following phrases are useful when problem-solving with children. Instead of Say

"No" or "Don't"

"Please stop," "I don't like that," "That's not OK," or "That is not a choice" Instead of Say

"That's not nice."

"That's not OK," "Please use gentle touches," or "That hurts Jordan" Instead of Say

"No running"

"I need you to use your walking feet" or "You may run when we go outside." Instead of Say

"Stop crying."

"I need you to use your words to tell me what is wrong."

Instead of Say

"Can you put away your toys?" (If it is not a choice, do not pose it as a question)

“You may help me pick up the blocks or help Alyssa pick up the puzzles.”

Instead of Say

“I said yes” (when a child tells you “no”)

“No is not a choice; I need you to...”

BITING POLICY

Biting is a behavior that usually occurs between the ages of one and three. While biting is an age-appropriate behavior, it is important to remember that it is also unacceptable in a childcare environment.

Children bite for a variety of reasons: teething, sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration, and stress. Biting is not something to blame on children, their parents, or their teachers. We implement various strategies at Flourishing Sprouts Learning Academy to prevent and stop biting.

This is the process followed when a child bites:

- The biting child is stopped and told, “Stop biting. Biting hurts,” in a firm voice. Teachers should remain

calm and careful not to show anger or frustration towards the child.

- The biting child is removed from the situation. Depending upon the observed motive for the bite, the separation may include re-direction or meeting the child’s needs. As little attention as possible will be placed on the biting child to avoid reinforcing the behavior.

- Appropriate first aid will be provided to the child who was bitten. The bite will be washed with soap and

water; a cold compress will be applied to reduce pain and swelling. A bandage will be applied if necessary.

Exploring the reasons for biting when it occurs is essential. Teachers must work with parents to gather information about the child’s behavior and begin observations to determine the reasons for biting. Examples of triggers include communication deficits, transitions, hunger, lack of sleep, need for oral stimulation, or teething pain. Once triggers are identified, staff can work on prevention strategies and teach replacement skills.

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

1. The teacher will examine the context in which the biting occurs and look for patterns. The following questions should be asked:

- Was the space too crowded?

- Were there too few toys?

- Was there too little to do or too much waiting?

- Was the child who bit getting the attention and care they deserved at other times?

2. The teacher will change the environment, routines, or activities if necessary.

3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate

ways

4. The teacher will observe the child to understand why and when they will likely bite.
 5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
 6. The teacher, parent, Director, and Assistant Director will meet regularly to regulate an action plan and measure outcomes.
 7. If biting continues, the teacher will observe the group more closely and work with the parents to seek out additional resources to shadow the child who is biting.
- All information is confidential, and the children's names involved in the incident are not shared between parents. Biting is also documented on an Incident/Accident Report, completed and signed by a teacher and parent. A copy is provided to the parent, and the original is kept in the child's permanent enrollment file in the office.

REMOVAL OF A CHILD FROM THE CLASSROOM

Children cannot be removed from the classroom as we do not have extra staff available to correct ratios. In rare instances, children may be brought to the main office, and the Director and Assistant Director will assist the child in calming down and help staff manage the classroom. Teachers must call the office and speak to the Director and Assistant Director before removing a child from the school. If a child's behavior becomes threatening to themselves, other children, staff, or teachers, the Director and/or Assistant Director should be immediately notified.

FUNDAMENTAL HOMES follows the Child and Adult Care Food Program (CACFP) OHP nutrition and practice guidelines for meals and snacks.

- Before each meal, tables must be washed with soapy water. Each table must then be sanitized with bleach water and either air-dried or wiped clean with a dry paper towel.
- All staff and children must wash hands before and after each meal for at least 20 seconds.
- Staff shall sit with children at the tables and supervise all mealtimes. Staff should encourage conversation by asking questions or discussing the food; good table manners should be modeled.
- First-serving child-sized-portions will be provided for all staff. Each staff member must eat the meal provided to model good eating habits.
- Children will never be forced or bribed to eat. Children must have every food on their plate. However, if a child states that they do not like a particular food, they may place just a tiny amount (ex, one or two peas) on their plate. If a child asks for extras, they must be made available.
- After every meal, tables, and chairs must be washed with soapy water and sanitized with bleach.

FOOD FROM HOME

Children are welcome to bring special treats to celebrate a birthday or holiday. Due to various

classroom food allergies and

Due to dietary restrictions, we recommend supplying store-bought snacks in the original packaging. Please check with your child's teacher before bringing homemade snacks. The director and assistant director can provide a list of healthy snack options approved by the USDA and the OHIO Department of Education.

Infant, Toddler, and Two-Year-Old Program Information: The following information is specific to the infant, toddler, and two-year-old program rooms:

- Parents must supply diapers, wipes, diaper creams, bottles, formula, baby food, extra clothing, pacifiers, blankets, and stuffed toys for rest time. Please label all items with the child's name.
- Children may use pacifiers during rest time. To reduce the likelihood of spreading illness, pacifiers must be kept in a child's cubby or diaper bag during all other times of the day.
- If a mother is breastfeeding, please be sure to discuss with the mother when she would like her child to be fed breast milk and when she would like to come in to breastfeed.
- Breast milk must be brought in ready-to-use containers. For health reasons, we cannot store bags of frozen milk for extended periods.
- We recommend that all new foods be tried at home first since a child could have an allergic reaction to foods they have not had before. Check with parents before introducing ANY new food.
- Children must be held when being fed – bottle propping is forbidden.

SIDS

Sudden Infant Death Syndrome (SIDS) is the unexpected, sudden death of a child under age 1 for which a cause of death cannot be identified. It is not known what causes SIDS; however, several sleeping practices have been linked to an increased risk for SIDS.

A request for alternative sleeping positions must be accompanied by a signed and dated physician's note stating the reason for the request. Staff members found to violate this policy will be subject to the Disciplinary Procedure and possibly termination.

DISCOUNTED CHILD CARE FOR EMPLOYEE

All staff members are eligible for discounted childcare. The Director and Assistant Director will provide additional information to eligible staff members upon hire.

I have received, read, and understand the Fundamental Homes job description. I agree to adhere to all the requirements and standards listed in this job description and understand that if I do not comply, I may be subject to disciplinary action and be released from employment.

