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**Staff Handbook**

**Goals and Mission**
The University of Alabama at Birmingham defines its role in three areas: instruction, research, and service. UAB defines its role in the area of instruction as providing broad-based instructional programs that serve the needs of a diverse student body. This diversity also includes many non-traditional students beyond the 18-24 year range. The child care center supports this role by reflecting cultural diversity in both staff and child populations and by making the role of student easier for non-traditional students who juggle the responsibilities of school with the responsibilities of parenting.

Staff at the UAB Child Care Center are expected to provide activities that respect all cultures. Teachers are expected to plan activities that allow children of many cultures to find their cultures included in the center. Teachers’ responsibilities include planning flexible activities that allow for full participation by children who do not attend the center full day, five days per week. Parent communication strategies used by teachers must allow parents of children who attend part-time to be fully informed of center and classroom activities.

UAB notes that the national reputation of its programs for health professions and biomedical sciences requires complementary supporting academic programs in many other areas. The UAB Child Care Center supports this role of the university by providing a professional quality child care service based upon the standard of excellence recommended by the early childhood professions national accrediting council. The UAB Child Care Center provides services designed to meet the needs of practicing health care professionals in the medical center, as well as students and university staff.

Staff at the UAB Child Care Center are expected to uphold the highest ethical standards of early childhood practice. All staff of UAB Child Care Center are expected to follow the Code of Ethics of the National Association for the Education of Young Children when dealing with children, their parents, and other staff members. All staff are expected to participate in quality improvement plans related to curriculum, parent relationships, infection control, and professional development/education.

UAB is one of the nation’s leading research institutions emphasizing both basic and applied research. The university notes that although the majority of research activities are in the areas of biomedical science, all instructional programs are expected to participate in research activities. The university defines one of its research goals as contributing to the understanding of the city’s economic, social, and cultural needs. The parallel role of the UAB Child Care Center is to provide an environment that is open to the provision of appropriate research opportunities that do not intrude upon the privacy of children or their families. Professional staff of the UAB Child Care Center are expected to participate in approved research activities with a variety of interdisciplinary faculty teams. These activities may occur in the center or in the community at large. The staff of UAB Child Care Center are expected to cooperate with approved projects that are carried out within the center.

UAB notes that as the senior public doctoral-level institution in the state’s major urban area, the university has a commitment to comprehensive programs of continuing education that is consistent with the quality and diversity of its other offerings. UAB expects its faculty, staff, and students to serve as resources to the urban area in activities related to professional, economic, and cultural growth and development. The role of UAB Child Care Center is to provide the community with a model of high quality, professional child care. This model includes provision of a curriculum that reflects the current understanding of the best child care practice. Services at UAB Child Care Center support the wide variety of educational opportunities and the varying work/class schedules reflected in the university community. Professional staff of the UAB child Care Center are expected to be active in the child care community by participating in professional associations and sharing their expertise with other child care groups in the community. Staff of the UAB Child Care Center are expected to demonstrate commitment to the implementation and continuous improvement of a developmentally appropriate curriculum.
The UAB Child Care Center is a department of UAB Human Resource Management. An Advisory Committee assists the Director and UAB Human Resource Management by making recommendations concerning programming, planning, and other functions. The Advisory Committee includes representatives from throughout the University, as well as student and non-student parents of children in the center, center staff and the larger community. The Center was established to provide a quality child care facility aimed at helping parent-employees and parent-students fulfill work, study, and family responsibilities without sacrificing their occupational or educational goals or the quality of their family life. The Center program and policies are designed to be consistent with the University mission as an institution of higher education, while placing as foremost the quality of care received by the children enrolled.
Learning Experiences
The goals of the UAB Child Care Center include providing a high quality early childhood program that equally promotes physical, social, emotional, and cognitive development in a safe and caring environment. The philosophy of the center holds that young children learn from interactions with other children and from interactions with the environment, as well as from interaction with adults. UAB Child Care Center bases its learning program on the recommendations of developmentally appropriate practice as defined by the National Association for the Education of Young Children (NAEYC). NAEYC is the national professional association of early childhood teachers. The following statements are taken from Developmentally Appropriate Practice in Early Childhood Programs by Sue Bredekamp (NAEYC, 1988). These statements serve as the framework for the activities and policies of the UAB Child Care Center.

Developmental appropriateness has two parts that are equally important:

1. age appropriateness
2. individual appropriateness

Age appropriateness refers to the universally accepted norms of human development—the "ages and stages" of childhood. These changes are the typical and predictable phases that occur as children grow. Individual appropriateness refers to the individual's unique needs, personality, family background and experiences.

The following principles are used in planning for learning experiences in this center:

I. Curriculum

II. Adult Child Interactions

III. Relations Between the Home and Program

IV. Development Evaluation of Children

I. Curriculum

A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach.

B. Appropriate curriculum planning is based on teachers' observations and recording of each child's special interests and developmental progress.

C. Curriculum planning emphasizes learning as in interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

D. Learning activities and materials are concrete, real and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.

F. Teachers provide a variety of activities and materials; teachers increase the difficulty, the complexity and the challenge of an activity as children are involved with it and as children develop understanding and skills.

G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.

H. Multicultural and nonexist experiences, materials, and equipment are provided for children of all ages.

I. Adults provide a balance of rest and active movement for children throughout the program day.

J. Outdoor experiences and provided for children of all ages.
II. Adult Child Interactions
   A. Adults respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities.
   B. Adults provide many varied opportunities for children to communicate.
   C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement. Adults recognize that children's misconceptions reflect their developing thoughts.
   D. Teachers are alert to signs of undue stress in children's behavior, and are aware of appropriate stress-reducing activities and techniques.
   E. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.
   F. Adults facilitate the development of self-control in children.
   G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

III. Relations Between the Home and Program
   A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents are encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families.
   B. Teachers share child development knowledge, insights, and resources as part of regular communications and conferences with family members.

IV. Development Evaluation of Children
   A. Decisions that have a major impact on children such as enrollment and group placement are based on developmental assessment or screening along with other relevant information, including observations by teachers and parents' reports.
   B. Developmental assessment of children's progress and achievements is used to adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness.
   C. Developmental assessments and observations are used to identify children who have special needs and/or who are at risk and to plan appropriate curriculum for them.
   D. Developmental expectations are based on standardized measurements and norms. The norms used, (Denver II), are age-matched, gender, culture, and socio-economically appropriate.

UAB Personnel Policies
All official UAB personnel policies and procedures apply to the staff of the child care center. These policies and procedures are fully reported in the Personnel Policy and Procedure Manual, published by the Human Resource Management. A summary of the policies is available in You and UAB: Handbook for Faculty and Staff.

Attendance
A Daily Attendance Record form is kept in each classroom. Each teacher is responsible for keeping accurate records of attendance for his/her respective room. In addition, each classroom has an official roll which includes the child's name, parents' names and phone numbers, name and phone numbers of persons authorized to pick up the child, and emergency contact information for each child as well as permission and release for field trips and photo. Teachers must take this file with them on field trips, fire drills, and during any emergency procedure.
Supervision
Leaving children alone is strictly forbidden. Preschool children do not have the ability to exercise safe judgment, and they are very vulnerable to harm from themselves, other children and the environment. The first responsibility of teachers at all times is to protect the children in their care. If you are alone and need assistance, call from a doorway to a neighboring classroom. DO NOT leave children unattended for any reason.

Release of Children
Children will not be released except to persons authorized by the parents or guardians. Authorized persons are noted in the teacher's official roll. If an unauthorized adult comes to pick up a child, it is the teacher's responsibility to notify the Director or Asst. Director. If an unfamiliar adult comes to pick a child up, teachers will refer this adult to the Asst. Director or Director who will request identification.

Parent Access
Parents are permitted access at any time their child is in attendance in the center, unless child custody has been determined by court order. If custody of the child has been determined by court order, parents must provide the center with notarized copy of this order at the time of enrollment or at any subsequent time that the order becomes effective. In the case of court ordered custody, non-custodial parents are not allowed access, unless the custodial parent lists the non-custodial parent as authorized. Custody information and persons authorized to pick up the child are listed on the official class roll. Teachers are responsible for checking the official classroom roll, before releasing children.

Teachers and parents are encouraged to interact informally, to share information about the child, and to build a trusting relationship. When staff are in the classroom, the first responsibility is the supervision and interaction with the children. When either teacher or parent needs the other's full attention, making an appointment is recommended.

Security

Card Key Access
Access to the building is controlled by a Card Key magnetic lock system. Parents and other authorized persons are issued a Card Key that will allow them access to the building. When anyone approaches the building without a Card Key, they must sign in and present identification, before the door is unlocked. In the absence of the Director, the On-site Manager, or Lead Teacher will initial the sign in.

Alarm System
The building has an alarm system that is tied in to the UAB Police Station. The Police will notify the center when windows and doors have been left open. Teachers are responsible for closing doors when the class leaves the room. When children play outdoors, windows may be opened or left open to air the room, but they should be closed at the end of the day.

Check In and Out
Each staff member and each child are issued a computer access code that is used to check in and out. Under no circumstances can any staff member use another person's code to check in or out. Checking in or out for another staff member constitutes falsification of payroll records. Parents or other adults with written authorization are required to check children in and out. Checking a child in or out for a parent compromises the security system designed to protect the child, and may be considered falsification of attendance records used for determination of parents financial obligations.
General Security
All staff are asked to be alert to possible security difficulties Staff are expected to report any suspicious circumstances or persons to the Director or Assistant Director.

Closing the Building at Night/Closing Checklist
The person responsible for closing the building at night is responsible for checking the following:

1. All CD and tape players turned off
2. Coffee maker turned off and unplugged
3. All doors closed and locked
4. All windows closed
5. Thermostats down to 65 degrees in winter and up to 78 degrees in the summer
6. Storerooms, kitchen, laundry doors locked
7. Fence gates properly locked
8. Kitchen stove and oven turned off; other small appliances unplugged
9. Telephone answering machine on
10. Riding toys, sand toys, and balls stored inside

Daily Classroom Activity
Development of daily classroom activity schedules is the responsibility of the Director and Assistant Director in consultation with Teachers. Schedules are posted in each classroom. Teachers are responsible for following these schedules as nearly as possible, allowing flexibility to accommodate unforeseen circumstances. Lesson Plans

Lesson Plans
Lesson and activity plans are to be developed by those having responsibility for each group of children. Teachers are expected to work together in the development of weekly plans. Whenever possible, the weekly planning meeting should include evening teaching staff. The Teacher III (age group leader) participates with each planning group in the age grouping. Teacher III’s are responsible for providing leadership in the implementation of developmentally appropriate practice and the Creative Curriculum. Lesson plans for the coming week should be submitted to the Assistant Director on the Tuesday previous to planned implementation. Requests for materials and assistance must accompany the lesson plans. The Asst. Director will indicate approval by the Thursday previous to implementation. Teachers will post plans for the coming week no later than the Friday previous to implementation.

All lesson and activity plans are expected to be consistent with developmentally appropriate practice and with the UAB Child Care Center Curriculum Statement.

Teachers are expected to actually implement the plan as posted. If a change or substitution is made, teachers are expected to make a notation on the posted schedule.

Maintenance
Problems with appliances, equipment, alarm systems, cleaning service, grounds maintenance, dumpster pickup, plumbing, building repairs, and any other similar services should be reported as soon as noticed to the Director or Administrative Support Specialist.

Supply Requests
Teacher requests for educational supplies should be attached to lesson plans that are turned in to the Asst. Director each week.

Requests for other supplies and materials must be presented in writing to the Asst. Director.
UAB Child Care Center assumes no responsibility for reimbursement to staff for supplies purchased for use at the center. Reimbursement for materials purchased by staff members for use at the center may be provided, when previous approval is granted by the Director.

Field Trips
From time to time the children over three years of age will participate in trips away from the Center. These trips will be related to some aspect of the curriculum. Children will be transported in UAB vans. Children over 40 pounds will use standard safety seats. Parents must leave car seats at the center for use on field trips. Teachers are responsible for installing the seats and for insuring that children are appropriately restrained.

If transportation service other than UAB vans is used, it must be appropriately licensed by the Public Service Commission, and must be equipped with appropriate child safety restraints. Under no circumstances will children be transported in staff vehicles or the vehicles of adults other that the child's parent or legal guardian.

Children cannot participate in field trips, unless the parents have signed a Field Trip Permission form for that particular trip. Teachers are responsible for obtaining the signed forms. Children without a signed permission form must remain in the center.

When teachers decide on a field trip, they must request permission on a field trip request form. This form asks for the destination, educational purpose, departure and arrival times, date of the trip, and emergency plan (nearest hospital, plan for notification of parents, etc.) Van driver and additional staff must be identified.

This information is used by the Assistant Director in arranging for van lease and/or additional staffing necessary for the trip. When the Assistant Director has approved the trip and confirmed the van lease, the teacher will be notified. Teachers are responsible for notifying parents and obtaining signed permission forms. Parent notification must include the same information as the request for field trip approval.

Before each field trip, teachers must review safety rules with the children in terms appropriate to their age and stage of development.

Whenever children leave the grounds of the day care center they must wear identification tags. Tags must show (1) the name of the center, (2) the center phone number. The child's name will not appear on the tag.

Transportation
1. At least two staff members must be in the van at any time three or more children are being transported.
2. The van driver must be a UAB student or employee, must be 18 years or older, must have a valid Alabama drivers' license, and must have attended UAB's transportation safety course within the past 2 years. The driver or the second staff member must have current first aid and CPR certification.
3. A first aid kit must be carried in the van whenever children are present.
4. No staff may drive the van without authorization of the Director or Assistant Director.
5. No unscheduled stops may be made.
6. When transporting children, a transportation log must be used. The log lists the children to be boarded on each vehicle at each stop. As the children board the vehicle, the teacher indicates their presence by checking the appropriate column. The teacher then signs the log. When children exit the vehicle, the teacher indicates that the child left the vehicle by checking that the column and signs the log a second time. The procedure is repeated when the children board the vehicle to return to the center, and when exiting the vehicle at the center. Immediately upon return to the center, the transportation logs are turned in to the Assistant Director who checks all children in and signs the log.
7. During transportation, children are NEVER to be left unattended in or around the vehicle.
8. The van driver is responsible for parking in a location that allows the children to exit or enter the van without having to cross in front of traffic.
9. The van driver is responsible for making certain that each child is secured with the appropriate restraint.
10. Van drivers must sign a statement declaring that they have not used alcohol or illegal drugs within 12 hours of driving children and that they are not taking any prescription drug that may impair judgment or reaction time.

Outdoor Play

Background
Outdoor play is essential for providing adequate opportunities for the large motor activities important for physical development. In addition, some evidence suggests that outdoor play encourages make-believe play particularly for boys. The outdoor setting allows freedom of movement and expression that are inappropriate for most indoor settings. Finally, play outdoors, particularly during the winter months, allows children to breathe fresh air, virtually free of airborne infectious agents. Opportunity for play outdoors is, therefore, an important component of a developmentally appropriate child care program.

Policy
At UAB Child Care Center, children play outside every day, unless it is raining or the wind chill is below 32 degrees F. On cold/windy days or days when the temperature is above 90 degrees, outdoor playtime will be shortened, but not eliminated. When children are playing outdoors, classroom windows will be opened to air the rooms.

The schedule of class outdoor time is determined by the administrative team in consultation with classroom teachers. Each group, including infants, is scheduled for a minimum of 45 minutes each day. Teachers are reminded that preparation for going outside (putting on jackets, hats, sweaters, sunscreen, etc.) provides opportunities for learning self-help and social abilities. Although getting ready to go out and getting settle coming in may be hectic, the work involved can be meaningful for the children and the benefit of being outdoors outweighs any inconvenience for adults.

In the infant groups, where children eat and sleep according to their own personal schedules, going outdoors presents additional challenges. It is the responsibility of teachers to address these challenges in ways that allow infants regular opportunities to experience the outdoors. Infant groups will plan daily outdoor time. Individual children in the infant groups should have the opportunity for outdoor time at least three times each week, weather permitting. The Assistant Director may assign an additional Work-Study Aide or swap outdoor times with another group to help infant teachers implement outdoor time. It is the responsibility of infant teachers to request assistance in meeting the responsibility of providing outdoor times for infants.

Each day that outdoor time is not made available to a group of children (including infants), teachers must notify the Director in writing explaining the situation.

Implementation
The following principles must be observed during outdoor time:

1. Teachers must be actively involved when children are outdoors. Outdoor time is not to be considered "break time", and is not an appropriate time for teachers to stand together and visit.
2. This activity requires the full attention of those in charge of the children. Teachers need to move around the play area and be alert and watchful.
3. Stand so that you do not have children behind you. Remember, it is your responsibility to be certain that no child is unattended.
4. Be particularly watchful of children playing on swings and climbers.
5. Whenever you observe children exhibiting unsafe play behavior, stop the behavior.
6. Encourage children to participate in a variety of outdoor activities, but do not force their participation.
7. Teacher III's (Age Group Leaders) are responsible for weekly safety inspections of the playground(s) used by the age group. Inspection forms are to be signed and filed with the Director.
8. Each teacher is responsible for a daily playground safety check, before children come into the playground. This check includes removal of litter, animal waste or other debris, noting puddles, insects, or other hazards.

**Mealtime**

**General**
Mealtime and snack time are part of the learning component of UAB Child Care Center. Lifelong eating habits are developed during the early childhood years. Children learn to eat a well-balanced and healthy diet by being offered a wide variety of nutritious foods. They learn table manners, healthy attitudes, and social conventions by observing appropriate models and having opportunities to practice. The following principles are observed:

1. At UAB Child Care Center children are encouraged, but not forced to eat the foods that are offered. Teachers sit at the tables and eat with the children, setting an example for desirable social conduct and providing information about nutrition and eating habits.
2. Whenever possible, children will serve themselves (with teacher assistance when necessary). Meals will be served to the group at set times. Teachers will assist the children in serving themselves in modified family style, according to the ability levels of the group. Serving plates over the heads of the children is inappropriate for all ages. Serving plates with all food already on the plate is inappropriate for all but the very youngest children (infants).
3. Seconds will be made available to all children, whether or not they have eaten all food on their plates.
4. Children will be encouraged to wipe the table before and after meals, set the table, scrape the plates and otherwise participate in meal service.
5. Beginning with children approximately 30 months of age, snacks will be set out at appropriate times, and children will serve themselves at their convenience. This practice is consistent with our curriculum goals related to self care, independence, autonomy and self-esteem.
6. Snacks may be served as a cooking activity.
7. Because of choking hazards, children under four years of age will not be served any foods that are round, hard, small, thick and sticky, smooth or slippery. Examples of such foods include: hot dogs (sliced into rounds), whole grapes, hard candy, nuts, seeds, raw peas, dried fruit, pretzels, chips, peanuts, popcorn, marshmallows, spoonfuls of peanut butter, and chunks of meat larger that can be swallowed whole.
8. Without exception, tables will be wiped with dilute bleach solution (1/4 cup to 1 gallon of water) before and after serving food.
9. Without exception, children and teachers will wash their hands before eating or serving food.
10. Without exception, children's food will be served on plates or other disinfected or disposable holders—never on the table top or bare high chair tray.
11. Teacher will ensure that children do not eat when walking, running, playing, lying down, or riding in vehicles.
12. Teachers will never use food (or withholding of food) as either reward or punishment.

Infants and Toddlers
While many of the general principles for mealtime also apply to infants and toddlers, feeding the youngest children requires attention to many additional details.

1. Infants will be held or fed sitting up for bottle feeding. Bottle propping and carrying of bottles by young children throughout the day and/or night is not permitted.
2. Only cleaned and disinfected bottles and nipples will be used. Any contents remaining after a feeding will be discarded.
3. Under no circumstances can formula or breast milk be offered to any child other than the one for which it was intended.
4. Bottles of formula and breast milk will be marked with the current date and stored in the refrigerator as soon as the child arrives in the center. Unused bottles of breast milk can be kept for 48 hours before being discarded.
5. Frozen breast milk can be thawed in the refrigerator or under cold running water.
6. Breast milk or formula can be warmed only in a pan of hot (not boiling) water. After warming, the bottle must be shaken well and the temperature tested before offering it to the baby.
7. Any bottles, bottle caps, and nipples filled at the center must be cleaned and disinfected by boiling water for 5 minutes just before filling.
8. For children requiring bottles, but no longer on formula, milk must be poured from the original container into cleaned, disinfected and labeled bottles or disposable, sterile bottle liners.
9. Only whole, pasteurized milk or formula provided by the parents can be served to children younger than 24 months, unless a written direction from the child's parent and health care provider is on file at the center.
10. Commercial baby food must be served from a bowl or cup—not directly from the original container. Solid food can be offered only with a spoon. Uneaten baby food in dishes will be discarded immediately. Uneaten food in opened original containers will be discarded at the end of the day, if not removed by parents.
11. Infants will be encouraged to self-feed as soon as they show interest.
12. Infants approximately 6 months and older will be fed in a feeding chair, and allowed to feed themselves with an adult supervising. The adult must be seated, and cannot supervise more than three children at the same time.
13. Infants and toddlers should wear bibs when eating. Bibs must be removed immediately after eating and before the child is placed in the crib or on a cot.

Naptime
Most preschool children benefit from scheduled rest periods. The need for sleep varies among individual children. UAB Child Care Center provides opportunity for rest, but does not require children to sleep.

1. Children who do not sleep will be encouraged to rest quietly for 45 minutes. Children who do not fall asleep after this time will be offered quiet alternative activities such as looking at books. Children older than 5 years may be offered quiet alternative activities instead of rest time.
2. Teachers are expected to assist children who have difficulty in falling asleep by rubbing their backs, humming, singing, or talking quietly to them.
3. Sleeping children must be supervised at all times. Teacher may engage in quiet conversation, participate in planning meetings, or ready materials for afternoon activities during naptime, as long as children can be supervised at the same time.
4. Cribs (when occupied by children) and cots should be spaced at least 3 feet apart. Whenever possible they should be arranged alternately head to foot. All children will use only the crib and cot assigned for their use.

5. Cot and crib mattresses are to be wiped with dilute bleach solution (1/4 cup to one gallon water) weekly, or more frequently whenever soiled.

6. Infants crib sheets will be changed daily, or more frequently whenever soiled.

7. Cot sheets and blankets will be changed weekly, or more frequently when soiled.

8. Each item of sleep equipment (cots, cot sheets, blankets) will be assigned to one child and used only by that child, unless it is freshly laundered. Bedding will not be shared.

9. INFANTS: (1) Infants will be placed on their backs when placed in the crib for naps. Pillows will not be used by infants. All bibs will be removed from infants and toddlers before placing in crib or cot for nap. Propping infants in cribs or placing them in car seats, bouncy seats inside a crib is prohibited.

10. Each crib or cot will be cleaned and sanitized with dilute bleach (1/4 cup to one gallon water) solution before being assigned to another child. All bedding will be laundered before being used by another child.

**Laundry**

Bedding and towels that are not thoroughly cleaned pose a health threat.

Any soiled items should be immediately removed from the classroom and placed in the appropriate receptacle in the laundry room.

Contract laundry service is provided for crib sheets, crib blankets owned by the center, cot sheets, and cot blankets only.

Laundry service pick-up and delivery is provided weekly. After nap on the day before pickup, teachers will bundle cot sheets and blankets and remove them to the laundry room. Crib sheets are removed to the laundry room each day.

Fresh laundry will be available in the large storage closet after the weekly delivery is made.

Laundry other than bedding will be done daily in the center. This laundry includes washcloths, dish towels, emergency washing of children's clothing, etc. Daily laundry is the responsibility of the Food Services Aide.

When children soil their clothing and it does not need to be laundered in the center, teachers will put the clothing in a plastic bag, knot the bag and place it in the child's cubby to be picked up by the parents.

Daily laundry will be washed in hot water with detergent. Bleach will be added to the rinse cycle, unless it will obviously harm material (children's clothing) being washed. Do not add bleach with detergent.

Please do not overload the washer or dryer. Empty the filter after each load dries, and check each load in the dryer after 30 minutes. This is usually plenty of time to dry a load, unless the load is too large.

The laundry room is the center's location for storing cleaning supplies, disinfectant, and soiled linen. These items are dangerous and pose serious health threats to children. Doors to the laundry room are to remain closed at all times. These doors must remain locked unless someone is actually in the room. The room is off-limits to children at all times. Keys are kept on hooks outside each of the two doors and out of reach of the children. Replace key when you lock the door and leave the area.

**Diapering**

Diapering is one of the most critical times of the day in infant and toddler care. On one hand, this is a time that allows for intense one-to-one social interactions between child and adult. Diapering time is an excellent opportunity for language development activities, for nurturing, and for building bonds with the
child. On the other hand, improper diapering procedures can be a source for the spread of disease. Gastrointestinal disease caused by bacteria, viruses, parasites, and hepatitis A virus infection of the liver are spread from infected persons through fecal contamination of objects in the environment and hands of caregivers and children. The following diapering and personal hygiene procedures are followed to reduce fecal contamination and control the spread of these diseases.

1. Only disposable paper diapers will be used in the center. Parents are responsible for providing adequate supply of these diapers that are absorbent enough and fit snugly enough to contain urine and stool. If parents present a letter from the child's medical professional explaining that the child is allergic to disposable diapers, the center will provide the necessary accommodation. Non-disposable diapers require specialized treatment for infection control. The treatment described below does not apply to non-disposable diapers.
2. Teachers of children in diapers will check for wetness at least hourly or whenever the child indicates discomfort. Diapers will be changed whenever they are found to be wet or soiled.
3. Diapering must not occur on any surface (including the floor) used for any other purpose. In an emergency, a child can be changed in his/her own crib. If this is done, the crib sheet must be changed.
4. The diapering area must not be used for any other purpose. Children should be discouraged from entering the area for any other reason other than diapering.
5. Before beginning, make sure that the needed supplies are within reach and place roll-type exam paper or computer paper on the pad where the child will be. Put on a pair of disposable plastic gloves.
6. Lay the child on the diapering surface. If the diaper is soiled, be sure to handle the child with your hands only, so that your clothes will not become contaminated.
7. While the child is on the diapering table, you must keep your hand on the child at all times.
8. Remove the soiled diaper and clothes. Put the diaper in a plastic bag. Put soiled clothes in a separate plastic bag to be taken home.
9. Clean the baby's perineal (urinary and anal) area with a disposable wipe. Place the used wipe in the plastic bag with the diaper.
10. Diaper the child. Now, you can hold him/her close to you.
11. Wash the child's hands and return him/her to his crib or group. The child's hands will be washed after every diaper change regardless of the presence or absence of perianal fecal material or irritation. Children's hands often stray into the area covered by the diaper, and can then transfer fecal organisms into the environment. Infectious organisms are present on the skin and diaper even though they are not seen.
12. Remove the roll paper or paper towel from diapering pad. Place these items and the plastic gloves in the plastic bag with the soiled diaper.
13. Clean and disinfect the diapering areas and any equipment (sink faucets, handle of towel dispenser, etc.) or supplies you touched using dilute bleach solution (1/4 cup to 1 gallon water).
14. WASH YOUR HANDS!!!!
15. Begin the process again for the next child.

**Hand washing**

The importance of hand washing cannot be over-emphasized. Studies by the Centers for Disease Control (CDC) have revealed that proper hand washing is the single most effective means for preventing the spread of disease in child care centers! Proper hand washing is the best way to protect yourself and the children in your care from colds, flu, diarrhea, and other diseases. The following hand washing procedure must be used:
1. Stand slightly back away from the sink, turn on the water to a gentle stream and adjust it to the desired temperature. Water should be warm (not cold, not extremely hot).
2. Wet hands and wrists thoroughly. Take a generous portion of soap from the dispenser. Spread soap over the entire areas of hands and wrists. Add water gradually to make plenty of lather.
3. Rub hands together vigorously to form suds; work lather over hands and wrists. Rub one lathered hand against the other. Friction removes more surface organisms than either soap or water, so always scrub briskly.
4. Work suds between fingers and high up on wrists. Keep rubbing and working the lather over every part of your hands.
5. Rub finger tips in palm of other hand to push sudsy solution under nails. Repeat with other hand.
6. Continue scrubbing action for a minimum of forty seconds.
7. Rinse hands thoroughly under running water.
8. Dry hands with paper towels. Turn off water while holding the paper towel so that clean hands do not come in contact with the faucet. Discard used towels in the waste container.
9. Apply hand lotion, if desired.
10. Any employee who discovers that a lavatory or soap dispenser is not working or that the proper supplies are not provided should promptly remedy the situation or report the problem to the Director.

**When to Wash Your Hands**
- When you report to the center in the morning
- Before and after preparing or serving food
- After diapering a child
- After wiping a nose
- After cleaning up messes
- After handling soiled diapers or soiled linen
- After you have been to the bathroom, either with a child or by yourself
- Before and after preparing baby food or bottles
- Before and after feeding an infant
- After disinfecting toys or equipment, cleaning up toilet accidents, or cleaning toilets
- After sneezing or coughing

**When to See that Children’s Hands are Washed**
If children are too young to wash their hands, you wash them. Remember to set a good example. Children learn from your model. If children are washing their hands incorrectly, show them the proper way. Remind children frequently that washing hands will help keep them from getting sick.
- When they arrive in the classroom
- Before and after they eat or drink
- Before any food service activity (setting the table, etc.)
- Before they participate in an activity involving food or cooking
- After they use the toilet or have their diapers changed
- After they touch a child who may be sick
- After they cough or sneeze into their hands
- After they wipe their nose
- After handling pets or other animals
General Infection Control and Sanitation

*Nose blowing.* Noses will be blown or wiped with disposable, one-use tissues that are discarded in a plastic-lined and covered garbage container. Hands must be washed following nose blowing or wiping. When wiping noses of more than one child, hands must be washed after each child.

*Cuts and sores.* Cuts and sores will be covered whenever possible.

*Toys.* Toys are to be washed and disinfected whenever mouthed by children.

*Toileting.* In addition to proper hand washing, teachers will supervise toileting activities to assure that hygienic practices are followed. For example: (1) children should not sit bare-bottomed on the floor of the toilet area. This practice can result in fecal contamination and the spread of germs. (2) Children will not play in toilet areas or remain in the area any longer than necessary.

Toys in the rooms with diapered children are to be cleaned and disinfected daily. Toys in rooms with non-diapered children are to be cleaned weekly and whenever noticeably soiled.

Rooms with diapered children are equipped with a "germ bucket" for placement of contaminated toys. Children who mouth a toy are encouraged to deposit the toy in the "germ bucket". Children are told that the toy must be cleaned before another child may use it. Several times throughout the day, teachers will wash toys in soapy water and place a dish pan containing dilute bleach solutions (1/4 cup to 1 gallon water). Then the toys can be removed to a dish pan with clean water, and finally dried, and placed back on the shelves. This process should continue throughout the day.

*Floors and rugs and surfaces.* Environmental Services provides the center with daily general cleaning. Be aware that you should avoid exposure of open skin sores or mucous membranes to any body fluid discharge.

  *Vomit, urine or feces.* Wearing gloves, first use paper towels to absorb as much as much as possible. Next using soap and water, scrub the area for at least three minutes using carpet shampooer or scrub brush. Finally spray the area with dilute bleach solution (1/4 cup to 1 gallon water) and wipe (if smooth surface) or work into rug with brush. **WASH HANDS.**

  *Blood or blood containing body fluid, injury or tissue discharge.* Wearing gloves, use the same procedure as for vomit, urine, or feces. **WASH HANDS.**

*Mops.* Wear gloves when mopping. Whenever used, mops will be cleaned, rinsed in dilute bleach solution (1/4 cup to 1 gallon water), wrung as dry as possible and hung to dry. Mops are never to be left sitting in a bucket of water.

Daily Health Assessment

The teacher who receives the child when he/she enters the classroom must check the child for the following:

- changes in appearance or behavior
- severe coughing
- breathing difficulties
- yellowish skin or eyes
- pinkeye (tears, redness of eyelid lining, irritation, swelling, discharge of pus, etc)
- infected skin patches
- feverish appearance or feeling warm to touch
- unusual activity level or crying
- unusual or unexplained body odor
If any of these indications are noted, the teacher should fill out a Daily Health Assessment Form and bring both the child and the form to the Director or Asst. Director.

**When Children Leave the Center**

Teachers are expected to bring a child to the office and notify the Director or Asst. Director whenever any of the following are present in a child:

**FEVER**
99.0 axillary, 100.0 oral

**VOMITTING**
After the second time, if no other symptoms are present. After the first time, if other symptoms occur with vomiting

**DIARRHEA**
After the second abnormally loose stool

**PINKEYE**
Tearing, redness of eyelid lining, irritation, swelling or discharge of pus

**LABORED BREATHING**

**EARACHE**

**PRESENCE OF SYMPTOMS OF KNOWN CONTAGIOUS DISEASE**
For example, chicken pox, impetigo, lice, etc, even in the absence of fever

Children who show any symptoms listed above should not remain in the group. Teachers are responsible for bringing the child to the office and to the attention of the Director, Assistant Director, or Administrative Specialist.

Children who do not appear to be fully recovered from an illness cannot be readmitted to the center without a statement from a physician stating that the child is able to return and participate in the activities of the center or is no longer infectious. The Director, Assistant Director, or Administrative Specialist will determine whether children appear to be fully recovered. Teachers should refer parents to the Director, Assistant Director, or Administrative Specialist, if problems arise. UAB Child Care Center reserves the right to refuse care due to illness.

**Biting**

Biting is one of the most distressing behaviors of young preschool children. While biting is painful and dangerous behavior, it is important for parents and teachers to realize that it is not an abnormal behavior. Children who bite are not "bad" or "disturbed". Biting is most often found among children younger than three years of age. Children may bite for a variety of reasons including over stimulation, boredom, hunger, and frustration over the inability to communicate needs or wants.

When biting occurs, the following procedure is used:

1. The child who was bitten receives immediate attention. Appropriate care is provided for the bite (washing, cold compress, application of Neosporin ointment, etc.), and the child is comforted.
2. Closely following the biting incident, teachers explain to the biter that biting hurts and is not acceptable. Teachers may suggest and alternative behavior to relieve frustration or stress (stamping feet, squeezing a "nerf" ball, etc.). Teachers will stress the pain and discomfort felt by the child who was bitten.
3. Teachers are required to fill out a detailed "Biting Incident Report". The purpose of this report is to help analyze the factors that may have contributed to the incident. Such factors may include having to wait for a prolonged period, being crowded together, over stimulation without relief,
anger, tiredness, etc. Teachers are expected to use the information gathered to correct contributing factors whenever possible. The Assistant Director may observe the classroom and suggest specific management techniques for the Teachers to use in order to prevent biting incidents.

4. Information from the "Biting Incident Report" will be shared at the end of the day with parents of both children. Parents of the child who was bitten will not receive the name of the biter.

5. If the measures implemented after analysis of the biting incidents do not stop the behavior, the center reserves the right to ask parents of the child who bites to remove the child from the center until the behavior is under control. It is the responsibility of the Director to make this decision using input from the Teachers and Assistant Director.

Health Consultant
All UAB Child Care Center policies are reviewed annually by our health consultant. The consultant may be a: (1) pediatrician, (2) pediatric nurse practitioner, or (3) R.N., Ph.D. with experience in child care issues. Any changes in Center policies or procedures related to health issues are reviewed by the consultant before they are implemented.

Disaster Plan

Introduction
A disaster is any event which seriously disrupts the normal functions of the University of Alabama at Birmingham, regardless of the cause. Special detailed planes are included which address such scenarios as fire, bomb threat, loss of electrical power, and severe weather.

Should an internal disaster cause many injuries among faculty, staff, children and/or visitors, University Hospital will be called on to initiate their external disaster plan to assist in treating the injured.

Emergency Notification
In the event of a disaster, the UAB Police will be contacted at "911". The Police will then initiate the Critical Incident/Emergency Call List.

Command Center
When possible, the Child Care Center director's office will be used as a command center to monitor communications such as the weather radio, contact the UAB Police, Birmingham Fire and Rescue Service, University Hospital Emergency Department, and Occupational Health and Safety. All operations needed to return the Child Care Center to normal operation will be coordinated through the command center. If telephone lines are lost, cellular phones will be used to maintain communications outside the University.

Handling of Damaged Areas
All damaged areas will be evacuated and kept clear by UAB Police until it is determined by the incident commander or designee (i.e., police, fire department, or safety officer) that the area is safe to re-enter.

Building Services will be responsible for cleaning the damaged area after it is declared safe.

Campus Maintenance will be responsible for making repairs which will return the affected area to normal operation or as close to normal operation as possible, with all expediency.

Evacuation
Evacuation of staff, children, and visitors will be carried out in a timely and orderly manner and will occur as follows:
1. The Child Care Center Director or designee will give the order to evacuate.
2. The Child Care Center staff should escort all occupants to the nearest exit, move away from the building and assemble in the fenced UAB Police parking lot located directly across the street from the center. This location will provide a quick and easy way to account for all occupants, and will allow the fire department clean and unobstructed access to the building
   A. Infants I and II
   B. Each class will be loaded into the crib equipped with the EVAC KIT. The EVAC crib has large wheels and a reinforced bottom. Teachers will push the crib along the appropriate route. One teacher will stand in the street to stop traffic and the other teacher pushes the crib across.
   C. Toddlers, Two-A and Two-B
   D. The Director, Assistant Director, Administrative Specialist, Cook and Food Service Aide will assist the teachers in these classes in walking the children along the appropriate route. One adult will stand in the street to stop traffic while the other adults and the children cross the street.
   E. 3-, 4-, and 5-Year Olds

   Teachers and children will walk along the appropriate route. One adult will stand in the street to stop traffic while the other adults and children cross the street. Teachers must take the official roll with them when leaving the building. Teachers are responsible for counting children before leaving the room and again as soon as children are safely across the street and in the Police parking lot.
3. Do not return to the building unless told to do so by the fire department, police, or the Safety Officer.

Provisions for Individuals with Disabilities
In the event that the Child Care Center must be evacuated, individuals with disabilities should be escorted to the nearest exit, away from the building and to the fenced UAB Police parking lot located directly across the street from the center. Children with disabilities will be evacuated with their regular class.

Fire

A. General Procedures for ALL Areas
   1. If you detect FIRE or SMOKE, no matter how minor it may appear to be, do this at once:
   2. STAY CALM and use common sense. The well-being of the children will depend on your actions.
   3. If possible, close the door to CONFINE the fire and smoke.
   4. ACTIVATE THE FIRE ALARM a small red box located on the wall near each exit. Follow the instructions on the alarm.
   5. REPORT THE FIRE. Call UAB Police at 911, identify yourself and tell the dispatcher the exact location of the fire or smoke and what is burning.
   6. Notify the Child Care Center Director or designee immediately.
   7. EVACUATE the children and any visitors.

B. Fighting Small Fires
If you are certain that a small or contained fire does not pose an immediate threat to the children, you, your co-workers, building occupants, or the surrounding areas, you may be able to put it out with the appropriate fire extinguisher. There are many varieties of fire extinguishers, but each is rated according to the types or types of fires if can put out. Before using an extinguisher, check to see if it is rated for the
type of fire you are confronting. (This information must be prominently listed on the extinguisher itself.)

Don’t wait for a fire to learn where fire extinguishers are located and what ratings they carry.

Four Types of Fires:
Type A: Wood, paper, cloth, rubbish, etc.
Type B: Flammable gas/liquids (like oil, grease, paint)
Type C: Electrical fires
Type D: Combustible metals

The majority of fire extinguishers located in the Child Care Center are the ABC type dry chemical and may be used on any type of fire that would normally be encountered.

C. Fire Drills
In an actual fire, there will be a great deal of excitement and confusion. The confusion may be compounded by thick smoke and toxic gases. A normally well marked exit route may appear unfamiliar and disorienting. For this reason, it is essential that fire response procedures be practices on a regular basis.

The training of personnel to respond effectively to a fire emergency is the heart of any fire safety program. Each person must know exactly what to do and must have enough practice to be able to perform quickly and efficiently.

Fire drills will be conducted as follows:
1. Drills will be conducted in such a way to ensure that all personnel participate at least semi-annually.
2. Drills are to be conducted by the Safety Office or a designee.
3. Drills are to be initiated through verbal notification of an employee or by activating a pull station. If a pull station is used, UAB Police MUST be called in advance and Campus Maintenance should be on hand to reset the alarm.
4. The Safety Officer or designee will monitor and evaluate the fire drill response. Training will be held at that time if an employee is found to be unfamiliar with procedures.
5. "All Clear" will be called by the Safety Office or designee.

Bomb Threat
It is the responsibility of the UAB Police Department to investigate all suspected bombs and reports of bombs being placed on UAB property and to coordinate evacuation, searches, and removal of suspected explosive devices. This responsibility will be accomplished in cooperation with UAB Staff, Birmingham Police Department, Birmingham Fire and Rescue Service, and other agencies which may be called to assist.

1. If you receive a bomb threat use the bomb threat checklist to gather all pertinent information. (See Appendix A.)
2. Report the bomb threat and all available information to the Child Care Center Director or designee immediately and wait for further instructions.
3. The Child Care Center Director or designee will notify UAB Police and obtain instructions.
4. Do not advise the public. Allow business as usual until directed otherwise.
5. If evacuation is necessary, the Child Care Center Director or designee will give the order to do so.

Loss of Electrical Power
1. Upon loss of power, Campus Maintenance should be called to determine cause.
2. Where available, the emergency generator will transfer power immediately upon loss of electricity.
3. All non-essential equipment should be turned off until power has been restored.

**Loss of Communications**
1. If the telephone system is lost, avoid attempting to use the phone.
2. The Child Care Center Director or designee will appoint one individual to periodically check the phone.
3. The Child Care Center’s cellular phone will be used to report the problem to Campus Communications and to relay information.

**Severe Weather**
The Child Care Center Director or designee will be responsible for monitoring the weather for changes that may require an upgrade in preparedness.

**A. Heavy Rain and Flooding**
1. Campus Maintenance will be prepared to handle sewer backup and other problems associated with flooding.
2. Building Services will be responsible for monitoring floors, keeping them clean, dry and serviceable.

**B. Severe Lightning/Electrical Storms**
While it is unlikely that such storms will result in serious damage to the Child Care Center as a result of electrical activity, it is advisable to curtail certain activities that may present risks, such as outdoor activity, rooftop maintenance, or the use of any equipment that could cause injury or be damaged by interruptions in the power supply (television, VCR).

**C. Tornado Watch**
1. A tornado watch means conditions are favorable for the development of tornadoes or very intense straight-line winds capable of causing severe damage. The watch will be issued by the National Weather Service or a specified period of time. The Child Care Center Director or designee will notify all staff of the watch.
2. No specific action should be taken by Child Care Center personnel during a watch except to stay alert to weather conditions and updates.
3. When the watch has been lifted and no other severe weather conditions exist, the Child Care Center Director or designee will notify all staff.

**D. Tornado Warning**
1. A tornado warning means a tornado has been spotted in or near Jefferson County. Personnel must stay alert to any sudden changes in weather conditions or weather announcements and be prepared to seek shelter immediately in the lower level along the interior walls.
2. Personnel should stay away from the windows as much as possible.
3. The Child Care Center Director or designee will monitor conditions closely for any changes.
4. If a tornado has been spotted in close proximity during normal operations, all building occupants should move away from all windows and take shelter immediately in the innermost sections of the building. Innermost sections of the child care enter include the storage closets and bathrooms. The laundry area CANNOT be used, because of exposure to poisonous chemicals. All non-essential activities will stop until the danger has passed and all clear has been announced. Teachers must pay special attention to keeping the children calm and relieving their fears. Singing songs, telling favorite participatory stories, talking softly, slowly, and calmly are important techniques to use at this time.
Training and Education

All personnel shall receive training on this plan as part of their orientation at initial employment in the child care center and at least annually thereafter.

Training must be documented.

Minor Injuries

Center staff currently certified in first aid may administer simple first aid for skinned knees, splinters, etc., and parents will be given an accident report at the end of the day. No one should administer first aid unless he/she has current first aid certification.

Classroom teachers are responsible for completing the accident report and turning it in to the Director, Assistant Director, or Administrative Specialist. The form will be signed by the Director. A copy will be placed in the child's file and a second copy will be offered to the child's parent.

Major Injuries

In case of a major emergency involving injury to a child or staff member, the following procedures are to be followed:

1. An adult present who is first aid certified will lend assistance.
2. Call 911 and pull the child's permanent file
3. Call the child's parent. Emergency phone numbers are on the official roll and available in the office.
4. Director or Assistant Director will accompany child to the hospital, bringing the child's permanent file. Other administrative staff or a teacher will continue trying to notify parent.
5. Other administrative personnel or a teacher will notify the office of the Assistant Vice President of Human Resources Management immediately.
6. If the emergency occurs during the evening or weekend, the Director and the Assistant Vice President for Human Resources Management will be notified at home. Emergency numbers are posted in the office.
7. Written notification of the incident will be provided to the Assistant Vice President of Human Resources within 48 hours.

General Safety Rules

While in attendance at the center, children are not allowed to:

- Sit or climb on tables, cabinets, bookshelves, etc.
- Run in the classroom
- Place small objects in their mouths, noses or ears
- Bite, hit or hurt another child
- Climb on the playground fence
- Throw toys or sand
- Go out of the classroom or on the playground without supervision
- Wear pacifiers (or other items) on strings around their necks
- Play with ropes on the climbing equipment

UNDER NO CIRCUMSTANCES WILL CHILDREN BE LEFT UNATTENDED AT ANY TIME! ! ! ! !

All medicine, thermometers, cleaning supplies, or other hazards must be kept under lock and out of reach of children.
Playground gates are locked with padlocks. Each staff member is provided a key that fits both locks. Staff are required to have this key on their persons AT ALL TIMES.

Posters describing emergency procedures for choking and cardio-pulmonary resuscitation (CPR) are to be prominently displayed in each room.

Teachers will remove jewelry, including pierced earrings, lockets, rings, bracelets and other small items that may present choking hazards for children. The items are to be deposited in an envelope labeled with the child's name and placed in the child's cubby or diaper bag. A note to the parents explaining the reason for this action is available in the Director's office and will be placed in the envelope with the jewelry items.

Records
Developmental Evaluations
Each child in the program will be formally evaluated using the Denver II Development Screening Instrument twice each year in the fall and in the spring, or upon entering the program. Teachers are responsible for performing these evaluations under the supervision and with the assistance of the Assistant Director. Teachers will share the information with parents. Divulging confidential information is a violation of UAB policy and may result in disciplinary action. (See page 14 of You and UAB Handbook.)

Child Abuse
Reporting Suspected Child Abuse
UAB Child Care Center will follow all requirements outlined in Alabama's Child Abuse and Neglect Reporting Law. Copies of this law are provided to staff when they begin employment and are available in the Director's Office. According to the law, professionals who work with children, including day care workers, are required to report suspected abuse or neglect, under penalty of a misdemeanor, fine or sentence. Teachers, or other staff of the UAB Child Care Center, must immediately report any suspected abuse or neglect to the Director by use of the Child Abuse and Neglect Report Form. The Director will make the formal report to the Alabama Department of Human Resources.

The Director will follow up on any reports of Child Abuse and Neglect made to the Alabama Department of Human Resources within three days of the report. The purpose of the follow-up will be to ensure that the report has been received by the Department.

Joking About Child Abuse
Joking, teasing, or light-hearted banter about the subjects of child abuse or neglect are inappropriate for child care professionals and are not permitted at this center. Child abuse and neglect are serious matters. Innocent jokes and conversation may be interpreted literally by the children or may give parents the impression that staff do not take responsibilities seriously.

Interacting with Parents Accused of Child Abuse
If a parent of a child in UAB Child Care accuses a center employee of reporting them to the Department of Human Resources for child abuse or neglect, an immediate report must be made to the Director.

The Director will refer the parent to the Assistant Vice President for Human Resource Management, if necessary. In every case, the Assistant Vice President for Human Resource Management will be informed of the incident.
Child Care Employees Accused of Child Abuse
The policy of UAB Child Care is that any child care staff member accused of child abuse will refrain from discussing the case with anyone investigating the charge unless a UAB attorney is present in the interview.

As soon as an employee of the UAB Child Care Center is aware or suspects that he or she is the subject of an abuse complaint or may play a part in an abuse investigation, he or she is required to report the circumstances to the Director. If the employee follows this requirement, UAB will make no automatic determination concerning guilt or innocence of the employee.

In each case, UAB reserves the right to conduct its own internal investigation and reach its own decision of whether the charge is founded or unfounded or UAB policies have been violated. However, the decision of whether or not to conduct its own investigation shall be made solely at the discretion of UAB.

Depending on the seriousness of the charge, the employee's past employment history, the length of the investigations, and the circumstances, UAB may take or allow one of the following actions while awaiting the results of any investigation:

- Administrative leave without pay pending the state's investigations
- Temporary change in duties to remove employee from circumstances under which charges arose
- No change in work location, supervisor, or schedule with no change in compensation

However, UAB reserves the right to take other or additional actions which it feels are appropriate.

UAB may accept and act on the determination made by the state in its investigation, but unless required by law or a court order, UAB reserves the right to make independent determination and base actions on its own determinations.

UAB may, but shall not be required to, afford privileges outlined herein to volunteers who work with the children.

Smoking
Smoking is prohibited in all areas of the UAB Child Care Center, including the playground and doorways. Smokers must leave the building and grounds in order to smoke. Violation will cause disciplinary action.

Telephone Usage
When answering the phone at the center:

1. Identify the center (UAB Child Care) and
2. Provide your name (This is Mary Jones.)
3. Ask the caller if you may help them (May I help you?)

Take written messages using the telephone message forms for all calls. You must complete all items on the message forms, including giving your initials. Place the message form in the appropriate mailbox.

Employees may make brief personal calls during their scheduled break times. Except in emergency situations, messages will be taken for incoming personal calls to employees.
Personal Visitors
Employees must clear with the Director in advance any personal visitors to the center.

Dressing for Success
Dress appropriate for your work is very important. Staff working with children are expected to dress comfortable avoiding shoes or any other clothing which inhibits involvement in child activities. Jewelry with sharp surfaces or points may be hazards to the young children we hug, and therefore, should be avoided. Projecting a professional image is also important. To some degree, expecting parents and others on campus and off to treat us as professionals requires that we look the part. Employees are expected to have a neat, clean, and professional appearance while at work. All staff are expected to wear identification tags whenever they are on campus or in the child care center. Classroom staff are expected to wear their uniform smocks in the center and on the playground.

Babysitting
Your job at UAB is expected to be your primary one, if you are a full-time employee. Outside employment is allowed, if it does not interfere with your University function and performance of your University responsibilities, is limited in time, is compatible with the interests of UAB as a public academic institution, and does not require use of University resources or facilities. UAB Child Care Center does not prohibit staff from accepting occasional employment from parents for babysitting. (See policy 2.14 on page 14 of the You and UAB Handbook.) It is advisable to discuss any outside employment with the Director. Babysitting arrangements must be made between the staff member and the parent away from the child care center. The rate of payment for these services is a matter to be negotiated between the parent and the staff member.

Absences
All university policies regarding leave and outlined in the You and UAB Handbook apply to child care center staff. In the child care center, your presence at work at your scheduled time is crucial to the safety and well-being of the children we serve. When you cannot be present, you are expected to give center administration notice. When you give center administration less than 24 hours notice of your absence, you are expected to secure your own substitute from the list of approved subs and to inform the Assistant Director of the person who will report in your place.

Continuing Education
Each year as part of the annual performance evaluation, teachers must file a Continuing Education Plan. This plan must contain a minimum of 24 clock hours of continuing education divided as follows:

(1) 16 hours - child development programming
8 hours - child health, safety and staff health

A portion of the performance evaluation will include determination of how well the plan was completed. The Director or Assistant Director will assist in the development of the plan for the coming year during the performance evaluation.

The actual training planned and obtained should reflect the teacher's individual competency needs and career goals. College course work, community workshops, attendance at professional meeting, in-house workshops, special assignments approved by the Director and Assistant Director is required, before attendance at a training opportunity may be applied toward fulfillment of the Continuing Education Plan.

From time to time the center may make training opportunities available to the staff at no charge. At other times, the Director or Assistant Director may announce training opportunities in the community that may be available at some cost to employees. However, it is the responsibility of teachers to receive approval to
apply attendance at training toward fulfillment of the individual continuing education plan. It also is the responsibility of teachers to provide the Director or Assistant Director with documentation of successful completion of training.

All full-time classroom staff must be certified in first aid and CPR. It is the responsibility of each person to maintain current certification and to provide documentation to the center. Approved first aid and CPR training, (includes recertification), may be applied toward the continuing education plan.

**Staff Health**

Staff are required to have on file a statement from a physician stating that the person is free of health problems that would interfere with their ability to work with children in a child care setting. This statement also must attest to the person's freedom from contagious disease and must include the results of a tuberculin skin test (Mantoux) or chest x-ray. It is the responsibility of each staff member to insure that this information is provided to the center at least every two years.

**Drug Testing**

New Staff are required to have negative results on file from a chain of custody drug screen before employment in the center begins. After employment, all staff will be subjected to the possibility of selection for a random drug screening at any time.

After employment, if a positive result is obtained from a drug screen, the employee will be retested. In the case of a second positive result, the University policy is for a Drug Free Workplace (published in the University's Policy Reference Manual) will be followed.

**Fingerprinting and Criminal History Background Checks**

As of November 1, 2000, all child care center employees hired must submit to fingerprinting and a criminal history background check. This check is completed during the initial hiring period. Due to the fact the process takes anywhere from 6-8 weeks to receive a report, the employee is usually hired and working in the center. In the event, the center is notified that an employee's fingerprint report has indicated a criminal history that involves young children, the employee will be terminated immediately.

**Portfolios**

Teachers are expected to implement the use of portfolios for children in their classroom. This portfolio should contain the following: sample drawings, sample writings, paintings, copies of the Denver Developmental Profile (2 in all, one for Fall and one performed in the Spring of each year). Other items that should be present, anecdotal records, journal entries, conference documentation with parents, any other copies of assessments. (Other assessments maybe required by the administrative team according to age group and need.)
I acknowledge receipt and understanding of the UAB Child Development Center Staff Handbook, August 2011 Version:

Staff Signature:_____________________________   Date:_____/_____/______