UAB Child Development Center

Staff Procedures Manual

Revised September 2019
# UAB CHILD DEVELOPMENT PROCEDURES MANUAL

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GOALS AND MISSION
The University of Alabama at Birmingham defines its role through four mission pillars: 1) Education, 2) Research, Innovation & Economic Development, 3) Community Engagement, 4) and Patient Care. As a component of education, the UAB Child Development Center strives to provide world class, socially conscious education and service to diverse children and families from the very beginning as the children prepare to become future citizens and leaders.

We strive to meet this goal through the shared values of our University as listed below:

- **Integrity** - We act ethically and do what is right.
- **Respect** - We treat others with courtesy and civility.
- **Diversity and inclusiveness** - Everybody counts every day. We actively seek varied perspectives in our decision-making.
- **Collaboration** - We trust each other and work cooperatively across disciplinary boundaries in the spirit of shared governance.
- **Excellence and achievement** - We constantly innovate, solve problems and improve ourselves and others through learning.
- **Stewardship** - Fiscal and environmental sustainability guide our decisions.
- **Accountability** - We are answerable to each other and act with the best interests of the university in mind.

The UAB Child Development Center provides a professional quality child development service based upon the standard of excellence recommended by the early childhood profession's national accrediting council. The Center provides services designed to meet the needs of practicing health care professionals in the medical center, as well as students and university staff.

The Center provides an environment that is open to the provision of appropriate research opportunities that do not compromise the quality of the program that children experience or intrude upon the privacy of children or their families. Professional staff of the UAB Child Development Center participates in research activities with a variety of interdisciplinary faculty teams. These activities may occur in the Center or in the community at large.

Teachers at the 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.

Staff at the Center are expected to uphold the highest ethical standards of early childhood practice. All staff 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, professional development and education.

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 the Center is to provide the community with a model of high quality, professional child development. This model includes provision of a curriculum that reflects the current understanding of the best child development practice. Professional staff are expected to be active in the child development community by participating in professional associations and sharing their expertise with other child development groups in the community. Staff of the Center are expected to demonstrate commitment to the implementation and continuous improvement of a developmentally appropriate curriculum.

The UAB Child Development Center is a department of UAB Human Resource Management. 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 Development 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. The 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 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:

**CURRICULUM**
A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive.

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 an 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 nonsexist 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 are provided for children of all ages.
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.

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 contact with families. Communication with parents may take place through daily face to face conversations, telephone calls, notes through our Kidsreport app, and parent conferences (at least 2 times each year).

B. Teachers share child development knowledge, insights, and resources as part of regular communications and conferences with family members. Teachers should seek opportunities to build community partnerships, especially with organizations that provide services to children. Teachers should keep an updated list of resources that might be useful to parents. Teachers work with parents and other professionals to help children with special needs have the best possible outcomes in the classroom.

C. Daily Reporting - In classrooms of Infant, Toddlers and Twos, all staff will use the Kidsreport app to communicate information to families. The daily report should be completed honestly and accurately paying careful attention to individualize each area for the child that is being reported. Do not leave items blank.
For items requiring initialization, only the person performing the procedure can initialize. Do not allow other staff to initial for you and it is always best practice to complete the procedure first, write the procedure on the report, and then initialize. Do not write a procedure before it actually happens and make certain all times and amounts are as accurate as possible.

In situations of conflict or error, the initials of the person on a particular procedure is ultimately the person to be held responsible.

**DEVELOPMENTAL 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, Creative Curriculum Assessment and ASQ (Ages and Stages), are age-matched, gender, culture, and socio-economically appropriate. Teachers will be trained on these tools annually.

E. Teaching teams will discuss assessments and how they relate to curriculum during their bi-weekly planning sessions. Teachers will become articulate about the purposes of assessments and share this with other teachers and parents.

F. In the event that teachers suspect a developmental delay or other special need this must be discussed with the director and then communicated to parents in the context of a parent/teacher meeting in a supportive, sensitive, and confidential manner. Teachers will provide documentation of the concern and will also provide parents with resources for additional assessment. The teacher's role is to document evidence and make referrals, never to offer a diagnosis.

G. Divulging confidential information is a violation of UAB policy and may result in disciplinary action up to and including termination.
UAB PERSONNEL POLICIES
All official UAB personnel policies and procedures apply to the staff of the Child Development Center. These policies and procedures are fully reported in the UAB Policies and Procedures Library, published by the Human Resource Management Department. A summary of the policies is available in You and UAB; Handbook for Faculty and Staff.

STAFFING
Full time teachers will be assigned to classrooms with the intention that the assignment is permanent. Teachers will only change from one classroom to another if it is deemed in the best interest of the children and the program as a whole. Part time teachers will generally work with the same group of children each time they work. Because of the importance of continuity and attachment formation, children will generally remain in the same classroom for one academic year and then move as a group to new classrooms at the beginning of the new academic year. Transitions to new classrooms will be coordinated among teachers and will include visits to the new classroom and with the new teacher. We acknowledge that young children change a great deal, in one year. Therefore, as the developmental needs of the children change, teachers will adjust the curriculum and environment to accommodate those changes. The CDC school year generally operates August - June each year.

DISCIPLINE
The goal of the Center in the area of discipline is the development of a self-disciplined person. Self-disciplined persons conform to acceptable standards of behavior from inner motivation rather than from external controls and fear of being caught and punished. Discipline at the Center emphasizes limits, rules that are understandable to the children, and consistency.

Teachers are expected to try to prevent problems before they arise by arranging rooms and the program to meet the development needs of the children. Such arrangements include the number of children assigned to each teacher; having a wide selection of toys and duplicates of popular items whenever possible; arranging the classrooms so that children can be as independent as possible and will not have to wait for long periods; arranging the daily schedule to balance the needs of children to be physically active and to rest; allowing children to be physically active and to rest; allowing children a choice of challenging activities suited to their developmental level.

When correction is necessary, teachers will use a kind, firm voice to redirect or restate the rule. No physical or harsh verbal discipline of children is allowed. Discipline that is associated with food, naps, or bathroom procedures is not permitted. Yelling, screaming at children, humiliating, shaming, threatening, frightening children or making derogatory comments about children or their families is not permitted. A discipline manual compiled of various articles dealing with common discipline issues has been distributed to each classroom. This notebook contains articles that deal with issues such as: Transitioning through the day, consistency in daily activities and scheduling, appropriate schedules and expectations for young children,
infants, and toddlers, articles for teachers and for parents. Articles that are directed towards parents should always be read by each teacher prior to distributing the article to parents. If a parent has a question or concern regarding the topic discussed in the article the classroom teacher should be familiar with the article in order to discuss it with the parent.

Any form of physical discipline is not permitted, even if parents request such discipline.

When a child is extremely stressed or upset, separation from the group for a brief period may be advisable to allow the child an opportunity to calm him/herself. However, “Time-Out” as a typical means of discipline is strongly discouraged. Teachers are expected to redirect the child, restate the rule, and provide the support the child needs to find a more constructive behavior. When teachers become stressed dealing with a child’s behavior they are encouraged to (1) arrange to take a short break from the classroom; (2) arrange with the Director or Coordinator to take responsibility for the difficult child/children for a short while.

When a teacher experiences repeated difficulties with a child or a group of children, the Director or Coordinator will encourage a careful analysis of possible factors that contribute to the situation. This analysis may include observations of the classroom, as well as discussions with teachers and parents. The analysis should result in a strategy to meet the child’s individual needs. When a child will not or cannot respond, parents will be notified. In some cases, parents may be required to come immediately and take their child home.

**DAILY 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. Teachers must take a roster with them on field trips, fire drills, and during any emergency procedure.

**SUPERVISION**
Leaving children alone is **strictly forbidden**. The first responsibility of teachers at all times is to protect the children in their care. If you are ever alone and need assistance, call from a doorway to a neighboring classroom. DO NOT leave children unattended for any reason.

Supervision of volunteers is required. Students from the university, and/or visitors in the program should not be left alone with the children. A classroom teacher should be present at all times whenever these individuals are present. NAEYC recommended teacher/child ratios for indoors, outdoors, and on field trips. These recommendations are as follows:

<table>
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<th>Group Size</th>
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<td>6  8  10  12  14  16  18  20  22  24</td>
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<tr>
<td>Birth to 15 months</td>
<td>1:3 1:4</td>
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<td>12-28 months</td>
<td>1:3 1:4 1:4 1:4</td>
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<td>21-36 months</td>
<td>1:4 1:5 1:6</td>
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<td>2.5-3 yr. olds</td>
<td>1:6 1:7 1:8 1:9</td>
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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 Coordinator, or someone in the office. If an unfamiliar adult comes to pick a child up, teachers will refer this adult to the Director or Coordinator 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.

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. The UAB employed parent can have their ONE card linked to allow them access to the building. Other authorized persons are given a security code to input in the lock system. Please do not share the code

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 situations. Staff are expected to report any suspicious circumstances or persons to the Director or Coordinator.

CLOSING THE BUILDING AT NIGHT
Each classroom teacher has been provided with a closing checklist that must be completed at the end of each day prior to exiting the building. This list is due at the end of each week (Friday evening). All items that apply to your classroom must be inspected and a check mark placed by the inspected item. Always make sure your classroom door leading to the playground is locked from the outside (each room should have a key by the door) before leaving for the evening. The person (usually administrative staff) responsible for closing the building at night is responsible for checking the following:
1. All radios turned off
2. Coffee maker turned off and unplugged
3. All doors closed and locked
4. All windows closed
5. Fence gates properly locked
6. Kitchen stove and oven turned off; other small appliances unplugged
7. Riding toys, sand toys, and balls stored inside or out of rain

DAILY CLASSROOM ACTIVITY SCHEDULE
Development of daily classroom activity schedules is the responsibility of the Director and Coordinator 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 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, planning should include part-time staff and work-study students. The Teacher III (Lead Teacher) will work cooperatively with the Teacher II assigned to 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 month should be submitted to the administrative staff before the last day of each month, unless a holiday is indicated and the Center is closed. In that case Lesson plans, monthly calendar, and parent letter will be submitted along with the curriculum check the last Friday prior to the indicated holiday. Teachers will post plans and distribute curriculum information to parents by email or hard copy for the upcoming month no later than the first day of the new month. All
lesson and activity plans are expected to be consistent with developmentally appropriate practice and with the UAB Child Development Center Curriculum Statement.

Teachers will implement the plan as posted. If a change or substitution is made, teachers will 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 Coordinator.

SUPPLY REQUESTS
Requests for supplies and materials must be presented in writing to the Coordinator. Periodically, throughout the year, the administrative staff will request an inventory list as well as a list of needed supplies. Supplies are purchased on a quarterly basis and/or as needed. Items such as pens, markers, and scissors will be purchased once per year and distributed to classrooms teaching staff.

The 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 prior approval is granted by the Director or Coordinator.

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 under 40 pounds and/or 4 years of age require a standard car seat. Children who have outgrown a standard car seat must have a booster seat. Teachers are responsible for installing the seats and for insuring that children are appropriately restrained.

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 administrative staff in arranging for additional staffing necessary for the trip. When the administrative staff has approved the trip, 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.

TRANSPORTATION PROCEDURES
1. At least two staff members must be in the van at any time three or more children are being transported.
2. Staff members must ride in seats using seat belts.
3. 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. The driver or the second staff member must have current first aid and CPR certification.
4. A first aid kit must be carried in the van whenever children are present.
5. No staff may drive the van without authorization of the Director or Assistant Director.
6. No unscheduled stops may be made.
7. 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.
8. During transportation, children are NEVER to be left unattended in or around the vehicle.
9. 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.
10. The van driver and the accompanying teaching personnel are equally responsible for making certain that each child is secured with the appropriate restraint.
11. 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.
12. At least one staff member should have a cell phone at all times during the trip in case of an emergency. UAB policy prohibits cell phone use while driving a UAB vehicle.

OUTDOOR PLAY
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.

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. With parental permission ONLY and when indicated by weather conditions, sunscreen will be applied prior to going outdoors. Sunscreen should have UVD and UVA protection of SPF 15 or higher and should be applied to exposed skin. In addition, some shady area is provided on the playgrounds. The CDC will stay abreast of ozone alerts and will have the children remain indoors when necessary. 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 staff 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 Coordinator 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.

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. 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.

IMPORTANT NOTICE
A “Playground Warning” notice will be issued to any employee, part-time or full-time who is observed not properly supervising the children engaged in outdoor play. The description of the offense and the date of observation will be documented. Upon the 3rd incident a formal written notice will be placed in your file and a meeting will be scheduled with the director and the employee relations department to discuss the appropriate disciplinary procedure.

MEALTIME-GENERAL
Mealtime and snack time are part of the learning component of the 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. 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 than can be swallowed whole.

8. Staff will cut foods into pieces no larger than 1/2 in. square for infants and 1/3 in. square for toddlers/twos, according to each child's chewing and swallowing capability.

9. Tables will be wiped with dilute bleach solution (1/4 cup to 1 gallon of water) before and after serving food.

10. Children and teachers will wash their hands before eating or serving food.

11. Children's food will be served on plates or other disinfected or disposable holders—never on the table top or bare high chair tray.

12. Teachers will ensure that children do not eat when walking, running, playing, lying down, or riding in vehicles.

13. Teachers will never use food (or withholding of food) as either reward or punishment.

14. All meals are planned according to USAD guidelines for healthy meals and UAB CDC participates in the Child and Adult Care Food Program.

15. All children will brush teeth as needed.

MEALTIME-INFANTS & 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. Bottles will be discarded after 1(one) hour of being heated.

3. Once a bottle is pulled from the refrigerator, it will immediately be warmed and offered to the child. This time will be written on the child's daily report and the amount that will be offered, recorded at that time, therefore starting the clock on "1 (one) hour offered".

4. Under no circumstances can formula or breast milk be offered to any child other than the one for which it was intended.

5. Bottles of formula and breast milk must be marked with the child's name and stored in the refrigerator as soon as the child arrives in the Center.

6. Frozen breast milk can be thawed in the refrigerator or under cold running water.

7. Breast milk or formula can be warmed only in a pan of hot (not boiling) water or crock pot. After warming, the bottle must be shaken well and the temperature tested before offering it to the baby. Bottles are never to be reheated or used after 1 hour of being heated.

8. Any bottles, bottle caps, and nipples filled at the Center must be cleaned and disinfected by boiling water for 5 minutes just before filling.

9. 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.

10. 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.
11. 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.

12. Infants will be encouraged to self-feed as soon as they show interest.

13. 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.

14. 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.

15. Infant’s teeth should be wiped after feeding.

NAPTIME
Most preschool children benefit from scheduled rest periods. The need for sleep varies among individual children. The 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 or playing with quiet toys. 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. Teachers 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.
Laundry will be done daily in the Center. This laundry includes bedding, washcloths, dishtowels, emergency washing of children's clothing, etc. Daily laundry is the responsibility of the Infant Classrooms.

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. 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. Please do not leave laundry on the floor of the laundry room.

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.

HEALTH
Staff will work to create a healthy environment for children and adults. This will include hand washing, using standard precautions, cleaning and sanitizing surfaces and toys, and removing known allergens from the classroom. In addition, children will be taught to cover coughs and sneezes and the appropriate times for washing hands.

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 every hour or whenever the child indicates discomfort. Diapers will be changed whenever they are found to be wet or soiled.

3. Use only Diaper Changing Stations, 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. A child should never be bathed nor shall fecal matter be removed in a sink used for hand washing.

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, and changing paper on the table.

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.

**HANDWASHING**

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 or garbage
* 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
* Before and after administering medication

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. However, when vomit, urine, feces or other body fluids are spilled, classroom staff must clean and disinfect immediately. 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 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.

All surfaces are to be cleaned according to the NAEYC Cleaning and Sanitation Frequency Table that is posed in each classroom and in the kitchen.

Ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers are to be used to control odors in the classroom.

WATER PLAY
Some classrooms and the playground have water tables for play. To ensure the health of the children playing in the water tables, the following precautions should be taken:

• All children should wash their hands before and after participating in water play.
• No child should drink the water.
• Children with sores on their hands should not be permitted to participate in communal water play.
• Fresh potable water is used and the water is changed before a new group of children participates.
• The water table is drained and disinfected with bleach/water solution at the end of the session.
• Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

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

• changes 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 Coordinator. If a child becomes ill while in the care of the CDC, staff will notify parents immediately and the child will be taken to the office for supervision until the parents arrive. Parents are expected to pick up a sick child within one hour of being notified of the illness.

**WHEN CHILDREN LEAVE THE CENTER**

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

**FEVER:**

100 axillary

**VOMITTING:** *Exclude from care if any 1 or more exits:*

1. Vomited more than 2 times in 24 hours and vomiting is not from a known condition for which the child has a care plan
2. Vomiting and fever
3. Vomit that appears green/bloody
4. No urine output in 8 hrs.
5. Recent history of head injury
6. Child looks or acts very ill

**DIARRHEA:** *Exclude from care if any 1 or more exits:*

1. Stool is not contained in the diaper for diapered children.
2. Diarrhea is causing "accidents" for toilet-trained children
3. Stool frequency exceeds 2 or more stools above normal for that child because this may cause too much work for the teachers / caregivers and make it difficult for them to maintain sanitary conditions.
4. Blood or mucus in stool
5. Stool that is all black
6. Dry mouth, no tears or no urine output in 8 hrs.
7. The child is unable to participate and staff members determine that they cannot care for the child without compromising their ability to care for the health and safety of the other children in the group.

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

Presence of LABORED BREATHING and/or EARACHE.

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 or Coordinator. 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 or Coordinator will determine whether children appear to be fully recovered. Teachers should refer parents to the Director or Coordinator if problems arise. The Center reserves the right to refuse care due to illness.

When a communicable illness has been introduced into a classroom, either by a staff member or a child, parents will be notified that someone in the class has been diagnosed with the illness and what the symptoms of the illness are. The identity of the ill person will be kept confidential.

MEDICATION
Medications (prescription or over-the-counter) will be given to a child only when the parent has completed and signed an "Authorization to Administer Medication" form. This form must be filled out by the parent each day the child is to receive the medication. If the medication is an antibiotic or other long-term medication you may use a WEEKLY medication form instead of the daily form. The weekly medication form will be copied and placed on the child's cubby at the end of the week. All medication forms are placed on the medication board in the office. Only administration of the CDC can administer medication.

ADMINISTERING MEDICATIONS
UAB administrative staff will follow the "5 rights" of administering medication and will check off each of the "5 rights" in the binder located near the medicine cabinet. The "5 rights" are:

1. Giving the right medication
2. To the right child
3. At the right time
4. In the right dosage
5. By the right method

Storage of Medication
A locked medicine cabinet is provided in the outer office area for storage of all medications. Please write your child's first and last name on the
medication bottle/box. Make sure you check medications for expiration dates. UAB Administration reserves the right to dispose of expired medications and we do not administer any type of expired medication. You must take your child's medications home at the end of each day. The only type of medication that can be left in the medicine cabinet are epi-pens and medications that we may need to have access to due to possible severe allergic reactions.

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. 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 an 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 Director/Coordinator 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 Coordinator.

(6) Provide the parent of the child who has bitten as well as the parent of the child who was bitten, with a copy of our "Why My Child Bites" package. Each classroom has been given a copy of this collection of articles; additional copies can be obtained from the director's office. The package contains articles that discuss why children bite and how to stop the problem. Teachers should read this package prior to distributing it to parents.

HEALTH CONSULTANT
All UAB Child Development 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 even 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 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 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 Director or designee will give the order to evacuate.
2. The 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. Lambs and Waddlers
      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. Office Personnel will stand in the
street to stop traffic and the other teacher pushes the crib across.

B. Huggers, Bears, Bees:
The Director, Coordinator administrative assistants, 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.

C. Explorers and Pathfinders
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 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
If you detect FIRE of SMOKE, no matter how minor it may appear to be, do this at once:

1. STAY CALM and use common sense. The well-being of the children will depend on your actions.
2. If possible, close the door to CONFINE the fire and smoke.
3. ACTIVATE THE FIRE ALARM—a small red box located on the wall near each exit. Follow the instructions on the alarm.
4. 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.

5. Notify the Child Care Center Director or designee immediately.

6. 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 it 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, and paint)
- Type C: Electrical fires
- Type D: Combustible metals

The majority of fire extinguishers located in the 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 practiced 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 Director or designee immediately and wait for further instructions.
3. The 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 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 Director or designee will appoint one individual to periodically check the phone.
3. The Center’s cellular phone will be used to report the problem to Campus Communications and to relay information.

**Severe Weather**
The 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 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, computers, 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 for a specified period of time. The Director or designee will notify all staff of the watch.
2. No specific action should be taken by 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 Director or designee will notify all staff.

D. Tornado Warning
1. A tornado warning means a tornado has been spotted in or near the area. Personnel must stay alert to any sudden changes in weather conditions or weather announcements and be prepared to seek shelter immediately along the interior walls of the building.

2. Personnel should stay away from the windows as much as possible.

3. The 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 Center and at least annually thereafter.

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 either the Director or Manager. The form will be signed by the Director or Coordinator. 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 Coordinator 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 staff or a teacher will notify the Executive Director, HR/office of the Chief Human Resources Officer 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.

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 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.

**Interacting with Parents Accused of Child Abuse**
If a parent of a child at the Center accuses an 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 the Center is that any 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 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 Center, including the playground, parking lot and doorways. Smokers must leave the 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. 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.

**CELL PHONES**
Texting and making phone calls while on ratio (working with children) is not permitted at any time including, but not limited, to nap time. Talking on cell
phones or texting in the classroom or on the playground IS NOT PERMITTED.

**COMPUTER USAGE**
The following are the guidelines for appropriate use of the classroom computers.

- Computers are to be used only by children when children are active in the classroom.
- Teachers may use the computer when the children are napping as long as the teacher maintains supervision of the children.
- No teacher should use the computer other than at naptime. If you need to check your email during your break or before or after work, you should use one of the computers in the lounge or office.
- When a teacher is scheduled to be in the classroom she should be interacting with and supervising children at all times. Using the computer prohibits a teacher from performing up to this standard.

**PERSONAL VISITORS**
Employees must clear with the Director in advance any personal visitors to the Center.

**DRESSING FOR SUCCESS**

**DRESS CODE**

Dressing appropriately for work and projecting a professional image is very important. Hence, employees are expected to have a neat, clean, and professional appearance while at work.

- Full-time permanent employees working with children in the classroom are expected to wear green scrub tops and pants. The Center will provide one set of scrubs when you begin work. On certain activity days (e.g., Tumble Bus), full-time permanent employees can wear jeans or Khakis with UAB t-shirt.
- Part time student assistants or temporary/irregular employees may wear jeans or Khakis with a UAB or plain t-shirt. Black or blue jeggings made of denim are acceptable.
• All employees are expected to wear UAB identification badges at the CDC.

Crop tops, shirts with spaghetti straps, halter tops, sleeveless tops, shorts, and leggings/yoga pants as normal trousers are NOT acceptable.

Employees should avoid shoes or any other clothing which inhibits involvement in child activities. For example, employees in the classroom should wear closed toe shoes that allow them to move freely and efficiently in the event they must “chase down” a fast-moving toddler.

Jewelry with sharp surfaces or points may be hazards to the young children we hug, and therefore, should be avoided. Jewelry must be conservative, in other words, facial piercings (nose, eyebrows, lip, tongue, etc.) are not appropriate around young children in our environment. In the event you have these piercing, please remove them during your time at the Center. Wearing earrings are acceptable, but remember the larger they are the more attractive they are to young children who could decide to pull on them suddenly.

Head gear such as hats, hair bonnets, bandanas, etc. are not permitted unless being worn for religious reasons. The Center cook position is an exception, the cook must wear an appropriate head covering when preparing food in the kitchen. When engaging with children in outdoor play employees can wear a head gear for protection from the sun, but should remove the head gear while in the Center.

Fingernails of employees should be kept at a length that will not create a safety or health hazard. Teachers should be able to pick children up without piercing the young infant, toddler, or preschooler with their fingernails. In the event this situation occurs the employee will be asked to cut back their fingernails.

It is advisable for the employee to bring a light sweater or jacket if they are prone to being cold.
The first violation of this dress code will warrant a verbal warning to include an opportunity for the employee to correct the violation before resuming their shift. A second violation may result in a written warning up to dismissal.

**STAFF CHILDREN / DISCOUNTED TUITION**
The Center is available to children of full time staff personnel at a 50% discount. The annual registration and supply fee is $150. All deductions of tuition are required to be payroll deducted.

**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. The Center does not prohibit staff from accepting occasional employment from parents for babysitting. (See policy 2.14 on page 14 of You and UAB.) Please do not request to leave work or drop a shift to cover a babysitting position. It is advisable to discuss any outside employment with the Director. Babysitting arrangements must be made between the staff member and parent. The rate of payment for these services is a matter to be negotiated between the parent and the staff member. The Center does not assume any responsibility for an employee who chooses to babysit for a family in the CDC.

**ABSENCES**
All university policies regarding leave and outlined in You and UAB 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 by phone call or text and drop your shift in wheniwork app so that another staff member may pick it up to cover the needs of the children. Try to secure your own substitute through the app and notify the Director, and your classroom teachers of the person who will report in your place. If you have followed all procedures in an effort to obtain your substitute and the absence is critical, the administrative staff will make every effort to assist you with securing coverage for your room.
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 Coordinator 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 Coordinator are required and 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 Coordinator 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 Coordinator 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, including that for recertification, may be applied toward the individual continuing education plan. Note: If you have a CDA, you must obtain CEU credits and/or a college course in order to renew. In-service trainings, though mandatory, will not assist you with fulfilling your renewal requirements. If you have a teaching certification, such as P-3 or K-3, you must keep your certification current.
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
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.

Staying Healthy
In order to avoid contracting cytomegalovirus (CMV), staff who are pregnant should not work in classrooms where diaper changing takes place. Staff should prevent the spread of communicable illness to themselves and others by following proper hand washing procedures at all times. Staff should acknowledge that working with small children can be stressful and take measures to reduce their own stress when possible. This could involve exercise, engaging in hobbies, and eating well balanced meals. If you become stressed out at work it is important to take a break from the classroom for a few minutes. Just let your co-teacher know that you are taking a break.

Pre-employment and Criminal History Background Checks
All employees must submit a criminal history background check. UAB Employment Office conducts their own thorough pre-employment background check. The UAB employment background check involves using an outside agency which investigates three main areas: 1) Verification of educational background; 2) Reference check; and 3) Criminal History Background check. The Center will conduct additional DHR required fingerprinting/criminal history background checks as funds are available. 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.