The Employee Handbook

Blue Dragon Academy
605-594-5437
Bluedragons2017@gmail.com
www.bluedragonacademy.org

Heidi Fink-Director
Journey Anderson-Assistant Director
Kelli Schlueter-Childcare Supervisor
Steffanie Kruger-Food Manager



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The Employee Handbook

Employee Handbook Acknowledgment

Blue Dragon Academy employee handbook is used to outline the expectations, policies, and procedures of the facility that all employees must understand and comply with. After reviewing this document, the consent form on the last page must be completed and returned to the administration. This consent form confirms that you understand and will adhere to all the expectations, policies, and procedures of the Blue Dragon Academy learning environment. This handbook will be updated as needed, and the most up-to-date copy will be made available to you. Thank you for being a part of the Blue Dragon Academy Family.

Understanding and Compliance

Please review this handbook thoroughly. It contains essential information to ensure a smooth and positive experience for your employment. This handbook is for information purposes only. It does not constitute a contract, BDA reserve the right to modify or change contents of them manual in its sole discretion.

Acknowledgment Form

After reviewing the handbook, please complete the acknowledgment form on the last page and return it to the administration. This form confirms that you understand and agree to adhere to all expectations, policies, and procedures outlined in this document.

Nothing in this manual shall be constructed to alter an employer's status as being an employee-at0will, subject to discharge at the direction of BDA without cause, or prior notice.

Updates

Our handbook is updated annually to reflect any changes in policies or procedures. The most current version will always be made available to you online.

WHO ARE We?

Philosophy and Mission Statement

PHILOSPHY

At Blue Dragon Academy, we believe each child has the potential to bring something unique and special into the world. By having a respectful and caring bond with both the student and the family, we can create a strong foundation for a wonderful early childhood experience for our students. Through active exploration of the world around them, play, interaction with others, memorable experiences, and hands-on learning activities, our students' development and growth occur every second of every day. Our mission is to provide a safe, nurturing, exciting, and quality learning environment for all. Our love for children is why BDA and why we remain open to this day. Committed to the families we serve, we strive to give parents the feeling that their child is in the care of the most loving, knowledgeable, and thoughtful childcare providers each day. Children deserve to feel special, loved, adored, and cherished. They deserve to participate in experiences that will change their lives and BDA promises to provide the environment to make this come true!

We believe that the family is the most important part of a child's life. As partners to parents in their child's care, we realize the importance of providing an atmosphere of open and honest communication, information, cooperation, and support. We will serve as a resource to families as the children grow into self-sufficient, dependable, and competent adults.

MISSION STATEMENT

We strive to provide the Highest Quality Childcare and Educational Service that promotes and enhances each child's development, while assuring our parent's peace of mind in the care and service we render.

BDA provides a safe, nurturing and developmentally appropriate program which fosters active learning, support for the whole child, and a child friendly environment.

- We foster innovation.
- We embrace teamwork.
- We strive for excellence.
- We respect and support families.
- We commit to service at all levels.
- We respect and appreciate diversity.
- We actively listen and seek to understand.
- We communicate openly and productively.
- We use resources creatively and responsibly.

A Blue Dragon Academy vision is to be recognized as an outstanding childcare center.

Our Vision

Our vision is to provide a community where all students feel respected, loved, and encouraged to become the best person they can be. Our vision is the backbone of our business, supporting children to develop into their fullest and greatest potential.

Our vision consists of the following but are not limited to:

- Quality – We believe every child deserves excellence in early learning programs and services to make a difference in their lives and our community.
- Inclusion – All students will be included in our learning environment, regardless of age, race, gender, or learning level. BDA welcomes all children with open arms and love in our hearts.
- Respect – Respect is essential in building long-lasting relationships with our students and their families. This key component helps us to optimize and highlight the talents and diversity we bring into the facility as partners in the children's growth and development.
- Accountability – We strive to provide open communication with all partners in our business. This allows us to be transparent, open, and honest with one another and, in turn, provides the best environment for our students at home and in the facility.
- Teamwork – The combined action of the educators and the families working together provides an effective and efficient working relationship. By acting together as a team, we can provide the best care for our little ones!

Our Goals

Blue Dragon Academy's goals provide us a path to our desired outcomes for our students. These goals provide direction and motivation for the quality of care and education we provide.

- To provide a wide variety of developmentally appropriate practices that children learn and develop from and enjoy.
- To provide a flexible, calm, and nurturing environment where affection is given freely and from the heart.
- Independence is encouraged, and expectations are clear for all.

- To meet the physical, emotional, and social needs of children.
- To provide an atmosphere of respect for self and one another.
- To provide opportunities for cooperative play.
- To create a happy, warm, and exciting environment that is inviting, comfortable, and manageable for the children.
- To support a caring staff who show genuine respect, love, and encouragement for the children.
- To offer children individual guidance based on careful observation of each child's needs and keeping with parent/guardian direction.
- To ensure the safety and welfare of all children

CUSTOMER AND COMMUNITY RELATIONS

The success of Blue Dragon Academy depends upon the quality of the relationships between Blue Dragon Academy, our employees, customers, owner's representatives, and the public. Our customers' impression of Blue Dragon Academy, their interest, and their willingness to stay with us is greatly appreciated by the employees who serve them. In a sense, regardless of your position, you are Blue Dragon Academy 's ambassador. The more goodwill you promote, the more our clients will respect and appreciate you, Blue Dragon Academy, and our services. Below are several things you can do to help give clients a good impression of Blue Dragon Academy. These are the building blocks for our continued success.

1. Act competently and deal with clients in a courteous and respectful manner.
2. Always Communicate pleasantly and respectfully with other employees.
3. Follow up on orders and questions promptly; provide businesslike replies to inquiries and requests and perform all duties in an orderly manner.
4. Take great pride in your work and enjoy doing your very best.
5. Remember parents are welcome in the Center at any time, unannounced.
6. Teachers and parents are partners. We all work together in a climate of trust and honesty to provide the children with a happy, healthy environment.
7. It is not our job to "judge" anyone's parent's "parenting" techniques or other personal traits. Do not discuss parents in a negative way – they are doing the best that they can with what they must work with – just as we are! We need to be supportive, honest, and helpful.
8. Encourage parents to visit the Center: for example, during Snack Time, Lunch Time, to play in the afternoon, or for another part of a day.
9. Plan activities and other social events to involve parents.
10. Communicate frequently with the parents of children in your group. Some suggested ways are:

a) Face-to-face at the beginning and end of each day.
b) Newsletters – thank-you notes, special events, reminders, etc.
c) Communicate using daily logs with parents that you do not see frequently.
d) Conversations via telephone are welcome for quick updates and for notification of emergencies. All parents should receive a phone call from their child's teacher during their first day of attendance at the center, sharing positive events about their child's day, along with receiving a photo of their happy child via Playground Parent Engagement.
e) Send a "Welcome Card" to the child, from the classroom teacher upon their registration into our program.
f) Use the Playground Parent Engagement communication system to send notices, weekly photos of children engaged in activities, daily child reports, and lesson plans, along with other classroom events via email to the individual parent regarding their child.

11 Greet all clients who are known to you by their name. If you do not know the client's name, greet them with "Good Morning" or "How are you today?"

12. Be an ambassador of the agency while working with the public. Remember – We are a service business. Our paychecks come from parent fees. Treat parents the way you would like to be treated.

Blue Dragon Academy is equipped with a surveillance system. Cameras are used for safety purposes and will only be monitored by the director. Parent requests to watch cameras will be denied. Cameras will also be used for training purposes for staff. Surveillance system does record sound in rooms and hallways.

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A LOOK INTO OUR PROGRAM

Programs

We will accept children for 4 weeks-11 years. Our infant through 5-year-old programs is designed to meet the developmental needs of each age level. Opportunities are provided to promote fine and gross motor skills, cognitive, social, and emotional development. Our play-based learning style will provide age-appropriate materials for creative art, music, language, math, science, sensory, and dramatic play.

Overview

A full day program includes structured activities, gross motor activities, breakfast, lunch, pm snack, rest time, free play, and small group time/alone time.

Facility Layout:

- BDA has 6 rooms for children based on age: infant, one, two, preschool, pre-k and school age program.

Ages Served:

- Blue Dragon Academy serves children 4 weeks to 11 years of age.

What we do and what we believe

At Blue Dragon Academy, we believe each child has the potential to bring something unique and special into the world. By having a respectful and caring bond with both children and the family, we can create a strong foundation for a wonderful early childhood experience. Through active exploration of the world around them, play, interaction with others, memorable experiences, and hands-on learning activities, development and growth occur every second of every day. We strive to have the utmost respect and love for all children who walk through our doors. We are a family! Developmental Areas:

Operational Hours

Blue Dragon Academy hours are 6:00 a.m. to 6:00 p.m. Monday through Friday, with opening/closing hours tending to change based on daily schedules. Holiday Policy- BDA will be closed New Year's Day, Good Friday, Friday before Memorial Day for staff training, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the day after Thanksgiving, and Christmas Day. Weekly tuition will still be the

same these weeks. Christmas Eve will close at 12 p.m. and New Year Eve at 3 p.m. We must have at least 10% enrollment on Christmas Eve open.

If the holiday falls on the weekend, BDA will be closed either preceding Friday or following Monday. *Subject to Change at Discretion of Director/Assistant Director. We will close early on Halloween, Wednesday before Thanksgiving, Friday of Homecoming, New Years Eve, Christmas Eve, Friday before Labor Day, and July 3; in addition to late openings on July 5th and December 26th. *Subject to change at Discretion of Director/Assistant Director.

LICENSING

The Blue Dragon Academy is licensed through the Department of Social Services of South Dakota. The Blue Dragon Academy participates in the food program through USDA.

Community Engagement:

BDA is a big part of the Garretson Community. We take pride in being one of their top employers of Garretson and being able to help the community with service projects and volunteer hours.

Each staff member has 5 service hours, $75 dollars in fundraisers sales, or $75 donation a year. Hours can be used at the center helping with parent board activities, decorating for the holidays, organizing, volunteering time on day off in a different room, etc. All are to be completed at the end of every year by all employees.

*If not completed, $75 will be deducted from last check of year.

DESCRIPTION OF AGE GROUPS

Giraffes

This age group begins at 4 weeks to 11-14 months old.

In our infant classroom, we have a daily flow that your little one is sure to love. No matter what their individual needs are, we come together as a team to ensure that every baby is nurtured, cuddled, and adored throughout the day. We love spending time together for story time, outside walks, and learning sign language. Our little explorers also get to indulge in sensory exploration and creative art, which encourages their natural curiosity and creativity. And, of course, we cannot forget about the music and wonderful stories we share! Our weekly themes are always exciting and engaging, we are here for your little ones whenever they need us, and we cannot wait to share all these wonderful experiences with them!

Elephants

This age group begins at 11-14 months to 24 months old.

Welcome to our Toddler Classroom! Our little ones are always on the go, eager to explore and learn through their senses. We provide a daily schedule that includes group time, outdoor play, meals and snacks, nap time, and the most exciting part of the day - playtime! Our group time is filled with age-appropriate books and discussions about our day and feelings. We talk about our day, how we feel, and what it means to be together in our bright and warm classroom. We embrace nature during outdoor playtime and enjoy the beauty around us. Our weekly themes encourage the exploration of shapes, colors, families, and kindness. We love to sing and play, making our room full of warm energy and positivity. Come and join us in our bright and welcoming classroom, where learning is fun and stimulating for our little ones.

Alligators

This age group begins at 2 years old to 3 years old.

At our center, we see our older toddlers as little explorers. We believe that every little thing around them can be a source of excitement and learning. From dancing to counting numbers and recognizing letters, we

inspire our toddlers to embrace the world around them. Socialization is a key element in this age group as we encourage sharing, using manners, and taking turns. We have fun singing songs that teach us about the day, month, year shapes, colors, and number. Little hands enjoying art projects and having the freedom to create something new with an abundance of materials fills our hearts with joy. Science projects are always a hit with our little ones, too; watching their eyes fill with surprise when they see a discovery is what makes it all worth it. And, of course, we never miss a chance to enjoy the outdoors and play. We are here to nurture, inspire, and create lifelong learners.

Tigers and Monkeys

This age group starts at three years old and prepares the students for kindergarten.

Welcome to the exciting world of social-emotional growth! Here in this age group, we believe that every child is a unique and beautiful individual. We focus on exploring who we are and how to work together to conquer objectives by ourselves and in a team. Writing our names, learning to read, and exploring phonics are just some of the wonderful things we enjoy in our daily classes. But that is not all. We love to dive into extreme science projects that make us say “WOW!” and our sensory bin helps enhance the learning theme we are studying that week. Plus, we often have guest speakers and love exploring the community to supplement our learning. Getting outside to move our bodies and strengthen our fine and gross motor muscles is also a top priority for us. This age group is the perfect preparation for the next grade, which is Kindergarten! Rest assured that your little ones are well on their way to a successful journey into the older ages.

Lions

This group starts when children enter Kindergarten until 11 years of age.

In the Lion Room we focus on our social-emotional growth and kindness to all. We learn how to work together and how to conquer objectives by ourselves. We enjoy art projects, field trips, learning about the community we live in and how to help others. We love guest speakers and love exploring the community to supplement our learning and enjoy coming up with questions to stump them on our Blue Dragon Academy Channel we created. We have many great helpers in this age group, and we show them how to respect their environment and take care of things that are important to their daily routine. We love our summer when we get to spend the days outside hiking, swimming, and exploring.



OUR CURRICULUM

Developmentally Appropriate Curriculum

At BDA we provide our students with a developmentally appropriate curriculum that is based on South Dakota Early Childhood standards. NAEYC, which is the National Association for the Education of Young Children, defines developmentally appropriate curriculum as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. We believe this to be the heart of our curriculum. Our weekly lesson plans are developed through our students' interests and what grabs their attention. We do our best to meet every child's individual cognitive and development level and encourage and inspire them to progress.

At BDA we also provide students with Frog Street Curriculum, LWOT which Learning without tears, and weekly readers.

Language Development

Our developmentally appropriate experiences and activities, such as book reading, singing, art activities, games, and journaling, represent meaningful learning opportunities that incorporate early literacy concepts and handwriting in various forms. Language development skills are developed through exposure to letter-sound connections, combining those sounds into meaningful words, and putting words together into sentences to communicate our thoughts, feelings, and ideas. Our language activities foster your child's handwriting abilities, phonological awareness, vocabulary, alphabet letters knowledge, and narrative skills.

Cognitive Development: Science, Math, and Social Studies

Cognitive development is how children gain knowledge, skills, and problem-solving, which help them to think about and understand the world around them.

Math

Early math skills involve children learning the basic concepts of numbers, counting, simple addition, and subtraction. We begin with learning how to count one by one using manipulative materials. We also learn how to recognize single and double-digit numbers, and once this skill is mastered, we learn how to add and subtract numbers. Visual representation is key as children learn how to build relationships between written numbers and represented items. Children also learn how to construct simple patterns and sort objects by color, shape, and size.

Science

Science helps children develop an understanding of scientific concepts and develop inquiry skills. Scientific development in young children consists of children using their senses to observe, compare, measure, make predictions, classify, and construct hypotheses. Students are born natural scientists. Students are eager and curious to explore the world around them. At BDA our job is to nurture their

scientific spirit and provide students with the opportunity to enhance their scientific exploration experiences in and out of the classroom!

Social Studies

Social studies learning begins as children make friends and participate in decision-making in the classroom. Then, it moves beyond the facility into the neighborhood and around the world. Here at BDA, we explore different cultures, places, foods, music, and backgrounds of all the beautiful people around the world. We take monthly virtual trips to different countries, where we interact with people who share insight into their traditional customs and culture.

Social-Emotional

Children's emotional well-being during their early years has a powerful impact on their social relationships. Emotionally healthy children are better able to establish and maintain positive relationships with adults and their friends. Children are learning to talk about their feelings and the feelings of others. Social-emotional development involves more than just expressing emotions. It involves taking turns, becoming independent, following routines, interacting more with peers than just verbal communication, engaging in meaningful relationships, controlling, and managing emotions, and developing a positive and loving self-image. These skills are crucial for children's successful participation in all aspects of life, in the facility and home experiences, and for their overall positive self-growth.

Physical Development: Fine and Gross Motor Skills

Fine Motor

Fine motor skills involve movement of the smaller muscle groups in your child's hands, fingers, and wrists. While hand-eye coordination comes far more naturally to some, this is not true of all. Children learn how to control the muscle movement in their hands to obtain hand-eye coordination and more. There are specific ways we do this in the classroom, such as having your child use scissors, color, play with Legos, draw pictures, and more. These skills can turn into more advanced ones later, for instance, when your child decides they want to knit, play the guitar, or type on the computer!

Gross Motor

Gross motor skills involve movements of the large muscles of the arms, legs, and torso. Kids rely on gross motor skills for everyday activities at the facility, at home, and in the community. It's these larger muscle groups that allow babies to sit up, turn over, crawl, and walk. By playing actively indoors and outdoors, each child develops muscle strength, endurance, agility, coordination, balance, and flexibility, as well as builds confidence and social skills.

Sensory Exploration

Sensory exploration is a child's way of examining, discovering, categorizing, and making sense of the world. Here at BDA, the students participate in activities that allow them to explore different types of materials and enhance their senses through music, dance games, and sensory bin exploration. They learn about a variety of materials that smell, feel, and taste very differently!

Art, Music, Dance, and Creative Expression

At BDA, we encourage and provide opportunities for our students to explore creative expressions such as art, music, dancing, and drama. Creative arts engage children's minds, bodies, and senses and allow them to explore their imagination, sense of movement, and rhythm. Teachers plan activities to introduce children to different kinds of art, media, music, culture, and dance to encourage the student's development of creativity and imagination. Many opportunities are presented for exploration by playing with water, dirt, kinetic sand, many seasonal nature items, and various food items on the sensory table. The arts allow students to dive into different means of expressing themselves and have fun while doing so!

The Frog Street Pre-K curriculum is a comprehensive, dual-language program designed to meet the needs of diverse learners while supporting developmental learning domains. This engaging, interactive curriculum celebrates the joy of learning as children travel down the road to success. We use Frog Street in our rooms starting with Giraffe all the way through to Monkey Room.

Our 3–5-year-olds enjoy a bi-weekly Scholastic magazine, My Big World with Clifford. These magazines provide seasonal, nonfiction topics that offer fun, interactive activities for the kids to do at BDA, as well as at home.

Our 3–5-year olds use Learning Without Tears curriculum workbooks to practice readiness and pre-writing skills and develop crayon grip while participating in color, number and shape lessons. The child-friendly language and hands-on learning tools help make letter and number formation easy.

General Facility Policies

Type Of Insurance

BDA carries comprehensive insurance coverage that adheres to the guidelines set forth by state licensing authorities. Our insurance includes general liability, property, and accident coverage to ensure the safety and protection of all children, staff, and the facility.

For any questions or further details about our insurance policies, please contact our administrative office.

State Regulations and Licensing

All BDA employees must be knowledgeable of the state's childcare licensing rules and regulations. A copy of the state and local guidelines is always kept in the facility, and each employee receives a copy upon hire.

ALL EMPLOYEES OF BDA

- No Staff can be on sex offender list.
- No Staff can have previous incidences of child abuse or neglect, crime of violence or a crime against children on their record.
- No staff member or volunteer will have a felony conviction within the last 5 years.
- Each primary childcare teacher needs to be at least 18 years of age and supervised by the director.
- Secondary childcare workers must be 14 years of age and under the direct supervision of an adult.
- Childcare workers must be 18 years of age to be unsupervised.
- All staff must be CPR/First aid certified within 90 days of employment.

All volunteer staff used to fill staff members' position must meet requirements for the positions they fill.

Equal Employment

BDA provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

Non-Discrimination Policy

At BDA, we value all employees and job candidates as unique individuals, and we welcome the variety of experiences they bring to our company. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or other characteristics protected by law. If you feel that you have been discriminated against, please let the administration know immediately. Every complaint will be appropriately investigated.

* SHRM Better Workplace Better World

Sexual Harassment

Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. For the purposes of this policy, "sexual harassment" is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example, a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Title VII of the Civil Rights Act of 1964 recognizes two types of sexual harassment: a) quid pro quo and b) hostile work environment. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

BDA encourages reporting all perceived incidents of discrimination, harassment, or retaliation regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, any member of the personnel practices committee, human resources, or any ombudsman. See the complaint procedure described below.

* SHRM Better Workplace Better World

Child Neglect and Abuse

All BDA employees will be screened by the appropriate law enforcement agency using the SD State Requirements background system. Adults will never be alone with children on the premises unless others can observe them.

At the first reasonable cause to believe that child abuse exists, the reporting adult will immediately inform the director, who will determine the next action. The reporting adult will make an immediate phone call to the local law enforcement agency. A written report will be completed and filed with the director or owner as a backup to the phone report.

Abuse and Molestation Policy

Purpose

The purpose of this policy is to ensure the safety and well-being of all children in our care by establishing guidelines for the prevention, identification, and response to instances of abuse and molestation.

Definitions

Abuse: Any act or failure to act that results in physical, emotional, or sexual harm or neglect inflicted upon a child. This includes:

- **Physical Abuse**: Deliberate infliction of physical injury or harm, such as hitting, shaking, burning, or otherwise causing physical pain or injury.
- **Emotional Abuse**: Acts or omissions that cause or could cause serious behavioral, cognitive, emotional, or mental disorders. This can include verbal abuse, excessive demands, and isolation.
- **Sexual Abuse**: Any act involving a child in sexual activity to provide sexual gratification or financial benefit to the perpetrator. This includes rape, molestation, and exploitation through pornography.
- **Neglec**t: The failure to provide for a child's basic needs, including adequate food, clothing, shelter, supervision, and medical care.

Molestation: Any form of sexual contact or behavior with a child, including but not limited to:

- **Inappropriate Touching**: Any non-accidental physical contact with a child's private parts or making a child touch the perpetrator's private parts.
- **Exposure**: Deliberate exposure of a child to sexual acts, nudity, or sexual materials.
- **Exploitation**: Using a child for sexual purposes, including creating, distributing, or consuming child pornography or involving the child in prostitution or other forms of sexual exploitation.

Zero Tolerance Policy

BDA maintains a zero-tolerance policy towards any form of abuse or molestation. Any staff member, volunteer, or associated individual found to be involved in such activities will face immediate disciplinary action, up to and including termination and legal action.

Prevention Strategies

Staff Screening and Hiring

- Conduct thorough background checks, including criminal history and references.
- Require all staff to complete a detailed application, including work history and personal references.
- Perform in-depth interviews focusing on experience and attitudes toward childcare.

Ongoing Training and Education

- Provide mandatory training sessions for all staff and volunteers on recognizing, preventing, and reporting abuse and molestation.
- Conduct annual refresher courses to ensure ongoing awareness and compliance.

Code of Conduct

- Establish clear behavioral guidelines for interactions with children, including appropriate and inappropriate physical contact.
- Require staff to adhere to the "two-adult rule," where two adults are present during activities with children whenever possible.

Supervision and Monitoring

- Implement regular, unannounced visits by supervisors to monitor staff interactions with children.
- Install and maintain security cameras in common areas to deter inappropriate behavior and ensure accountability.

Reporting Procedures

Mandatory Reporting

SDCL 26-8A-8

- ALL employees must report all actual or suspected child abuse of any child attending the Center as soon as possible to the Director.
- SD law requires caregivers to report suspected child abuse or neglect to the South Dakota Department of Social Services.
- Call 605-367-5444 to make confidential reports. Failure to report suspected abuse or neglect is a crime.
- A staff member must read and sign a statement that defines child abuse and neglect and identifies responsibilities of procedures outlined.
- Phone # to report Child Abuse & Neglect: 1-877-244-0864
- Note: Employers are prohibited from retaliating against caregivers who make reports in good faith.

Internal Reporting

- Require staff to report any concerns or incidents to their immediate supervisor or designated child protection officer.
- Maintain confidentiality to protect the identity of the reporting individual and the child involved.

Response to Allegations

Immediate Disciplinary Action: Any individual found to be involved in or suspected of engaging in abusive or molesting behavior will face immediate disciplinary action. This may include:

- **Suspension:** Immediate suspension from duties pending a thorough investigation.
- **Termination:** Permanent removal from their position if found guilty of misconduct.
- **Legal Action:** Reporting the incident to local law enforcement and child protective services for criminal prosecution. This may involve cooperating fully with investigations and providing necessary documentation and evidence.

Investigation

- Conduct a thorough, impartial investigation into the allegations.
- Cooperate fully with law enforcement and child protective services.

Consequences

- Take appropriate disciplinary action based on the investigation's findings, up to and including termination.
- Report findings to relevant authorities and comply with legal obligations.

Support for Victims

Provide Support for Victim(s)

- **Immediate Protection:** Ensuring the immediate safety and well-being of the child involved, including removing the child from the presence of the alleged perpetrator.
- **Counseling Services:** Providing access to professional counseling and support services for victims and their families.
- **Confidentiality:** Ensuring the confidentiality of all reports and investigations to protect the identities of the victims and reporters.

Review and Revision

Regularly review and update this policy to ensure compliance with current laws and best practices in child protection. Engage staff in the review process to promote understanding and commitment to the policy.

Confidentiality

Childcare programs maintain confidentiality on a “need-to-know” basis. This information is shared only when it is necessary. This is important, especially when there are specific health and safety concerns. State and Local Laws prohibit the sharing of information about children or employees without written approval from the parent, guardian, or individual.

Hazardous Items

BDA has clear guidelines on identifying, using, and storing dangerous products, plants, and objects. This policy aims to protect employees, children, families, and visitors from the risks associated with chemical products, medicines, other dangerous substances, and dangerous equipment used in the facility's outdoor and indoor environments.

All toys and equipment must be collected on the playground and returned to its proper storage area at the end of the recess period. It is the responsibility of the Closer to ensure that the full closing procedures have been completed prior to the departure of the last scheduled employee has. Closing procedures are completed in each classroom as the number of children reduces during the day, eliminating the need for use of the classroom. Teaching staff are responsible for the removal of garbage, cleaning of the floors, sinks, cabinets, and storage areas prior to closing the room for the day. Cleaning is not to be completed while staff members are scheduled to maintain ratios, as the full attention of the classroom staff should be given to the children in their care.

Chemicals

1. Chemicals meeting the definition of "Hazardous Material: as defined by the OSHA Safety and Health Regulations, will not be purchased, and/or brought into a center for usage without: A. Material Safety Data (Form OSHA-20) or equivalent information on file and B. Express consent or approval of the Director.
2. All containers will be labeled as to their contents
3. Bleach/ Water solution shall be used to disinfect all tables, chairs, cots, and toys. The container shall be clearly labeled with contents along with the poison control.

Smoking Policy

Marijuana, cigarettes, and other smokeless tobacco products are not allowed at BDA or on BDA property. Parents/guardians/Employees who smoke are strongly encouraged not to do before coming to work, on break, and not to do so before picking up their child from the facility, as smoke stays on clothing and hair for some time. All employees, parents and guardians must wash their hands after smoking before arriving at the facility.

Alcohol Policy

The influence of alcohol and/or any other toxic substances will impair the health and safety of the employee, the students, and the overall business. Therefore, under no circumstances is any member of staff or other professional allowed onto the premises if they are under the influence of alcohol and/or any other substance abuse. If the administration believes a staff member or other professional is intoxicated by alcohol or any other toxic substance, appropriate action will be taken. The employee will be asked to leave the premises immediately, and the facility will take disciplinary action, which may result in termination.

Substance Abuse

BDA is a drug-free workplace. This policy applies to all personnel onsite at the facility, including staff and volunteers. This policy covers the following substances but is not limited to alcohol, illegal drugs, inhalants, prescription drugs without authorization, and over-the-counter drugs.

When a staff member is believed to be under the influence, they will be asked to leave the facility right away. If another staff member or administration has cause to believe a staff member is impaired while working on the job, the employee may be suspended or terminated without pre-warning or a write-up.

At any time, the facility reserves the right to search the work areas, handbags, briefcases, lunch boxes, vehicles, personal packages, or other personal possessions to determine the presence of drugs or alcohol.

If a substance is found, the employee will be terminated immediately, and a report with be written to the governing bodies, including the police and the state licensing officials.

As a condition of employment, all employees are required to abide by the terms of this policy and notify BDA management of any criminal convictions for a violation accused in the workplace no later than five days after such conviction.

Recreational Cannabis

The following information regards the limitations of the lawful use of recreational and medical cannabis in the facility.

- Undertaking any task under the influence of cannabis would constitute negligence, professional malpractice, or professional misconduct.
- Using cannabis in any public place.
- Possessing cannabis in a private residence that is used at any time to provide licensed or unlicensed childcare (daycare and foster care) or other similar social service care on the premises.
- Using cannabis in a private residence that is used at any time to provide licensed or unlicensed childcare (daycare and foster care) or other similar social service care on the premises.
- Using cannabis knowingly in close physical proximity to anyone under 21 years of age who is not a registered medical cannabis patient under the Compassionate Use of Medical Cannabis Pilot Program Act.
- Smoking cannabis in any place where smoking is prohibited.

- Facilitating the use of cannabis by any person who is not allowed to use cannabis under either the Cannabis Regulation and Tax Act or the Compassionate Use of Medical Cannabis Pilot Program Act.

The use of recreational marijuana onsite will result in immediate termination of employment, and any violation of these laws may subject the violator to civil or criminal penalties.

Employee Medication and Prescription Medication

Any prescription medication provided by a registered doctor must not affect an employee's ability to work at BDA..

If prescription drugs are required to be taken during work hours, the prescription must be provided by a licensed medical provider. The employee must do the following:

- Take a prescription as directed by the doctor.
- Only take the dosage as prescribed by the doctor.
- The employee must be aware of the precautions of use.
- All medication must be in its original container.
- Only a single-day medication supply is allowed onsite.
- No medications will be stored in the classroom.
- All medication must be labeled correctly with the person's name, doctor's name, and the name of the medication with dosage.

At any time, the employer may terminate the employee for the following policies on prescription drugs, but it is not limited to:

- If the present medical condition does not exist and the medication continues to be used without consent from a doctor.
- The medication interferes with the employee's work ethic and daily job functions.
- The medication is interfering with the employee's overall work performance.
- The medication is being taken illegally.

At any time, the administration has the right to ask the employee for a doctor's notice proving a medical visit. The administration may also ask for a letter from the doctor confirming the employee is able and safe to work in a facility environment on the prescribed medications.

DRUG TESTING OF EMPLOYESS

BDA MAY PERFORM DRUG OR ALCOHOL TESTING:

a. Of any employee who manifests “reasonable belief” behavior.

b. Of any employee who is involved in an accident that could result in the filing of a Workers’ Compensation.

c. On a random basis of any employee.

d. Of any employee who is subject to drug or alcohol testing pursuant to federal or state rules, regulations, or laws.

An employee’s consent to submit to drug or alcohol testing is required as a condition of employment and the employee’s refusal to consent may result in disciplinary action, including discharge for a first refusal or any subsequent refusal.

An employee who is tested in a “reasonable belief” situation may be suspended pending receipt of written test results and whatever inquiries may be required

Employee Use of Telephone and Internet

Under no conditions are phone calls, texts, or internet surfing on personal devices allowed at any time while team member is clocked in. If you must make a personal phone call, you may do so on your lunch break’ Leaving the room at other times is NOT making sure all students are under proper supervision and the classroom remains in ratio. This also may not occur without the administration’s verbal consent that it is safe to take the phone call.

The only device allowed to take photos of the students is BDA iPhone and iPad. Sharing pictures of the children or facility is strictly prohibited.

Employee use of iPads, computers, or iPhones to check any personal social media or emails is also prohibited.

Cell Phones and all electronic devices that receive calls, text, or alerts are not allowed while staff members are clocked in.

Social Media

Social media includes online electronic tools to help students, parents, teachers, and staff communicate effectively. Specific examples of popular social media tools include Facebook parent page and public page, and other communication apps.

Upon enrolling a child into the center, all parents who are guardians must complete the social media consent form. This form is used as approval for allowing a parent or guardian’s child to be seen on our social media platforms.

Communication and Grievance

Each staff member shall act responsibly and continually strive to improve the facility's operational efficiency and well-being. Our goal is to always provide a pleasant and productive working environment. Our ability to achieve this goal depends upon all of us showing mutual respect and maintaining open lines of communication. Therefore, we have an "Open Door Policy." This means that if you have any questions about your job, complaints of any kind, or opinions about matters that affect your employment, we encourage you to discuss them with the Administration. Any matter will be treated with dignity and respect as a solution is achieved. We are eager to help you with any work-related problems or listen to your suggestions or complaints. We encourage your input and hope that you will help to keep the lines of communication between us open.

Communication with Coworkers

- Staff must inform management when they are leaving at the end of shift or leaving the premises. This is
- It is very important for fire regulation procedures and knowing who is in the building.
- Staff are required to sign in/ out when entering or leaving the building.
- All teachers in the children's room should always be up to date on children attending (new siblings, parents out of town, divorce, etc.) This information should stay in the child's room and with management only.
- Any special information received about a child should be passed on to management immediately.
- Staff should be adult enough to handle disagreements or talk with other staff in the room, about situations that arise before coming to management. This is part of being a professional.
- Staff are to conduct themselves in a professional manner when working with each other. Staff are expected to always keep a positive working environment. In the event a staff situation arises, which you disagree with, please discuss professionally with the person involved.
- We ask to resolve problems as quickly as possible. Focus on concern, not the person. Give positive and constructive feedback. Avoid personal attacks, gossip, and slander. If you cannot resolve, please seek assistance from management.

TEAMWORK is always the best solution to get the job done

Inclusive Accommodation Policy

The purpose of this policy is to ensure that our childcare center provides inclusive accommodation for infants, toddlers, children with disabilities, and those with chronic medical conditions. This policy is designed to create an environment where all children can participate fully in our program, regardless of their abilities or health conditions.

Individualized Accommodation Plans

a) Upon enrollment, parents/guardians are encouraged to disclose any disabilities or chronic medical conditions of their child.

b) Individual Plans will be developed in collaboration with parents/guardians, childcare staff, and relevant healthcare professionals to address the specific needs of each child.
c) Accommodation, modifications, and support strategies to ensure the child's safety, well-being, and participation in all activities.

Physical Environment

a) Our childcare center will be maintained to be accessible to children with mobility impairments or physical disabilities.
b) Equipment and furniture will be adjustable or adaptable to accommodate children with varying abilities. Furniture will be provided by parents.
c) Sensory-friendly spaces will be provided for children with sensory processing disorders or sensitivities.

Staff Training and Support

a) Staff members will receive training on disability awareness, practices, and strategies for supporting children with diverse needs.
b) Additional training may be provided for staff members who require specialized knowledge or skills to support specific disabilities or medical conditions. Communication with parents about where to receive training and support will be needed before child is enrolled.
c) Ongoing support and resources will be available to staff members to assist them in providing accommodation effectively.

Health and Safety Considerations

a) Staff members will be trained in administering medication, managing medical emergencies, and providing care for children with chronic medical conditions.
b) Emergency protocols and procedures will be developed and communicated to staff members to ensure the safety of all children, including those with medical needs.
c) Allergen management protocols will be implemented to prevent exposure to allergens for children with food allergies or sensitivities.
d) A,B,C will be done with parents before start date of child enrolled.

Communication and Collaboration

a) Open communication will be maintained between parents/guardians, childcare staff, and healthcare professionals to ensure the child's needs are understood and addressed.
b) Regular meetings will be scheduled to review and update IAPs as needed and to discuss the child's progress and any concerns or changes in their needs.

Peer Interaction and Social Inclusion

a) Opportunities for peer interaction and social inclusion will be facilitated to promote positive relationships and friendships among all children.

b) Staff members encourage and support peer interactions, fostering a sense of empathy, understanding, and acceptance among children.

Confidentiality and Respect for Privacy

a) Information regarding a child's disability or medical condition will be treated with confidentiality and respect for privacy.
b) Only relevant staff members who require this information to provide appropriate care and support will be informed, and consent will be obtained from parents/guardians before sharing any sensitive information.

Review and Evaluation

a) Accommodation strategies will be reviewed and evaluated regularly to assess their effectiveness and make any necessary adjustments.
b) Feedback from parents/guardians, staff members, and healthcare professionals will be solicited and considered in the review process.

Compliance with Legal Requirements

a) Our childcare center will comply with all applicable laws and regulations regarding the provision of accommodations for children with disabilities and chronic medical conditions, including the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

This policy reflects our commitment to providing a nurturing and inclusive environment where all children, regardless of abilities or health conditions, can thrive and reach their full potential. We are dedicated to working collaboratively with families and healthcare professionals to ensure that every child receives the support and accommodations they need to participate fully in our childcare program.

Written Plan for Serving Students with Additional Needs and Chronic Illness

Goals

- To provide a safe and supportive learning environment where all children can thrive.
- To address the individual needs of all children, including those with additional/special needs.
- To help children with additional/special needs reach their full potential.

Objectives

- To provide appropriate accommodation and modifications for children with additional/special needs.

- To collaborate with families and other professionals to provide comprehensive services and support for children with additional/special needs.
- To train staff on how to effectively serve children with additional/special needs.

Strategies

- Assessment: Conduct a comprehensive assessment of the child's strengths, needs, and learning style. This assessment should include input from the child's family, teachers, and other relevant professionals.
- Collaboration: Collaborate with the child's family and other professionals to provide comprehensive services and support. This may involve working with the child's doctor, therapist, or other specialists.

Specific Accommodations and Modifications

The specific accommodations and modifications that a child with additional/special needs will need will vary depending on the child's individual needs. However, some common examples include:

- Seating modifications: Provide the child with a preferred seating location, such as near the front of the room or near a friend.
- Preferential input: Provide the child with choices in their learning activities and materials.
- Assistive technology: Provide the child with assistive technology, such as a computer or tablet, to help them access the curriculum. (Provided by parents)
- Behavior management plan: Develop a behavior management plan for the child in collaboration with the child's family.

Additional Considerations

- Trauma-informed care: When serving children with trauma, it is important to use trauma-informed care practices. This means creating a safe and supportive environment, building trusting relationships, and empowering children to make choices.
- Social-emotional needs: Children with additional/special needs may also have social-emotional needs. It is important to provide these children with opportunities to develop social skills and make friends.
- Family engagement: Family engagement is essential for the success of children with additional/special needs. Schools and programs should work with families to develop and implement IEPs/IFSPs, provide support and training, and promote communication.

Plans for Providing Services

The program is committed to providing high-quality services for all children, including those with additional/special needs.

Developing partnerships with community organizations: The program is working to develop partnerships with community organizations that provide services for children with additional/special needs. This includes partnering with early intervention providers, schools, and after-school programs.

Conclusion

The program is committed to providing a safe and supportive learning environment where all children can thrive. The program believes that all children deserve the opportunity to reach their full potential, regardless of their abilities.

Unfortunately, due to the ratio in rooms and how severe a child's disability is BDA will accommodate children if we care are able to and can do the following:

1) Ratio can be maintained, and children do not need a 1:1 teacher.
2) Sanitary practices in each room can be maintained (preschool and school age rooms can ot accommodate diaper changing)
3) Medical needs are not greater than our staff can do. (feeding tubes, etc.)

Toy Cleaning and Sanitation Policy

The purpose of this policy is to establish guidelines and procedures for the cleaning and sanitation of toys in our childcare center. This policy ensures a clean and hygienic environment for children to play and learn, minimizing the risk of spreading infections and illnesses.

Frequency of Cleaning:

a) Toys will be cleaned and sanitized daily to maintain a clean and safe environment.
b) High-touch toys and frequently used items will be cleaned more frequently, ideally twice daily.
c) Toys that have been mouthed or contaminated with bodily fluids will be cleaned and sanitized immediately after use.

Cleaning Procedures:

a) Toys will be visually inspected for dirt, debris, and signs of damage before cleaning.
b) Non-porous toys will be washed with soap and water using a clean cloth or sponge.
c) Porous toys that can be submerged will be washed in warm, soapy water and thoroughly rinsed.
d) Toys will be air-dried completely before being returned to play areas.
e) Cleaning products used will be safe for children and effective in eliminating germs and bacteria.

Sanitization Procedures:

a) After cleaning, toys will be sanitized using an approved disinfectant solution. (bleach water and fogging)
b) Disinfectant solutions will be prepared and used according to manufacturer instructions and in compliance with health and safety regulations.
c) Surfaces of toys will be thoroughly sprayed and fogged with the disinfectant solution and allowed to air-dry.

Special Considerations:

a) Toys with electronic components or batteries will be cleaned according to manufacturer guidelines to avoid damage.
b) Soft toys that cannot be submerged in water will be spot cleaned as needed and sanitized using appropriate methods such as steam cleaning or UV sterilization.
c) Outdoor toys will be cleaned and sanitized regularly, especially after exposure to dirt, sand, or other outdoor elements.

Storage and Rotation:

a) Cleaned and sanitized toys will be stored in designated areas away from contaminated surfaces and materials.
b) Toys will be stored in a manner that allows for proper air circulation to prevent moisture buildup and mold growth.
c) Toys will be rotated regularly to ensure all items are cleaned and sanitized on a consistent basis.

Staff Training:

a) All staff members responsible for cleaning and sanitizing toys will receive training in proper cleaning techniques and procedures.
b) Staff members will be educated on the importance of toy hygiene and encouraged to follow cleaning protocols diligently.

Monitoring and Inspection:

a) Supervisors will conduct regular inspections to ensure that toys are being cleaned and sanitized according to established procedures.
b) Any issues or concerns regarding toy cleanliness and sanitation will be addressed promptly to prevent potential health risks.

Communication:

a) This policy will be communicated to all staff members involved in toy cleaning and sanitation.
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Review and Revision:

a) This policy will be reviewed annually to ensure compliance with health and safety regulations and best practices.
b) Any necessary revisions or updates to the policy will be made in consultation with staff members and implemented accordingly.

This policy underscores our commitment to providing a safe and hygienic environment for children to play and learn, with thorough cleaning and sanitation practices for all toys in our childcare center.

Diaper Check and Changing Policy

To ensure the health, safety, and comfort of children, this policy establishes clear procedures for diaper changes and checks, promoting hygiene and minimizing the risk of infection.

Responsibilities:

- **Staff Members:** Responsible for adhering to the procedures and ensuring the child's well-being during diaper changes.
- **Supervisors:** Monitor compliance and provide training to staff on proper diaper-changing techniques and hygiene practices.

Procedure:

Diaper Change Frequency:

1. **Regular Checks:**
   - Diapers must be checked/changed at least every 2 hours.
   - Additional checks should be performed if a child shows signs of discomfort or distress.

2. **Diaper Changes:**
   - Diapers must be changed immediately if they are soiled or wet.
   - Regularly scheduled diaper changes should occur at the following times:
     - Upon arrival
     - Before and after naps
     - After meals
     - Before departure

3. **Diaper Changing Steps:**
   Preparation:

   - Gather all necessary supplies (clean diaper, wipes, diaper cream if needed, gloves, changing pad, disposal bag).

   Changing Process:

   - Place the child on the clean, sanitized changing table with a disposable or washable changing pad.
   - Wear disposable gloves.
   - Remove the soiled diaper and place it in a lined, hands-free, covered trash can.
   - If BM put diapers in plastic bag or wrap in gloves before throwing in trash can.
   - Clean the child's diaper area with wipes, wiping from front to back.
   - Apply diaper cream if needed.
   - Put on a clean diaper.
   - Remove gloves and dispose of them properly.

Post-Change:

- Wash the child's hands with soap and water or use hand sanitizer if soap and water are unavailable.
- Wash your hands thoroughly with soap and water.
- Disinfect the changing area with an appropriate sanitizing solution.
- Document the diaper changes in the child's daily log, noting the time and any observations (e.g., rash, unusual stool).

Hygiene and Safety:

- Always use disposable gloves for each diaper change and dispose of them immediately after use.
- Sanitize the changing area between each use.
- Ensure the child is never left unattended on the changing table.
- Use a fresh wipe for each stroke when cleaning the child's diaper area to prevent cross-contamination.

Parent Communication:

- Maintain open communication with parents about their child's diapering needs and any changes in their bowel or urinary patterns.
- Inform parents promptly if there are any concerns, such as diaper rash or unusual bowel movements.

Training:

- All staff involved in diaper changing must receive training on proper diaper-changing techniques, hygiene practices, and infection control.

Monitoring and Compliance:

- Supervisors will conduct periodic checks to ensure staff adherence to the diaper change and check policy.
- Any non-compliance will be addressed immediately with re-training or disciplinary action if necessary.

Review and Update:

- This policy will be reviewed annually or as needed to ensure it meets current health and safety standards.

Safe Conditions Policy

BDA is committed to maintaining safe conditions within the facility and on the grounds to ensure the well-being and safety of children, staff, and visitors.

General Safety Guidelines

Facility Maintenance: The childcare facility will be regularly inspected for hazards and maintained in a safe condition. This includes but is not limited to:

- Ensuring all equipment, furniture, and fixtures are secure and in good repair.
- Regularly checking and maintaining heating, ventilation, and air conditioning systems (HVAC).
- Monitoring and promptly addressing any issues related to plumbing, electrical systems, and structural integrity.

Safety Equipment: Necessary safety equipment, such as fire extinguishers, smoke detectors, carbon monoxide detectors, and first aid kits, will be maintained in good working order and regularly inspected.

Emergency Procedures: Written emergency procedures for fire, severe weather, medical emergencies, and other potential threats will be developed, communicated to all staff, and practiced through drills regularly.

Cleaning and Sanitation: Procedures for cleaning and sanitation will be established and followed to maintain a clean and hygienic environment conducive to the health and safety of children and staff.

Outdoor Areas: Outdoor play areas and grounds will be inspected regularly for safety hazards. Equipment will be securely anchored, maintained, and age appropriate.

Staff Responsibilities

Training**:** All staff members will receive training in safety procedures and practices during orientation and periodically after that. Training will include awareness of safety hazards, emergency response protocols, and reporting procedures.

Supervision: Adequate supervision of children will be always maintained to prevent accidents and ensure their safety during indoor and outdoor activities.

This includes but is not limited to:

- Maintaining eye contact with ALL children
- Account for all children in your care
- Always remain in the room with children
- Do not leave room frequently for bathroom, water, or wondering.
- Use face to face recognition to account for all children
- Never have your back to children.
- Space out in play areas to cover all space

Reporting and Compliance

Incident Reporting: Staff are required to promptly report any safety concerns, hazards, accidents, or incidents to management.

Compliance Monitoring: Regular audits and inspections will be conducted to ensure compliance with this policy and to identify areas for improvement.

Communication and Review

Distribution: This Safe Conditions Policy will be provided to all staff members upon hiring.

Review: This policy will be reviewed annually or as needed to ensure it remains current and effective. Any updates or changes will be communicated promptly to staff and parents/guardians.

Notification Plan for Illness, Serious Injury, or Death of a Provider

Purpose

The purpose of this plan is to establish clear and effective procedures for notifying parents or guardians in the event of a provider's illness, serious injury, or death. Ensuring timely and sensitive communication is essential to maintaining trust and transparency within our childcare community.

Immediate Response

In the event of a provider's illness, serious injury, or death, the following steps will be taken immediately:

- Emergency Response: Ensure the provider receives appropriate medical attention. Call emergency services (911) if necessary.
- Secure the Environment: Ensure the safety and well-being of all children in care. Assign other staff members to oversee and comfort the children.

Notification of Management

- Internal Communication: The on-site supervisor or director will be notified immediately about the incident.
- Assessment: Management will assess the situation and gather accurate information to relay to parents or guardians.

Parent Guardian Notification

Illness or Serious Injury

- Initial Notification: Parents or guardians will be notified as soon as possible via Playground app and phone call. The call should include:
    - A brief explanation of the situation.
    - Assurance of the children’s safety and the measures being taken.
    - Information on any immediate changes in staffing or care routines.
- Follow-up Communication: Provide updates as more information becomes available. This can be done through additional phone calls, emails, or messages through Playground app.
- A written notice summarizing the incident and the facility’s response will be sent to all parents within an hour of the incident. .

Death

- Immediate Notification: The facility director or a designated senior staff member will send messages to each parent or guardian as soon as possible. The message should include:
    - A compassionate and clear statement of the provider's passing.
    - Assurance of the children's safety and the immediate steps being taken.
    - Information on the support available for children and families.
- Support Services: Offer information on grief counseling or support services available for children and families.
- Written Communication: A formal letter will be sent to all parents within 24 hours, providing a summary of the incident, support resources, and any changes in operations.

Ongoing Communication

- Regular Updates: Keep parents informed of any ongoing developments or changes in the childcare setting. This can include staff changes, memorial services, or additional support resources.
- Open Dialogue: Encourage parents to reach out with questions, concerns, or need for support. Designate a point of contact within the facility for ongoing communication.

Staff Support

- Debriefing Sessions: Conduct debriefing sessions for staff to address the incident and provide emotional support.
- Counseling Services: Offer access to counseling or support services for staff members affected by the incident.

Documentation and Review

- Incident Report: Document all details of the incident, including actions taken and communications with parents.
- Policy Review: Review and update the notification plan as needed based on the incident and feedback from parents and staff.

Animal Handling Policy

Introduction

Research shows that interacting with animals improves children's social skills by helping them learn responsibility, respect, and empathy. Having animals in this setting has also been proven to reduce stress while increasing motivation and engagement with learning. From time to time, this facility may allow pets in the building or on the premises. This policy details how the facility and its staff will handle interactions between children and pets.

Guidelines and Policies Regarding Animals

Types of animals allowed on the premises:

- Small animals are allowed when properly inoculated and seen by a veterinarian to verify they are free of diseases that are dangerous to human health and up to date on vaccinations.
- The following animals are not allowed on the premises: rodents, ferrets, and any animal deemed as wild or dangerous; venomous or toxin-producing spiders and insects; animals more likely to spread rabies, such as bats, raccoons, skunks, foxes, and coyotes; and stray animals.

First Aid

The facility is responsible for the immediate treatment of any child who sustains bites, scratches, or any injury from animals. If the injury is too severe for our staff to treat, emergency services may be contacted. In either case, guardians will be notified of the circumstances and will also be advised to watch for signs of infection.

Risks

When animals are brought onto the premises, your child may be exposed to allergens. It is your responsibility to inform the facility of your child if your child has allergies, asthma, or other health conditions that the presence of animals will exacerbate. We will keep animals away from these children, and we will also confine pets to a limited area to reduce contact between these children and the animals.

Interactions with animals run an inherent risk of injury from bites or scratches, whether intentional or unintentional. To curb this risk, we will teach the children how to treat animals respectfully and safely,

and we will immediately remove children from interaction if the child behaves in a way that provokes the animal or if the animal shows signs of aggression. Some animals may carry diseases such as salmonella or E. coli. To avoid contact with these diseases, animals will not be permitted at any time in food areas. We will also ensure proper hand-washing protocols for all adults and children, and we will clean and sanitize all areas where animals have been.

Emergency Situations

If staff believe an animal is becoming a threat, the animal will immediately be caged or detained by its owner or the supervising staff member, and all children will be separated from the animal. If the animal becomes uncontrollable, emergency services will be contacted, and everyone will evacuate the area.



Gossip-Free Policy

Introduction

Gossip is malicious or actionable when they are not present or cannot hear. Gossip often involves untrue tales and can include truthful remarks. Gossip is also any talk of a person's or institution's affairs, whether personal or professional, innocuous or slanderous. In the workplace, gossip can distract, drain, and hurt one's overall job satisfaction.

Definition of Gossip

1. A person who habitually reveals personal or sensational facts about others.
2. A rumor or report of an intimate nature.
3. Chatty talk.
4. Talking about others when they are not present.
5. Creating, sharing, or repeating misinformation.
6. Repeating what management has talked to you about in office.
7.

Gossip is a noun which means it is something you must DO and act on. This means gossip is something you can choose to DO or choose NOT to do. To stop gossip from starting or to end it after it has started, simply walk away, do not engage, ignore, or simply state, "This is gossip, and I won't be participating in this!"

Gossip-Free and Professional Workplace

A. I will refuse to participate in any gossip matters. This means making the choice not to engage, choosing to walk away or ignore, or stating I will not participate.

B. I will not speak or insinuate another person's name when that person is not present unless it is to compliment or reference regarding work matters.

C. If a person does something unethical against the business policies, procedures, or code of conduct, I will report this to the administration immediately.

D. While off work, I will continue to follow all policies and procedures of the facility, especially when it comes to the code of conduct and gossip policy. I will not speak to others about someone in any negative way. I will always commit to using positive and professional communication. This includes Social Media platforms such as snapchat, FB messenger, texting and group texts/snap chats.

E. I promise to be professional, kind, and respectful and do the best job I can do!

Disciplinary Policies for Gossip

A. The first offense of gossip - Administration will have a meeting with the employee in a private setting. This meeting is meant for the employees to clarify any confusion and state their reasoning. The administration will document notes, and these notes will remain in the employees' file. Depending on the conversation, the administration will decide if a verbal or written warning will occur.

B. The second offense of gossip – Administration will review the notes from the first offense. Administration will write up the employee with a first written warning.

C. The third offense of gossip – Administration will review the notes from the first and second offenses. A final written write-up will occur. The employee will be notified that one more offense will result in probation, suspension, or termination.

D. Immediate termination will occur for staff talking about wages, raises, bonuses, and any other sensitive matters.

E. Gossip Policy will be signed by each employee during orientation.



New Employee Orientation

Hiring Process

BDA uses a variety of outlets to find qualified employees. These outlets consist of Indeed, LinkedIn, word-of-mouth referrals, and other forms of contact.

- The following information outlines the procedure used to find quality candidates:
  - A document will be created with an accurate job description and an outline to describe the desired qualifications the facility is looking for.
  - An email is sent to prospective employees to set up a good time for a phone interview.
  - An initial interview occurs, and general position-related questions are asked.
  - The working interview may be required for the prospective employee to be observed in the classroom by the director, assistant director, or other classroom teachers.
  - Background checks will be reviewed and sent to the facility's licensing representative to confirm the candidate's qualifications.

The candidate will be offered position f the facility feels they are properly qualified and are the best candidate for the position. The candidate will have 24 hours to accept or decline the position.

Employee Orientation and Provisional Status

The director will schedule an orientation meeting on the first day of employment to complete the required paperwork and review the facility's general rules, policies, and procedures. The new staff members' first task is to review, understand, and agree to comply with the facility's employees and emergency handbooks including all policies and procedures outlined within each of the handbooks.

All new employees are oriented to the BDA policies and procedures. Such an orientation should begin on the first day of employment and continue throughout his/her first
30 days.

Each staff member will be assigned a mentor to make sure that all procedures are explained and demonstrated. The 90-day review will evaluate an employee's performance of all expectations explained during orientation. Any staff member may ask the mentor or director for further explanation or clarification of policies at any time. It is each staff member's responsibility to always uphold the center's expectations.
The orientation program covers all the following:

- Review of BDA policies.
- Training in emergency procedures, including the operation of fire extinguishers.
- First Aid procedures.
- Job responsibilities and any other duties as assigned.
- Training in the recognition of childhood illnesses and infectious disease control, including handwashing procedures and universal precautions for handling body fluids.
- Schedule of BDA.
- Review of child abuse and neglect laws and reporting procedures.
- The procedure for ensuring that all BDA employees always know the children assigned to their care and their whereabouts.
- Child management techniques.
- The integrity of children with disabilities into the program.
- Confidentiality policies.
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All new staff must be oriented to the requirements in the Minimum Standards Handbook, the facility's childcare policies, the procedures to follow in handling emergencies and exits, and the use and location of all fire extinguishers. Emergency Maps and Exits will be displayed throughout the Center.

All staff must obtain a minimum of 10 clock hours of training annually (excluding CPR and First Aid) selected from the following areas:

- Child Growth and Development
- Guidance and Behaviour Management
- Food handling Techniques
- ID/Prevention of Communicable Disease
- Curriculum-Planning
- Program Health and Safety
- Nutrition for Children
- Recognition and Reporting of Child Abuse, Neglect and Sexual Abuse and the Responsibility of reporting any incidents
  Cultural Diversity
- Program Management and Regulation
- Civil Rights (due at first of year)

NEW EMPLOYEE FILE CHECKLIST

Employee Name: _____ Hire Date: _____

☐	Information on the Person Employed
☐	Set up Payroll
☐	Homebase Scheduling and Playground Communication
☐	Mandated Reporter Status
☐	Mandated Training Certificate
☐	Training House Orientation through SDSU
☐	Employee Health Policy and Agreement, including Vomit and Diarrhea Cleaning Procedure
☐	The Licensing Standards Acknowledgment
☐	Guidance and Discipline Policy
☐	Outdoor Play Rules and Regulations

☐	CPR/First Aide Expiration: Enter Expiration Date
☐	Receipt of Staff Handbook
☐	Receipt of Emergency Management Handbook
☐	Probation Policy Contract
☐	Continuing Education and Professional Development Certificates
☐	I-9 with Identification
☐	Background Check Clearance
☐	
☐	

Employee 90-Day Probationary Period

New and rehired employees will be subject to a probationary period for the first 90 calendar days after their date of hire. The introductory training period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. This period is used to assess and evaluate the employees' general capabilities, general work habits, and overall performance in our childcare setting.

If, during this probationary period, the administration feels the expectations of the facility are not being met, at any time, the facility may end the employment relationship. During this time, if the employee feels the facility is not meeting their expectations for a learning environment, they may also end the employment relationship with or without cause or advance notice to the employer.

90-Day and Annual Employee Evaluation

BDA conducts a 90-day and annual review to provide our educators with feedback on their performance. This is an opportunity to connect with all new employees and discuss what is going well and what the facility would like the employee to work on, along with providing a general sense of the employees' overall work habits, work ethic, and overall performance. This standard helps our employees understand what the facility is looking for and provides a benchmark for measuring performance.

The 90-day and annual reviews also provide an opportunity for the employees to discuss their concerns, general questions they may have, and/or any other comments relating to the facility's operations.

If the administration feels like a 30- and 60-day evaluation needs to be done, they will discuss reviews with staff members and areas that need improved upon.

Positive Evaluation and improvements at 90 days and yearly are opportunities for raises.



General Employee Policies

Staffing Structure

The primary concern of the staff at BDA is the care and safety of the children. Sufficient childcare staff is always provided to ensure that staff-to-child ratios are maintained as specified by our state's licensing instructions. A written staffing plan is maintained to organize the staff and enable all to give children continuity of care and supervision. The staffing structure is altered as necessary to comply with the facility's overall program needs.

Schedules

- Schedules will be posted on Homebase 3 weeks at a time
- Time off request must be submitted at a minimum of 3 weeks or before schedule posted.
- It is employee's responsibility to find coverage if they cannot work their shift. If they can't find coverage it is their responsibility to work.
- If staff member calls in on the day they are denied request, this is the basis for a write up.

General Employee Classifications

BDA has the following employees on the staff to ensure proper supervision and a safe learning environment for children.

- **Board of Directors:** The board oversees all elements of the program. The board handles all business regarding the policy and procedures of the center. The board oversees the finances and the overall business.

- **Director:** The childcare director shall be responsible for the planning and supervision of the program and activities of the children, orientation to newly employed staff, on-site supervision of all staff, and in-service training. The Executive Director oversees the overall management of BDA and its program. The Executive Director conducts all business affairs dealing with Board of Directors, city departments, government agencies, and all other businesses affecting the function of BDA. The executive director's main responsibilities will include:
  - Creation of facility policies, guidelines, and procedures.
  - Supervision of all health and sanitation standards.

- Supervision of all safety and security procedures.
- Supervision of maintenance of the facility.
- Supervision of all staff members and the business they conduct.
- Supervision of public relations and accessibility to customers and staff.
- Maintenance of all financial, accounting, staff and students' records.
- Recording tuition payments and providing receipts to the parents.
- Submitting payroll.

Assistant Director

- general office duties
- maintenance of the BDA premises
- supervision of the proper execution of the BDA's policies and curriculum by all staff members
- assisting staff in correcting individual classroom problems if such arise
- advertising for hiring and training new staff members
- report to administration the performance of staff members
- interviewing prospective parents and processing new children into the BDA
- maintenance of all employees' and children' files
- maintaining employee attendance records, vacation times and sick days
- filling out reports and written records required by the BDA
- maintenance of all BDA and office supplies
- Be prepared for the day with everything you need and in room at shift beginning time
- preparation and execution of staff meetings
- supervising the performance of food and cleaning services
- reviews lesson plans, assessments, and evaluations
- When Assistant Director is not on premises, Childcare Supervisor will assume responsibilities.

- **Lead Teacher:** A lead teacher is responsible for the academic, social-emotional growth and development of children in their care. The focus for our lead teachers is to work with parents, administrators, and other teachers to improve students' experience and meet educational goals. Additionally, lead teachers will plan, evaluate, and improve the physical environment of the classroom to create opportunities that meet the changing needs of their students.
  - Plan and implement activities to meet the physical, emotional, intellectual, and social needs of students.
  - Purchase adequate eco-friendly materials for the classroom.
  - Ensure the equipment and the facilities are clean, well-maintained, and safe AT ALL TIMES.
  - Maintain classroom storage space.
  - Keep the inventory of classroom materials.
  - Maintain a record of classroom budget money.
  - Provide weekly lesson plans by Wednesday
  - Develop rotating materials that introduce math, literacy, science, and cultural concepts.
  - Establish acceptable disciplinary policies.
  - Be familiar with emergency procedures.

- Attend professional meetings, educational conferences, and teacher training workshops to improve professional competence.
- Plan and supervise class projects, field trips, or other experiential activities.
- Provide well-written monthly newsletters and keep the classroom app updated with fun and proper pictures daily.
- Ensure children are always supervised.
- Provide various experiences and activities for children, including songs, games, and storytelling.
- Teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills.
- Build children's esteem.
- Comfort children as needed.
- Clearly and effectively communicate in a manner that children understand.
- Observe children and complete assessments.
- Respect children and their feelings and emotions.
- Develop positive relationships with parents.
- Keep parents informed of program expectations, program activities, and their child's progress.
- Conduct assessments on children in August and April.
- Train assistants.
- Keep track of the classroom cleaning schedule and ensure that the classroom and equipment get cleaned on a regular basis.
- Create a professional relationship of teamwork and cooperation.
- Ensure that assistants have jobs assigned for nap time.
- Share classroom responsibilities in maintaining a healthy environment and positive learning experience.

- **Assistant Teacher:** The assistant teacher will support the lead teacher in general supervision of the class and the overall classroom management. The assistant teachers' duties include but are not limited to:
  - Assisting with planning and implementing activities to meet the physical, emotional, intellectual, and social needs of students.
  - Assisting with teaching social-emotional management and independence.
  - Assisting with creating and planning activities, class projects, field trips, and other program activities.
  - Staying on task and following the daily schedule.
  - Helping to communicate with parents.
  - Preparing for activities planned by the Lead Teacher.
  - Decorating and keeping the classroom attractive and relevant to the theme.
  - Cleaning shelves and toys once daily.
  - Organizing the classroom as directed by the Lead Teacher.

- Attending required staff meetings.
- Keeping communication current with the Lead Teacher and Director.
- Maintaining a professional attitude and loyalty to the facility.
- Treating children, parents, and other teachers with respect and dignity.
- Stepping up when the lead teacher is absent and following daily routine and lesson plans.

- **Floater and Substitutes:** The floater/substitute position acts as a support for all teachers in the classroom. This staff member is required to have all the same qualifications as an assistant teacher and have the correct paperwork on file.
    - Serving meals and washing dishes afterward.
    - Strictly following the food portion guide.
    - Paying special attention to serving food to children with allergies.
    - Keeping kitchen and entrance areas clean and organized.
    - Maintaining classroom cleanliness and sanitation.
    - Maintaining BDA's policies and procedures.
    - Additional duties as needed.

- **Cook: The** Cook is responsible for preparing and serving nutritionally balanced meals for the children. This position is responsible for maintaining high standards of quality food production and portion control using standard recipes. The cook is also responsible for ensuring there is an appropriate quantity of food required to prepare the menu as planned. The Cook is also responsible for assisting with the supervision of the children at times when teachers need assistance. This includes but is not limited to cleaning, sanitizing, and preparing meals, assisting the children during their mealtimes, and encouraging and teaching portion control. The cooks' main responsibilities shall include, but are not limited to:
    - Preparing food.
    - Serving food.
    - Staying in compliance with state licensing and health standards.
    - Documenting food serving temps.
    - Maintaining menus.
    - Cleaning and general maintenance of the kitchen.
    - Serving food in a timely manner.
    - Being knowledgeable of allergies and food restrictions.
    - Wearing proper cooking attire.
    - Food sanitation.
    - Assist with ordering food and supplies when necessary.
    - Ensuring proper portions of food are served.
    - Sanitizing food supply and the overall kitchen.
    - Ensuring all food is not expired and is properly disposed of if it is.
    - Helping supervises children when asked.
    - Ensuring a safe and healthy environment with the facility team.

- Following all protocols and policies of the CACFP and facility.
- Complete CACFP training yearly.
- Send home yearly updates and ensure they are returned.
- Complete all CACFP paperwork to include: production records, free and reduced application, CACFP enrollment forms, Allergy forms, Dr. Notes, and Infant Formula Forms.

Staff Training and Continuing Education Policy

The purpose of this policy is to ensure that all staff members working in our childcare center receive adequate training and ongoing professional development to enhance their skills, knowledge, and competencies in providing high-quality care and education to children.

Training Requirements

a) All new staff members are required to undergo an orientation program.
b) Staff members are required to participate in mandatory training sessions on topics such as child development, health and safety protocols, emergency procedures, and childcare regulations.
c) Specific job roles such as teachers, assistants, and administrative staff will have additional training requirements tailored to their responsibilities.
d) Training sessions may be conducted internally by qualified trainers within the organization or through external training providers.

Continuing Education

a) Staff members are encouraged to pursue continuing education opportunities relevant to their roles in childcare.
b) The childcare center will support staff members in attending workshops, seminars, and conferences and obtaining relevant certifications.
c) Staff members are expected to maintain a record of their continuing education activities and submit them to the management for review annually. (*10 hours)*

Evaluation and Feedback

a) The performance of staff members will be evaluated regularly to identify areas where additional training or support may be needed.
b) Staff members will receive constructive feedback on their performance and areas for improvement.
c) Feedback from staff members regarding training programs and professional development opportunities will be solicited and used to improve the effectiveness of the training program.

Budget Allocation

a) The childcare center will allocate a portion of its budget specifically for staff training and development purposes.
b) Budget allocation will be reviewed annually to ensure that it adequately meets the training needs of all staff members.

Compliance

a) All staff members are required to comply with this policy and actively participate in training and professional development activities.
b) Failure to comply with training requirements may result in disciplinary action, up to and including termination of employment.

Communication

a) This policy will be communicated to all staff members upon hiring and reviewed periodically to ensure understanding and compliance.
b) Any updates or changes to the policy will be communicated promptly to all staff members.

Record Keeping

- The childcare center will maintain accurate records of staff training, continuing education, and professional development activities.
  .

Review and Revision

- This policy will be reviewed annually by the management team to ensure its effectiveness and relevance.
- Any necessary revisions or updates to the policy will be made in consultation with staff members and implemented accordingly.

This policy outlines the childcare center's commitment to providing ongoing training and professional development opportunities for all staff members to ensure the highest standards of care and education for the children entrusted to our care.

Employee Hours

The employee staffing schedule is based on the needs of the center. The staffing schedule is changed from time to time to satisfy the state’s staff-to-student ratio. Employees are asked to be flexible with their assigned hours of work. If the employee has important outside elements that affect their working hours, these need to be addressed immediately to the director, and they will try their best to accommodate the employee’s scheduling needs.

All facility staff is mandated to receive outside education classes for professional development on a yearly basis. This information is documented in their employment file.

BDA provides many opportunities for professional development. These include online courses, in-person training, and information on training offered in the community.

BDA will be closed the Friday for Memorial Day and close at 12pm on New Year's Eve for Staff Training. If New Year's Eve Falls on a Weekend, BDA will be closed the Friday before Labor Day for Training. No staff will be granted time off on staff training days.

Lunch Break

BDA wants to ensure all employees have a scheduled lunch break and are relieved of their job duties to do so. All employees will be provided with a 15-minute or half-hour lunch break. All employees must clock out for their lunch break and then clock back in when they resume their work.

- Staff Members are not allowed to make up hours by taking shorter lunch breaks or skipping lunch breaks.
- All things entering the premises must adhere to our no-peanut/no-tree nut policy.
- Read dietary guidelines and check for allergies before bringing anything into the building
- beverages are only permitted in classrooms in cups with lids (no cans, bottles, etc) _
- Label all personal goods in the refrigerators (staff and children) with name and date
- If you do not like what is being served, please bring your own food.
- Please return all left over snacks to kitchen and do not leave in the rooms.

Employee Appearance and Dress Code

BDA dress code policy provides a set of guidelines for appropriate work attire. Our employees' neat appearance and proper attire are important to our ability to maintain a professional atmosphere and leave a positive and supportive impression on parents and our school's visitors. The nature of our work as caregivers is very hands-on and requires bending, sitting on the floor, and running after our little ones. It is important to dress in comfortable, non-restrictive clothing so that you can do your job while remaining professional.

The following dress code is always enforced:

- Jewelry: Jewelry can be a safety hazard to small children. This means that all employees must be mindful and conservative with what they wear. Long chain necklaces or pendants must not be worn as they can be dangerous. Rings should be limited and contain no sharp edges. Earrings should be

small, conservative, and secure to prevent children from pulling on them. Facial piercing must be covered or removed.

- Shoes: We encourage all employees to wear comfortable shoes, as we spend much of our time on our feet. Since you are expected to engage the children in activities on the playground, shoes should be appropriate for the situation. Open-heel shoes, heels and cowboys' boots are not allowed for safety reasons (no flip-flops). Kitchen staff must always wear closed-toe shoes for sanitary reasons. Bare feet is prohibited. Slippers to be worn during winter months in classrooms.

- Clothing: Clothing should always be clean and in good condition. This means no holes, nothing sheer, nothing that reads inappropriate language, clothing that is too tight, and clothing that shows too much skin is not allowed. Clothing with lavish accessories is not allowed as this can be a hazard for children. Knee-length shorts or capris are allowed during the warmer months. Tights, sweatpants, athletic shorts, and leggings are prohibited. Short shirts, tube tops, tank tops, or one-shoulder shirts are not allowed. Revealing clothing should be avoided. This means no cleavage is to be visible, along with pants that slide down. Scrub pants are also allowed daily. Both must be in good repair. Please use a conservative outlook when deciding on clothing.

- BDA work shirts must be always worn daily and visible

- No sweatshirts other than BDA can be worn over the top.

- Hair: Hair must be clean and well-groomed. It is best to keep long hair up to refrain from children pulling on it.

- Nails: Nails should be maintained at a conservative length to prevent unintended scratching of children in care.

- Tattoos: Tattoos are allowed but must be tasteful and appropriate. If a visible tattoo is not appropriate for children, you must cover it.

- Shoes, Sandals: all shoes and sandals must have backs on them. They need to be comfortable and staff able to walk distance. NoFlip Flops or Cowboy boots allowed. Winter Boots need to be at center for staff to go outside with children. Slippers are recommended in winter and infant room.

If the administration feels an employee's dress is not appropriate, a written warning may be given, and the employee will be given a school T-shirt to wear and will be charged for additional apparel. If an alternative outfit is not available, the employee may be sent home to change into work apparel. If you are unsure if your clothing adheres to the school's dress code, please consult with the director.

Employee's not adhering to dress code will be docked $1.00 an hour for their shift, not to go under minimum wage.

Visitors

Each day, we have a range of guests walking through our doors. To keep everyone safe, all visitors must be let in by kitchen, director, assistant director, or teachers. It's up to our team to set the tone for a warm and welcoming experience, which includes your appearance. If you work for us, you're in the first line of defense! We trust that you'll stay vigilant, keeping an eye for visitors. If you notice anyone suspicious, alert the office immediately.

Childcare Employee Bereavement Policy

BDA recognizes that employees may face difficult and emotionally challenging times when coping with the loss of a loved one. We are committed to supporting our employees during such circumstances while ensuring the continuity of childcare services for the children in our care. This policy outlines the details and expectations regarding bereavement leave and support for childcare employees.

Policy Details

Eligibility:

- This bereavement policy applies to all eligible full-time and part-time employees of BDA.

Bereavement Leave:

- Eligible employees may request bereavement leave upon the death of an immediate family member, which may include a spouse, child, parent, sibling, grandparent, or legal guardian. The duration of bereavement leave will be [2 consecutive days off] as determined by BDA.

- Employees are required to notify their immediate supervisor as soon as possible in the event of a bereavement. The notification should include the name of the deceased family member and the expected duration of the leave of the bereavement.

Documentation:

- Employees may be asked to provide appropriate documentation, such as a death certificate or obituary notice, to support their request for bereavement leave.

Additional Support:

- Blue Dragon Academy will offer emotional support and flexibility to employees during their bereavement period. Employees may request adjustments to their work schedule or responsibilities, as appropriate, to accommodate their emotional needs during this challenging time.

Return to Work:

- Employees are expected to communicate their expected return date before the end of their bereavement leave.
- Blue Dragon Academy will work with employees to facilitate a smooth transition back to their regular work schedule and duties.

Confidentiality:

- All information related to an employee's bereavement will be kept confidential in accordance with applicable privacy laws and regulations.

Grieving Process:

- Blue Dragon Academy understands that grieving is a highly personal and individual process. Employees are encouraged to seek any necessary external support or counseling during their bereavement period.

Policy Review and Updates:

- This policy is subject to periodic review and may be updated as necessary. Employees will be notified of any changes to the bereavement policy.

Appeals and Dispute Resolution:

- Employees who believe their circumstances warrant additional leave or support may request a review or appeal, and such requests will be considered on a case-by-case basis.

This Childcare Employee Bereavement Policy is designed to provide compassionate support to our employees during their time of loss while ensuring the continued provision of childcare services. Blue Dragon Academy is committed to being understanding and accommodated during these difficult moments, and employees are encouraged to discuss their needs and concerns with their administration.



EMPLOYEE COMPENSATION

Salary and Payroll

Salaries are set individually for each employee according to the agreement between the employee and the director. Salaries are based on education, experience, performance, and length of service. Salaries are confidential and will be evaluated annually. A salary review does not automatically imply salary increase.

Payroll will be distributed on a bi-weekly basis. Payroll is electronically done, and payday is on Mondays.

It is the employee's responsibility to notify the administration of any changes in their personal bank information.

If payday falls on a holiday, staff will be paid the following day.

Overtime

No overtime will be paid without authorization of the administration in advance. During weeks when there is a paid holiday, overtime pay is not given.

Discussion on Employee Compensation

Conversations regarding salary or hourly pay are not allowed between employees. These topics violate the facility's policies on confidentiality and are personal between the employer and the employee.

If an employee is caught discussing salary, hourly, or payment discrepancies with other employees, a write-up will be documented and placed in the employee's file. This can also be terms for immediate termination.

Payment Discrepancies

BDA makes every effort to ensure payment to our employees is correct. Please understand that mistakes can happen. If a payment error occurs, please notify the administration immediately so we can investigate and make the proper changes.

Pay Evaluation

The administration will evaluate an employee's pay during their annual evaluation. Pay raises are typically given at the beginning of each new year and with a positive evaluation.



EMPLOYEE BENEFITS

General Employee Benefits Information

BDA provides fair and competitive compensation, consistent with our financial condition and employees' performance. All full-time employees of BDA are eligible for the benefits offered **after 90 Days of employment.**

Health Insurance and 401K

N/A

Life Insurance

This is offered by AFLAC and covered by employee.

Vision Insurance

This is offered by AFLAC and covered by employee.

Childcare

All full-time employees qualify for 50% off weekly childcare for children while they are working. If staff member is not working, they will be charged for childcare. *When terminating employment, childcare is also teminated and child can be put on waitlist. (updated 2/1/25)

Paid Vacation Days

After the first 90 days and up to 1 year- 2 weeks of PTO can be earned.

After 1 year of service-3 weeks of PTO can be earned.

PTO is calculated by the number of hours worked each week.

Paid Holidays

7 Paid Holidays to include: New Years Day, Good Friday, Memorial Day, 4th of July, Labor Day, Thanksgiving and Christmas. If an employee calls in sick the day before or after holiday, they forfeit their paid holiday.

Paid Sick Days

PTO can be used for sick days.

Childcare Benefits

Full-time employees enrolling in their children at the facility are eligible for an 50 % tuition discount. All enrollments will be offered on availability. When an employee is not working, the employee will be charged for days childcare is needed. On a regular basis or extended time off (vacation, hospitalization, etc).

When employee terminated position with Blue Dragon Academy,their childcare will also be terminated. They can chose to put child on our waitlist. (2/1/25)

Workers' Compensation

According to the State of south Dakkota Workers' Compensation Insurance is provided to all employees, which applies to all accidental injuries to an employee while at work. Workers' Compensation is carried to cover expenses and earnings lost due to injury while you are on the job.

Social Security

Social Security benefits provide a source of supplemental retirement income. Under Federal law, the facility is required to withhold from eligible employees' paychecks a certain percentage of earnings for Social Security (FICA).

Unemployment Insurance

In accordance with the SD Department of Labor, if you become unemployed due to lack of work, you will be eligible for weekly benefits if you meet the requirements of the Act.



EMPLOYEE EVALUATIONS AND ASSESSMENTS OF WORK

Employee evaluations and assessments are conducted to assess the work of an employee, increase productivity levels, and encourage motivation in performance. Staff evaluations are conducted once a year or as needed.

During an evaluation, an employee may qualify for an annual increase in salary. Outstanding performance above the facility's standards and expectations will be recognized.

Evaluations are conducted by the director or owner of the center and include but are not limited to the following criteria:

- Fulfillment of job responsibilities
- Meeting the facility's expectations
- Knowledge of the field
- Compliance with the facility's goals, values, and philosophy of education
- Reliability and loyalty
- Attendance
- Overall work ethic and attitude
- Curriculum development and creativity
- Working with fellow employees
- Working with parents
- Interactions with students
- Overall communication skills
- Passion and drive seen towards the field of ECE
- Professional development records
- Overall work ethics



EMPLOYEE DISCIPLINARY POLICIES AND TERMINATION

Performance Corrective Review

If an employee's performance is at a level that does not meet the facility's standards, at any time the administration will conduct a performance corrective review. The purpose of this review is to provide insight into the employees' work ethic and overall general performance at the facility, which is unsatisfactory and doesn't meet the facility's standards.

Immediate changes must occur within 30 days of the review to improve the employees' performance. At the end of the 30 days, a new review will be completed for the employer to determine if the employee has made progress on their work ethic and performance.

Disciplinary Policy for Employees

As an employee of BDA, you must perform your duties to the best of your ability. This includes understanding and complying with all policies, procedures, and rules of the facility.

In cases where an employee's job performance or conduct does not meet our standards, the administration will need to take appropriate action. This action may include verbal warnings, written warnings, or termination of employment.

Violation of the following policies, rules, and procedures will result in a verbal warning, written warning, suspension, or termination of employment. This list provides some examples:

- Failing to maintain satisfactory work performance.
- Damaging facility property.
- Stealing facility property.
- Harming a student or fellow employee.
- Negligently performing work assignments.
- Leaving children or a child unattended.
- Failing to immediately report injuries.
- Fighting, assaulting, or attempting to assault children, members of management, employees, or visitors of the facility.
- Unsanitary conditions.
- Leaving the facility for any reason during your shift without authorization.
- Using a personal cell phone while on duty.
- Consistent tardiness.
- Negative attitude.

- Messaging Parents on other platforms than provided by BDA.
- Unexcused or excessive absenteeism.
- Absence for three consecutive workdays without notifying the administration will result in your automatic termination.
- Sleeping while supervising children.
- Misusing or removing facility or employee information or records from facility property without authorization.
- Revealing confidential business information to another employee not authorized to receive it or to any unauthorized person.
- Disloyalty to the reputation of the facility.
- Disloyalty to the reputation of another employee.
- Gossiping
- Using center equipment for personal use (iPads, computer, etc)

Disciplinary Policy Procedure

When an employee is not performing up to the standards of the facility, or if an employee violates any policy, procedure, or rule stated in this handbook or the emergency procedures handbook, a meeting will be conducted, and they will be informed immediately of the violation.

The following steps below will be taken to correct and address the employee's work performance and behavior. At any time, the administration has the right to implement appropriate corrective actions based on the situation.

a) **Verbal Warning**: After the first offense, an employee will receive a verbal warning. A meeting with the employee and the employer will be conducted in which the administration will address the problem and ask the employee to respond and explain their actions. A verbal warning is documented with a written summary for both parties to sign and is used as a letter of confirmation that the situation was addressed and that all understand the seriousness of the warning. This letter also will document the improvements the employees will be required to make immediately, with a timeframe within which the improvements must be made.

b) **First Written Warning:** A written warning may be given for any violation or misconduct, including, but not limited to, a lack of compliance with the facility's policies, procedures, or rules, unsatisfactory work performance, absences, or tardiness. A meeting will be conducted before the written warning is issued. This is an opportunity for the employee and the administration to discuss the transgression face-to-face and create an opportunity for the employer to have a clear understanding of the situation. Both parties sign the written warning form, and it is kept in the employee's file.

c) **Second Written Warning:** A second written warning will be given for any violation or misconduct. A second meeting will be conducted to warn the employee that this is their final write-up before suspension or termination. Both parties sign the written warning form, and it is kept in the employee's file.

d) **Suspension/Probation/Termination:** After the two written warning meetings have been conducted and the write-ups have been issued, the administration will decide on the next step. Consequences for failure to correct the misconduct and unsatisfactory behavior discussed prior may result in a 2-day, 3-day, full week, or 30-day suspension or probation period. If the administration feels that the employee, even under probation, won't make progress or meet the facility's standard, the employee may be subject to termination from their job at BDA.

Termination

An employee may be terminated from the facility if the steps listed under the disciplinary policy have not been satisfied. Termination and any disciplinary action is at the discretion of the owner and/or director of the facility.

The administration will complete a written termination form, and a signature from both parties will be required. This form will then be placed in the employee's file. The employees' files will be kept onsite for 1 year.

Resignation

Employees at BDA must submit a letter of resignation in written form. BDA appreciates and encourages our employees to provide at least three weeks' notice of their resignation.

A resignation form must be handed directly to the Director. Notice will not be considered if not handed directly to the Director.

Employees who do not fully fill their 3 weeks will be paid at minimum wage for hours.

All BDA apparel must be returned on the last day of employment in good repair. Staff members will be charged for apparel not returned and apparel not in good repair.

Employee childcare will also be terminated at time of resignation. (2/1/25)

Employee Attendance and Punctuality

Being on time and punctual is important in our facility. The students come early in the morning and stay late, and we must have an adequate number of teachers present and ready to work. BDA cannot operate efficiently unless its employees can be dependent upon to come to work at their scheduled time on a consistent basis.

Notice of Absence

BDA requires all employees to call administration no later than two hours before their scheduled shift to report an absence. In cases of emergencies, BDA asks that the employee notify the administration as soon as possible.

If two-hour notice is not given, you will be required to come to work until a replacement is found.

Switching your days off is the best way to ensure you fulfill your hours and coverage is found to maintain ratio. We ask all employees to be respectful of others and answer the phone when a staff member/management calls you.

Do not leave a voicemail or text when contacting the administration. Employees must continue to call the administration until they answer to ensure they are aware of the absence. 605-321-9802 is to be called before 5:45am. After 5:45 am, call the center directly.

Weekend calls will not be answered until 5pm on Sunday. If an emergency, please call Heidi house phone at 605-594-3058. Emergency is death, hospitalization, etc.

If you are absent without notifying the facility for two consecutive shifts, you will be considered terminated by BDA.

If any employee is not at the facility at their scheduled starting time, the employee is considered late.

If an employee must leave the facility during work hours, you must first obtain permission from the administration for clarification.

Appointments should be scheduled for your day off if possible.

Tardiness

If an employee is late to work three times in one month, the employee will receive a write-up. No prior verbal warning will be given. After the 4th tardy, the teacher will receive a final write-up and a 30-day probation period. If there are more than four tardies in one month, the employee is subject to termination from BDA.

Excused Absence

We understand that situations may arise where an employee is unable to come to work. The following is a list of excused absences.

- Medical leave
- Personal leave
- Maternity leave

- Vacation time off
- Court Subpoena
- Jury Duty
- Approved time off, requested three weeks prior

Additional excused absences and emergencies may be excused at the discretion of the director.

Dr. notes for absence after two consecutive days are needed. The note must state what you we're seeing for and date. Remember just because a dr. states you can't return, doesn't mean that is BDA policy.

The center cannot run effectively or efficiently unless its employees can be dependent on to show up for work on a timely and consistent basis. BDA depends upon each employee, and when one person is absent, a replacement must be found for the day. Thus, absenteeism has a particularly disruptive effect on the children and the staff.

All staff should arrive 5-10 minutes before their shift to take care of personal matters. All staff should be clocked in and headed to rooms at scheduled times.

Reporting Criminal Charges and Convictions Policy

Purpose

To ensure the safety and well-being of children in our care, BDA requires all employees to report any criminal charges or convictions that occur after their initial background check.

Policy

Reporting Requirement:

Upon being hired, all employees must undergo a comprehensive background check. Subsequently, if an employee is charged with or convicted of a crime after the initial background check, they are required to report this information to administration within 24 hours of the occurrence.

Types of Offenses:

This reporting requirement includes but is not limited to felonies, misdemeanors, domestic violence charges, and any offenses related to child abuse or endangerment.

Confidentiality:

All reports of charges or convictions will be handled with strict confidentiality and will only be disclosed to individuals with a legitimate need to know in accordance with applicable laws.

Consequences of Non-Compliance:

Failure to report charges or convictions may result in disciplinary action, up to and including termination of employment.

Compliance Verification:

BDA reserves the right to conduct periodic background checks and screenings to verify compliance with this policy.

Implementation

Communication:
This policy shall be communicated to all current and future employees during their onboarding process. A copy of the policy will be provided to each employee for their review.

Acknowledgment:
Upon receipt of this policy, each employee must sign an acknowledgment form indicating that they have read, understood, and agree to comply with the reporting requirements outlined herein.

Training and Education:
Training sessions shall be conducted periodically to ensure employees are informed of their obligations under this policy and are aware of any updates or changes.

Documentation:
Copies of signed acknowledgment forms shall be maintained in the employee's personnel file. It is the responsibility of administration to ensure that all required documentation is complete and up-to-date.

Review and Updates:
This policy shall be reviewed annually or as needed to ensure it remains current and compliant with relevant laws and regulations. Any updates or changes to the policy will be communicated promptly to all employees.



STUDENT POLICIES

The following includes general policies that educators must follow, comply with, and understand when it comes to working with, teaching, and interacting with students.

Nap Time

All children will be provided with a regularly scheduled nap or rest time. Children will not be forced to sleep but may be encouraged to lie quietly for a period. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Children will be provided with alternative quiet activities if unable to rest.

Biting

Biting is a behavior that is often unexpected and one that can harm and frighten others. Biting is a natural developmental stage that many children go through. Most times it is a temporary behavior and one that is seen between the ages of 11 and 24 months old.

Toddlers bite others for many different reasons. A child might be teething, feel tired, angry, frustrated, or even bite when they are overly happy and excited. Biting may also be a way for a child to get attention from other adults or friends. Toddlers do not have strong verbal skills, are impulsive, and lack strong self-control and it is important to remember that they are developing these abilities at their own pace.

Biting can also occur for no apparent reason, happen quickly, and can be shocking to observe. Our primary concern at BDA is the safety and health of the children and our staff. We take all biting situations seriously and use our knowledge as educators to handle these tough situations in positive, constructive, and meaningful ways to stop them from occurring.

When it comes to biting incidents, our goal is to help identify what is causing the biting and resolve this issue immediately. The facility will encourage the children to "use their words" if they become angry or frustrated. The staff members will always maintain close and constant supervision of the children.

If a biting incident occurs, state regulations require that the parent of the child biting and the parent of the child who was bitten be contacted. The names of the children are not shared with either parent.

For every bite incident, two actions will occur

1. Parents will be contacted by Playground App.

2. An accident report will be completed and picture sent to parents of child that was bit. The incident report will be sent to the biter's parents.

If the biting becomes excessive and the facility's techniques have been exhausted BDA has the right to send student home and set up behavior plan with parents. Please note that many measures will be taken to attempt to resolve the problem prior to it getting to this point. These measures are outlined as follows:

Procedure Employees will follow if Biting Occurs:

We do not use techniques to alarm, hurt, or frighten children. The staff's job is to keep the children safe and help a child who bites to learn different, more appropriate behavior.

- For the child that was bitten:
  - First aid is given to the bite. It is cleaned with soap and water. If the skin is broken, the bite is covered with a bandage.
  - Parents are notified.
  - An accident report form is filled out documenting the incident for both children involved.
  - Picture sent with accident report to child who was bitten.
    .

- For the child that bit:
  - The teacher will firmly tell the child, "NO! DO NOT BITE!"
  - The child will be brought to an area of the classroom where they can talk with the teacher.
  - Parents are notified.
  - An accident report form is filled out documenting the incident.

- Procedure if Biting Continues:
  - The child will be shadowed to help prevent any biting incidents. This includes the teacher always staying close to the child and holding the child's hand in moments where there is free play, outside time, high-energy activities, or times when the child has chosen to bite in the past.
  - The classroom staff will observe the child to determine what is causing the child to bite (teething, communication, frustration, etc.).
  - The director and administrative staff will also observe the child if the classroom staff is unable to determine the cause.
  - The child will be given positive attention and approval for positive behavior.
  - The teachers will also support the learning of appropriate behaviors with books, short, acceptable educational video clips, puppet shows and modeling interactive games and activities.

- Procedure if biting becomes excessive:
  - If a child inflicts excessive bites in one day, a child can be sent home for the safety of other children.

- An action plan will be created by the administration, the teachers, and the parents which will be followed immediately in the classroom. This action plan can consist of shadowing and mirror techniques, or an agreed-upon disciplinary approach.
- Recommendations for therapy, possible alternative facilities, and other ideas will be provided to the parents.

Please note, BDA will do its best to integrate and teach appropriate behavior choices for children who bite or harm others, but in some situations, the environment may not be the best for this child, and the teachers may have exhausted all resources.

Potty Training

Stages of Potty Training

BDA believes there are three steps to potty training or toilet learning. These stages are:

- First Stage: Interest in Potty!
  - This stage occurs when the child starts to communicate that they have gone potty in their diaper. They show interest in the potty by pointing, saying potty words, and being uncomfortable in their diaper. This is a great phase to start reading books about going potty and watching videos!

- Second Stage: Toilet Trained with Adult Support
  - This occurs when the child can use the toilet, but it is the adult who gets the child to the bathroom on a set schedule. In summary, the adult initiates the use of the toilet by the child on a consistent schedule. During this stage, the child is fully assisted by the adult. The adult walks the child to the toilet, sits them down, pulls up and down their pants, and helps with wiping. Accidents do occur frequently in this stage. This stage's focus is to get the child used to going to the bathroom, being aware of this new and exciting adventure, and assisting them to do it properly!

- Third Stage: Potty Training
  - The student can use the toilet, mostly on their own, and express the need to go potty on the toilet. They are communicating interests and acting. The child is showing signs of readiness and is feeling independent enough to use the potty on their own. Accidents occur very infrequently in this stage! They still may occur, so do not get discouraged.

Signs of Readiness

- Verbal Signs:
  - The child can speak in three-to-four-word sentences.
  - The child can speak when their diaper is wet.

  - The child can say they feel that they need to go potty or are wetting their diaper.
  - The child tells you that they need to go to the bathroom.

- Physical/Psychological Signs:
  - The child stays dry for longer periods.
  - The child can hold urine or bowel movements.
  - The child has a somewhat consistent bowel movement schedule. This means their bowel movements are at somewhat regular times.
  - The child can pull down and pull up pants and underwear.
  - The child asks and wants to wear underwear.
  - The child initiates using the toilet by walking to it.
  - The child can learn and initiate the following actions: going to the bathroom, peeing, wiping, flushing, and washing hands.

- General Notes on Potty Training
  - The following notes are important to remember while potty training your child:
    - Make potty training a POSITIVE EXPERIENCE for everyone!
    - Never make the child feel bad about having an accident. Remember, it is a process!
    - Positive reinforcements are beyond helpful in training.
    - Make sure to pay attention to the child's signs of readiness and be ready yourself!
    - Remember that all children potty train at their own speed.

The Process:

1. We recommend your child stay in underwear for two to three consecutive days. This is because underwear feels different than a diaper on a child. They start to realize that the underwear cannot hold their urine/poo, and they feel uncomfortable. Underwear helps produce the sensory signs of going to the bathroom on the toilet to maintain dry and clean underwear!

2. We recommend your child wear comfortable, easy-to-remove clothing during this process.

3. Take a child to the bathroom every 1- 2 hour and reward them with cheering or other positive reinforcement techniques even if they are just sitting on the toilet.

4. Read books throughout the process and watch clips to support this new and exciting milestone.

5. Staying consistent with the procedure at home is the most important step in this process.

6. Talk with the child about how excited you are for them to use the potty at the facility.

7. Notes on the potty-training process at the facility will be provided to the parents.

The following Guidelines must be followed when children are potty training at the facility/wearing underwear:

- No Overalls, pants that have a belt, pants that snap, or any clothing that is hard to get out of quickly.
- Bring an extra pair of shoes, if possible, as they can get wet too.
- ALWAYS have extra clothes and underwear onsite at the facility.
- Inform the parents that the child sits when using the toilet.
- Keep a small supply of diapers for nap time at the facility.
- It is the parents' responsibility to take home any soiled clothes to be cleaned and sanitized - not the facilities!

Transitioning A Student to The Next Age Group

Students will transition to the next age group when they are age-appropriate, there is space available, and all parties, including the parents, teachers, and administration, agree it is the right time for the child. We transition our students to the next age group in chronological age to make it fair for everyone.

Most transitions occur at the end of the school year, May, and start of the new school year, which is in August, but some may be able to occur during the facility year if a space becomes open.

BDA transitioning schedule is based on how the students react to the new environment. On the first day, they will explore their new classroom, see their new friends, and meet their new teachers. On the second day, the students have more time to explore on their own. If the child does well, the teacher will observe and allow for more time in their new classroom. it was in their new classroom. Each day the students will stay longer until they have transitioned into a whole day. This usually takes 1 week.

Parents will be notified with detailed messages through the facility's app on the student's progress. We believe that slow and steady wins this race, and positive energy from both the new and the old teacher will help the student feel comfortable and confident in this exciting new adventure!

Screens And Media

At BDA, we recognize the importance of limiting screen time and ensuring that any visual media used is developmentally appropriate and educational.

Media Usage Guidelines

- **Developmentally Appropriate:** The use of visual media, such as television, films, and videotapes, should be limited to developmentally appropriate programming.
- **Special Events:** Media may be used as a special event or to achieve a specific educational goal but will not be part of the regular daily routine.
- **Meal and Snack Times:** TV, video, internet, or DVD viewing shall not be allowed during meal or snack times to promote social interaction and healthy eating habits.

- **G Rated Approval:** All videos and media content must be G to ensure they meet our educational and developmental standards. If the movie is PG must be approved by parents before watching.
- **Educational Programming:** Any screen time provided will be related to educational programming developed by the center, supporting our curriculum, and enhancing learning experiences.
- **30 Minutes:** Each room will have 30 minutes of screen time daily. This is to be done before lunch or after lunch. All shows will be on PBS and educational.
- **Movie Friday:** Preschool and Pre-K will be allowed to watch a movie during nap time on Fridays only. School Age children are also allowed 1 movie a week during quiet time.

Attire For Children

Your child must wear clothing that is easy to manage and safe for the activities they will be participating in while at the facility. Dress your child in simple, comfortable clothing that is washable. Please remember in choosing their clothing that children paint, glue, and participate in large movements daily. Children must also be dressed appropriately for the weather. Children must wear comfortable, closed-toed shoes. No flip-flops or cowboy boots are allowed for safety reasons. Jewelry should also be left at home.

Don't forget to include a change of clothing to be left in your child's cubby in case of emergency. All clothing items must be labeled with the child's name. The Facility is not responsible for any lost or damaged clothing items.

Special Events

BDA parent board hosts special events throughout the facility year as an opportunity for our families to get together with our staff and have a wonderful time. You will be notified by email three weeks before the event. Please note that alcohol and smoking are prohibited.

Your participation in these events brings a feeling of connectedness and collaboration to our facility!

Field Trips

BDA believes that field trips are a creative way to enrich study and expand the learning environment. The facility Director must approve all field trips. Parents must be notified at least one week before the planned field trip and must fill out a permission slip to consent to their child's participation.

Field Trip Procedures

Before a field trip is approved, enough parent volunteers must be available to attend to meet the following adult-to-child ratios with staff members included:

- Three-year-olds: 1:10 ratio
- Four-year-olds: 1:10 ratio

Car Seats

- Parents must provide a car seat for their child if we don't have one.
- Winter coats must be removed prior to buckling the child in their seat.
- If the child is in a five-point harness, the chest clip must slide up to the child's armpit level. The straps should be tight enough that you can fit no more than one finger underneath.
- If the child is in a booster, the seatbelt must stay in front of the child.

Head Counts

Head counts will take place every 5-10 minutes during a field trip, as well as at the following times:

- Before leaving the classroom
- Before starting the vehicle (after buckling children)
- After students exit the vehicle at the field trip location
- After entering the field trip location
- When exiting the field trip location
- Before starting the vehicle (after buckling children)
- After exiting the vehicle at the facility
- When returning to the classroom
- Using face to face recognition of Playground is suggested.

YUMMY IT'S TIME TO EAT!

Preparation of Food

At BDA, we prioritize the health and safety of your children during mealtimes. Our food service is supervised by our food manager , who holds a valid CACFP certificate as required by the state. This ensures that all meals are prepared in compliance with health and safety regulations.

Food Safety and Hygiene

- Food Manager has completed state-approved food safety training and holds a current food-handler certificate.
- Strict hygiene and cleanliness standards are maintained in our kitchen and food preparation areas to prevent contamination and ensure the safety of all food served.
- We are aware of common food allergens and take precautions to avoid cross-contamination. Parents/guardians are required to inform us of any food allergies or dietary restrictions their child may have.

Meal Preparation

- Our meals are designed to be nutritious and balanced, meeting the dietary needs of growing children. We offer a variety of fruits, vegetables, proteins, and whole grains.
- Meals are prepared in age-appropriate portions to ensure that children receive the right amount of food for their developmental stage.
- We strive to accommodate cultural and dietary preferences. Please inform us if your child requires special meal preparations.

Monitoring and Compliance

- Our food preparation areas are regularly inspected to ensure compliance with state health and safety regulations.
- All staff involved in food preparation receive ongoing training in food safety and hygiene practices.

Mealtimes

Mealtimes are posted in each classroom.

When the center is serving family style meals, staff is expected to participate by eating with the class during mealtime to model appropriate behavior, nutritional choices, and manners.
Staff are to:

*Eat what meal is offered. (if you don't like, don't comment, and eat your lunch on break)
*Encourage children to try new things.
*Sit (not stand) during lunch time and engage with children
*Staff are allowed same serving size as school age children.
*Family Style- Children serve themselves (except for hot dish). Teachers do not put food on plates.
*Children need to take a fruit or vegetable. What they take they need to eat.
*Milk must be provided at breakfast and lunch
*Teachers may not withhold a food item until children eat another item on plate.

Menus

All food menus are posted in the kitchen, walkway entry, classrooms, and Playground app.

Water And Mealtime Fluids

Drinking water is always freely available to all children at BDA.

BDA will provide milk for the students for breakfast and lunch. Water or juice will be served with a snack.

Children With Allergies or Special Diets

If a student has allergies or dietary restrictions, please inform the facility immediately. Parents/guardians must notify the administration in written form. The facility will keep the information in the child's file. This information is also posted in BDA classrooms for all to be aware.

Depending on the seriousness of the allergy and the form of ramification used, parents may be asked to complete a Food Allergy Information form.

BDA is a nut free facility.

Food From Home

If BDA is unable to provide the food needed for a special diet, meals or portions may be provided by the parent. The parents and the administration must agree upon this. Potentially hazardous and perishable food will be refrigerated upon arrival. Special foods provided by parents must be clearly labeled with the child's name, date, and identity of the food and will not be shared with other children. These special meals will not be shared with other students, and it is the parent's responsibility to ensure the student has food at the facility every day.

Facility Celebrations

BDA loves to celebrate with your little one during special occasions! Parents/guardians must notify the administration or the classroom lead teacher prior to the celebration to discuss the facility's food restrictions and policies for bringing in outside treats and snacks. All treats must be store bought. No homemade treats are allowed.

Child and Adult Care Food Program (CACFP) Meal Service Policy

Purpose

The purpose of this policy is to outline the guidelines and procedures for serving meals that meet the requirements of the Child and Adult Care Food Program (CACFP) in our childcare center. This policy ensures that nutritious meals are provided to children and adults in our care in accordance with CACFP regulations.

Meal Service Guidelines

a) Meals served in our childcare center will comply with the nutritional requirements set forth by the CACFP.
b) Meals will be planned to provide a variety of foods from each of the required food components, including fruits, vegetables, grains, proteins, and dairy.
c) Menus will be planned, with consideration given to cultural and dietary preferences, allergies, and special dietary needs of children and staff members.

Meal Components

a) Breakfast, lunch, snacks, and supper (if applicable) will be provided to children and adults participating in our program.
b) Meals will consist of the following components, as required by CACFP:
    - Fruits and vegetables
    - Grains
    - Proteins
    - Dairy
c) Portion sizes will be appropriate for the age group being served in accordance with CACFP guidelines.

Meal Preparation and Safety

a) Meals will be prepared and served in a clean and sanitary environment, following food safety guidelines and regulations.
b) Staff members responsible for meal preparation will receive training on safe food handling practices.
c) Food storage, handling, and serving procedures will be documented and followed to prevent contamination and ensure food safety.

Nutritional Education

a) Nutritional education will be incorporated into our childcare program to promote healthy eating habits among children and families.
b) Educational materials and resources on nutrition and healthy eating will be provided to parents/guardians to support healthy food choices at home.

Menu Review and Approval

a) Menus will be reviewed to ensure compliance with CACFP nutritional requirements.
b) Menus will be rotated regularly to provide variety and meet the nutritional needs of children and adults.

Record Keeping

a) Records of all meals served, including menus, food purchases, and attendance records, will be maintained in accordance with CACFP regulations.
b) Meal participation records will be maintained to track the number of meals served to eligible participants.

Compliance

a) Our childcare center will comply with all CACFP regulations and guidelines related to meal service, including documentation and reporting requirements.
b) Any violations or discrepancies will be promptly addressed and corrected to maintain program integrity and eligibility.

Communication

a) This policy will be communicated to all staff members involved in meal preparation and service.
b) Parents/guardians will be informed of the meals provided through our program and encouraged to provide feedback and suggestions for improvement.

Review and Revision

a) This policy will be reviewed annually to ensure compliance with current CACFP regulations and best practices.
b) Any necessary revisions or updates to the policy will be made in consultation with staff members and implemented accordingly.

This policy reaffirms our commitment to providing nutritious meals to children and adults in our care in compliance with the requirements of the Child and Adult Care Food Program.



Guidance and Discipline Policy

At BDA we believe in fostering a positive and supportive environment that encourages the development of problem-solving abilities, self-discipline strategies, and a strong sense of self-love in children. Our approach to discipline is rooted in positive reinforcement and effective communication.

Positive Discipline Strategies

Positive Communication

Communication Using Positive Statements:

- We emphasize the use of positive language when communicating with children. Instead of focusing on what they should not do, we express expectations affirmatively, highlighting the desired behavior.
    - For example, instead of saying, "Don't run," we encourage saying, "Let's walk inside."

Communication on Their Level:

- To ensure effective communication, we engage with children at their eye level. This promotes equality and respect and makes it easier for children to understand and respond to instructions.
    - By stooping down or sitting when talking to a child, we create a more comfortable and inclusive environment.

Calm and Quiet Manner:

- Maintaining a calm and quiet tone is crucial for creating a peaceful atmosphere. When adults model composed behavior, children are more likely to follow suit.
- We encourage teachers and staff to speak gently and composedly, even in challenging situations, to help de-escalate conflicts and create a positive environment.

Explanation of Behavior

Transparent Communication:

- When a child engages in unacceptable behavior, we believe in providing clear and age-appropriate explanations. This transparent communication helps children understand the consequences of their actions and their impact on themselves and others.
- We use simple, direct, and accessible language for the child to comprehend, ensuring they are fully aware of the expectations and reasons behind the rules.

Encouraging Reflection:

- After explaining unacceptable behavior, we encourage children to reflect on their actions. This reflective process helps them develop a sense of responsibility and understand how their behavior can impact themselves and those around them.
- Teachers and staff guide children in thinking about alternative, more positive behaviors that can be adopted in similar situations.

Attention for Positive Behavior

Giving Attention to Positive Behavior:

- Positive behavior is actively recognized and acknowledged. We believe in catching children being good and trying to notice and appreciate their positive actions.
- Whether through verbal praise, a smile, or a small reward, we ensure that positive behaviors receive the attention they deserve, reinforcing a culture of positivity.

Praising and Encouraging

- Verbal praise and encouragement are powerful tools for reinforcing positive behavior. Children thrive on positive reinforcement, and we concertedly express genuine praise for their efforts, achievements, and good behavior.
- Specific praise that acknowledges the behavior in detail fosters a sense of accomplishment and motivates children to continue exhibiting positive conduct.

Limit Setting

Reasoning with Children:

- When setting limits, we believe in engaging children in a respectful and age-appropriate conversation. We explain the reasons behind the rules, helping them understand the importance of certain boundaries.
- Encourage open communication, allowing children to express their thoughts and feelings. This promotes a sense of autonomy and mutual understanding.

Age-Appropriate Expectations:

- Recognizing the developmental stage of each child, we set age-appropriate limits that consider their cognitive and emotional capabilities.
- Adjust limits as needed, considering individual differences and the evolving needs of each child.

Positive Reinforcement for Compliance:

- Acknowledge and praise children when they adhere to established limits. Positive reinforcement strengthens their understanding of acceptable behavior and fosters a sense of achievement.

Applying Rules Consistently

Fair and Equal Treatment:

- Every child is treated fairly and equally when enforcing rules. Consistency is key to building trust and ensuring fairness among all children.

Clear Communication:

- Teachers and staff communicate rules and expectations to children, ensuring they understand their expectations. This clarity helps prevent misunderstandings and sets the stage for consistent compliance.

Collaboration with Parents:

- We maintain open lines of communication with parents to ensure consistency between the home and our childcare center. Sharing information about rules and strategies for reinforcement helps reinforce positive behavior across different environments.

Modeling Consistent Behavior:

- Adults in the childcare center model the behavior expected from children. Consistent application of rules by teachers and staff sets a positive example for children.

Adaptation to Individual Needs:

- While rules are applied consistently, we recognize that each child is unique. Some children may require additional support or modified expectations. Our approach is flexible, taking into account individual needs and circumstances.

Regular Review and Adaptation:

- We regularly review rules and limits to ensure they remain relevant and practical. As children grow and develop, adjustments may be made to accommodate their changing needs while maintaining a consistent and supportive environment.

Modeling Behavior

Lead by Example:

- Adults at our childcare center take on the role of positive role models. We understand that children often learn by observing the behavior of those around them.
- By consistently demonstrating appropriate behavior, whether in terms of communication, conflict resolution, or emotional regulation, we provide children with valuable examples to emulate.

Teaching through Actions:

- We actively use everyday situations as teaching opportunities. Whether sharing, taking turns, or expressing emotions, we engage in actions that reflect the values and behaviors we aim to instill in the children.

- Through this approach, we demonstrate the practical application of positive behavior in real-life scenarios.

Encouraging Imitation:

- We encourage children to imitate positive behaviors observed in adults and peers. This reinforces the importance of those behaviors and helps children build their social and emotional skills through emulation.
- Positive reinforcement is provided when children successfully exhibit behaviors they have observed in others.

Environment and Redirection

Proactive Classroom Setup:

- We believe in preventing problems by designing the classroom environment to be safe, stimulating, and conducive to positive interactions.
- Furniture placement, age-appropriate materials, and clearly defined spaces are strategically organized to minimize potential conflicts and promote engagement in enriching activities.

Anticipating Challenges:

- Teachers and staff are trained to anticipate and address potential challenges proactively. We can modify the environment by identifying potential triggers or stressors to reduce the likelihood of disruptive behaviors.
    - For example, we may provide quiet corners or sensory materials to help children self-regulate when needed.

Providing Alternatives and Redirection:

- When a child behaves in a less desirable direction, we offer alternatives and redirect their focus to more acceptable activities.
- By acknowledging the child's feelings and providing a suitable alternative, we guide them toward positive choices, fostering a sense of control and autonomy.

Empowerment and Choices

Encouraging Decision-Making:

- Children are given opportunities to make choices throughout their day, allowing them to feel a sense of control over their environment.
- Offering choices, such as selecting between activities, snacks, or materials, empowers children to make decisions that align with their preferences and interests.

Problem-Solving Opportunities:

- We actively encourage children to participate in problem-solving. Whether it's resolving conflicts with peers or finding creative solutions to challenges, we provide guidance and support to help them navigate these experiences.

Engaging in collaborative problem-solving promotes critical thinking skills and a sense of responsibility.

Supporting Independence:

- Independence is fostered by allowing children to take on age-appropriate responsibilities and make decisions within a structured framework.
- Teachers and staff provide the necessary guidance and support to ensure children can navigate choices successfully, building confidence and a sense of capability.

Conflict Resolution

Facilitating Communication:

- As Teachers and staff, we play an active role in facilitating open communication between children when conflicts arise. We must always strive to foster a safe environment where the children in our care feel safe to express their feelings and concerns.
- Encouraging children to verbalize their thoughts helps them develop crucial communication skills and fosters a sense of trust in the resolution process.

Teaching Problem-Solving Skills:

- Conflict resolution is viewed as an opportunity for learning. Children are guided through identifying the problem, understanding different perspectives, and brainstorming possible solutions.
- By involving children in problem-solving, we empower them to think critically and develop skills for resolving conflicts independently.

Active Listening:

- We prioritize active listening during conflict resolution. Teachers and staff listen attentively to each child, ensuring their perspective is fully understood before moving forward.
- Validating and acknowledging children's emotions and experiences helps build trust and promotes a sense of being heard and valued.

Respecting Individual Needs:

- Each child's unique needs, desires, and feelings are respected throughout the conflict resolution process. Recognizing and honoring individual differences contribute to a supportive and inclusive environment.
- Teachers guide children in understanding that it's okay to have different opinions and preferences while still working towards a mutually agreeable solution.

Building Communication Skills:

- We actively teach children age-appropriate language to express their feelings and needs during conflicts. This helps them develop practical communication skills, enabling them to articulate their thoughts constructively.
- We promote vocabulary for expressing emotions and concerns and empower children to navigate conflicts with words rather than resorting to negative behaviors.

Conflict Resolution Vocabulary:

- Teachers and staff model and introduce conflict resolution vocabulary to children. This includes words and phrases that encourage empathy, compromise, and collaboration.
- The goal is to equip children with the tools to engage in constructive conversations, fostering a positive and respectful resolution process.

Storytelling as a Teaching Tool:

- Storybooks are valuable tools to illustrate common conflicts and demonstrate positive resolution strategies. Children engage in discussions about the stories, allowing them to identify with characters and situations.
- Storytelling provides a relatable context for learning and encourages empathy, helping children understand various perspectives in conflict situations.

Group Discussions:

- Regular group discussions are facilitated to explore common conflicts in the childcare setting. This collaborative approach encourages children to share their experiences, brainstorm solutions, and learn from each other's perspectives.
- Group discussions create a sense of community and promote a shared understanding of conflict resolution principles among the children.

Prohibited Disciplinary Actions

We strictly prohibit the following disciplinary actions:

- Corporal punishment, which involves any form of physical force intended to cause pain or discomfort, is strictly prohibited. The following will not be tolerated: spanking, slapping, or any other physical actions that may harm a child.
- Any disciplinary strategy that causes emotional or psychological harm, including humiliation, shame, or belittlement, is strictly forbidden. Children should be always treated with respect and dignity.
- Disciplinary actions involving threats, intimidation, or coercion are unacceptable. The childcare center promotes a nurturing and supportive atmosphere where children feel safe and secure.
- Food should never be used as a reward or punishment. All children should have a positive relationship with food; using it in a disciplinary context can adversely affect their emotional well-being.
- Using physical activity as a punishment or withholding it is strictly prohibited. Physical activities should be encouraged for their positive impact on health and well-being.

- Accidents happen, especially in early childhood. Shaming or punishing a child for a bathroom accident is against our principles. Instead, we approach these situations with understanding and support.
- Publicly embarrassing a child is detrimental to their self-esteem and emotional well-being. All disciplinary measures are taken privately and sensitively to the child's feelings.
- Each child is unique, with individual strengths and challenges. Comparing children is discouraged, as it can create a negative environment and hinder their social and emotional development.
- Any form of confinement, especially in locked or dark rooms, is strictly prohibited.
- Leaving a child alone, unattended, or without proper supervision is a serious safety concern. Our childcare center is committed to ensuring the safety and well-being of every child under our care.
- Disciplinary actions should only be carried out by trained adults. Allowing children to discipline each other can lead to harmful behaviors and conflicts. Adults are responsible for guiding and facilitating positive interactions among children.

Handling Serious Disciplinary Events

In the event of a more serious or consistent disciplinary event, a conference will be scheduled with the classroom teachers and the student's parents. Observations, accident reports, and other important documentation relating to events will be presented and used as evidence.

Challenging Behavior Process

BDA has found that repeated misbehavior can cause stress and disruption to the classroom. Consistent misbehavior also indicates that the student needs extra support to develop their social and emotional skills.

If serious concerns arise, BDA will work with the student's parents/guardians and professionals who specialize in supporting children's social-emotional development.

Methods and procedures we use to help students with behavior concerns:

- **Safe or quiet space:** When a student disrupts the class, they will be encouraged and asked to go to a dedicated space in the classroom. In this space, the teacher will supply calming tools (i.e., calming sensory bottles, breathing technique tools, books, etc.) to help the child regain control of their emotions and display appropriate behaviors. The teacher's role is to talk with the student about their behavior after they have calmed down and to show them that they are there to support and to give love and care while the child experiences these emotions. After this discussion has occurred and the student is calm, the student will rejoin the classroom.

- **Walk or change of environment:** If a student's misbehavior continues, they will be encouraged to join a teacher on a walk or participate in an activity that helps the child's mood and encourages positive behavior.

- **Office visit:** If the disruptive behavior continues, a visit to the office to see the administrative team will occur. The director will decide the next course of action based on the student's state at that time.

- **Notifying parents/guardians**: Parents/guardians will always be made aware of the student's day through the daily reports. If there was a time when the student had an emotional outburst or were moments where the staff could not calm the student, the director may decide the student needs other support and/or a discussion with their parents/guardians at home. The director will then call to notify the parents/guardians and provide as much detail as possible.

Behavior Management 67:42:10:11 Discipline

At BDA, we believe that keeping children busy and actively engaged decreases the frequency of behavior problems in the classroom. Transition activities help the children move smoothly from one activity to another. Our teachers use only positive guidance and redirection. Setting consistent, clear, understandable limits fosters the child's ability to become self –disciplined, which is our goal.

We encourage staff to try to ignore negative behavior as much as possible (since much of it is an effort for attention) and reinforce appropriate behavior. Hopefully this will draw the child into the group and thus avoid the need for frequent discipline.

When these methods do not work, your child will be spoken to and removed from the situation as a first step. Children are born with enormous creativity! We feel that too much discipline (correcting a child for every little thing) destroys their spirit. By teaching the child that each choice they make has a direct consequence, they will begin to learn to be responsible for their own actions. A negative choice will result in a negative consequence.

BDA prohibits corporal punishment of any kind, cruel, or severe punishment, humiliation, or verbal abuse. No child will be denied food as a form of punishment nor punished for soiling or wetting their clothing. If a behavior problem presents itself, every attempt will be made to remedy the situation. However, dismissal of a child for behavior problems will be at the sole discretion of BDA staff. Please do not be discouraged if your child is disciplined. Children act out and test our limits at all stages of development. The behavior will pass if we are all consistent. You will be notified of any behavior we feel should be reinforced at home. When a child has continual behavioral issues with staff or other children, the director will bring it to the attention of the parent/guardian. We believe that working together to correct behavior is in the best interest of the child and offers a greater chance of successful correction. Should the behavior threaten the safety and well-being of staff and other

children (hitting, threatening, biting, throwing objects, etc.), the following actions will happen to determine If BDA is the best placement for your child:

1st Offense: The director will call parents/guardians and will ask for their child to be taken home Children will not be allowed to return the next day. Parent and teacher communication need to be had on how to handle when the child returns.

2nd Offense: The director will call parents/guardians and will ask for their child to be taken home. The child will not return to BDA for 2 days until a meeting with the director and parents takes place, where a joint behavioral plan is made. CHILD's Services and State may need to be consulted.

3 rd Offense: The director will call parents/guardians and will ask for their child to be taken home. The director and parents will discuss terminating the child's spot at BDA. Significant, immediate progress will have to be made to keep it.

** WE REQUEST PARENTS TO PICK THEIR STUDENTS UP WITHIN ONE HOUR OF BEING CALLED as we are not always staffed to accommodate one on one supervision while waiting for parents to arrive. A late fee will be applied to your bill pick up is not within an hour.

Readmission may be considered at the discretion of the director.

This policy is to ensure all children have a safe and positive learning experience at BDA and to keep staff safe from harm.

BEHAVIOR MANAGEMENT/DISCIPLINE

Appropriate and Inappropriate Behavior Policy for Blue Dragon Academy Children, Staff, and Parents. The heart of Blue Dragon Academy appropriate and inappropriate behavior policy is to encourage self-control, self-esteem, and respect for all children and adults in Blue Dragon Academy. Appropriate behavior in Blue Dragon Academy consists of the following but is not limited to;(Children and Staff)

- Celebrating cultural and ethnic differences –
- Ensuring all students can participate in all activities –
- Ensuring that the learning activities are designed for a variety of abilities
- Ensuring all students and staff members are protected from any type of abusive language
- Modeling acceptance, diversity and independence
- Listening and respecting one another needs and wants
- Being responsible for showing up on time and being prepared
- Keeping the environment clean and organized
- Respecting materials and equipment of BDA
- Respectfully using our bodies, and others
- Keeping our hands and feet to ourselves
- Use of appropriate language

- Responding appropriately to one another
- Being nice, warm and friendly to all
- Including everyone no matter their beliefs or background
- Encouraging one another to be the best they can be
- Using manners and being thankful for help when needed
- Dressing appropriately
- Making healthy choices
- Being courteous of others

Appropriate behavior means having respect for self, others, the environment and respect for learning. Inappropriate behaviors are those behaviors that are no acceptable in Blue Dragon Academy. The following list defines some examples of inappropriate behaviors, but is not limited to: (Parents and Staff)

- Angry or aggressive communications (verbal or written)
- Inappropriate language
- Disrupting behavior
- Unwelcome sexual conduct of any kind
- The use of any drugs
- Exposing oneself to others
- Repeated attempts to impose unwanted communication or contact
- A threat to harm one another
- A threat or actual damage to property
- Any act of physical violence
- Production of a Weapon
- Violent critical incident
- Theft
- Mistreatment and inequality
- Any type of abuse of neglect to a staff member or fellow student

Inappropriate behavior will immediately be handled, and administration may choose to use the disciplinary phase policy, terminate an employee or discharge a student at any time if the situation cannot be rectified.

Emergency Preparedness

Emergency Consent Forms

The parents or guardians complete emergency consent forms upon enrolling their child(ren) at the center. A copy of these forms is in every classroom and always available on the Facility app.

Emergency Handbook Onsite

BDA has an emergency procedure handbook to define policies and protocols in emergencies. This handbook is reviewed often, and all staff will be trained in these policies upon hire.



Emergency Procedures

Immediate Medical Attention

If a child or a staff member receives an injury while at the facility, an accident report will be completed. The report includes information regarding the time and date of the injury, what happened, how it was treated, and the signature of the witnessing teacher. This report is provided to parents before the child leaves the center and is also recorded in the center's medical logbook.

Fire *Code Red

Fire drills will be practiced at random times of the day. The drills will occur one to two times a month, at least once a month. Evacuation maps are posted throughout the facility and are easy to access during a drill so that all parties are prepared! All staff and students must remain calm during any emergency drill!

- The director or owner will inform the staff in advance that a drill will occur later in the week.
- The staff will talk to their students about the alarm as well as the rules and procedures to follow while evacuating the building.
- The director or owner will sound the alarm, and the facility will perform the evacuation procedure.
- Children will proceed immediately to their designated outside facility meeting spot.
- If possible, one staff member should try to grab the attendance sheets, emergency contact list, and cell phones to carry with them.
- The staff will take attendance of the students and check off their attendance sheets or communication app.
- If safe, the director or owner will quickly check hiding spaces in the facility for any lost children. They will also check for any sources of smoke or fire during a real emergency fire situation.
- The director or owner will then meet the rest of the students and employees at the designated area outside the building.
- The director or owner will review attendance by checking the sign-in and sign-out sheets or other documentation for student attendance (the facility’s communication app).
- The director or owner will time the drill to see how long it took to evacuate the building.
- The director or owner will confirm with local law officials when it is safe to return to the building.
- The director or owner will assist with children who may need support to return to the building.

- The director or owner will complete the first drill log with the following information: date and time of the drill, number of students, number of teachers, and the length of time it took for the students and teachers to evacuate the building.
- Parents will be notified that a fire drill occurred on this day.

Tornado *Code Blue

Tornado drills will occur twice a year, most times during the spring and summer, as tornadoes occur during the warmer months. Evacuation maps are posted throughout the facility and are kept easy to access. All BDA employees and students will be prepared for the drills, and review what happens during a drill often so that all are prepared! All staff and students must remain calm during any emergency drill!

- The administration will inform the staff in advance that a drill will occur later in the week.
- The staff will talk to their students about the alarm as well as the rules and procedures to follow while evacuating the building.
- The administration will sound the alarm, and the facility will follow the shelter-in-place/lockdown procedure.
- Children will proceed immediately to the designated lockdown site/shelter-in-place spot.
- If possible, one staff member should try to grab the ipads, emergency contact list, and cell phones to carry with them.
- Students will take the safety position by kneeling on their knees and elbows with their foreheads on the floor and covering their heads with their hands.
- The staff will take attendance of the students and check off their attendance sheets or communication app while helping students to take the proper safety position.
- If safe, the administration will quickly check hiding spaces in the facility for any lost children.
- The administration will meet at the shelter in a place designated spot to review attendance by checking the sign-in and sign-out sheets or other documentation for student attendance (the facility's communication app).
- The administration will time the drill to see how long it took for the students to take shelter.
- The administration will confirm when it is safe to leave the shelter in place designated spot.
- The director or owner will assist children who may need support to enter back into the program's main area.
- The administration will complete the first drill log with the following information: date and time of the drill, number of students, number of teachers, and the length of time it took for the students and teachers to evacuate the building.
- Parents will be notified that a drill occurred on this day.

Missing Child

If a child is not accounted for at any time, the staff member responsible for the child should:

- Search the premises for the missing child. Each area that a child could potentially hide should be properly searched, as well as the outdoor areas of the facility.
- The staff member should also double-check to confirm the location of the child by checking the sign-in and sign-out log.
- If the child is not located after all potential hiding spots and immediate outdoor areas have been searched, the facility director should be notified that the child is missing.
- Begin with the lockdown procedure. All exits must be monitored by employees letting no one in or out of the facility.
- The staff member responsible for the child will call 911 since they will have the best knowledge of what the child was wearing that day, along with other distinctive features.
- The facility director will notify the child's parents/guardians to make them aware that the child is missing from the facility.
- While the police are en route to the facility, the staff will continue to search for the missing child. The staff should look in every cabinet, closet, cubby, and every other location where a child may hide.
- The facility director will always stay on the facility premises to be the contact person for the police department, as well as the missing child's guardians.
- The facility director should ask the police to activate an Amber Alert.

Poison Procedure

- The Poison Control Center phone number will be posted on the list of emergency numbers by telephone.
- Poison emergencies or requests for poison information will be made by contacting the Poison Control Center Hotline at 1-800-252-2022 first – unless the person who has been poisoned is unconscious, not breathing, having trouble breathing, or is having convulsions. If any of these conditions are present, we will call 9-1-1 first.
- Chemicals, medications, pesticides, paints, cleaning agents, and other potentially harmful substances will be stored in locked areas that are inaccessible to children.
- Toxic substances will be stored away from food and food preparation areas.
- All chemical products and medications shall be stored in their original containers with original labels intact.
- Poisonous plants are not permitted in the center.
- Staff must identify plants and determine "safe" prior to bringing them to the facility. If the plant is not on the poisonous plant list, please contact the poison control center (1-800-252-2022 or 1-800-942-5969) for guidance.
- Food-handling staff will be trained in and follow Integrated Pest Management practices for the prevention of pests.
- If additional pest control is necessary, only a licensed exterminator will apply pesticides.
- Pesticides must be EPA-approved with natural pesticides that are non-toxic to humans.

- Pesticides and other potentially toxic chemicals will not be applied while children are present. The application shall be in a manner that prevents skin contact and other exposure and minimizes odors. A staff member will observe the application of the chemicals and verify that they are applied according to the instructions on the label.
- The Program Director will notify parents and staff before using pesticides.
- Following the use of pesticides or other potentially toxic chemicals, the treated area shall be ventilated for the period recommended on the product label or by a nationally certified poison control center before being reoccupied.
- All staff purses and personal belongings will be securely stored to prevent access by children. Purses and other personal belongings may contain items unsafe for children, including medications, lighters, pocketknives, etc.

Illness Policies

The following criteria will be considered in determining if your child must go home:

- A fever of 100.4 degrees or more
- Inflammation of the eyes (excessive redness, glass or discharge)
- Vomiting
- More than 2 incidences of diarrhea or loose stool that is not contained within the clothing
- Communicable disease as defined by the Department of Health Services/Center for Disease Control
- Unknown rash
- Can not participate in normal activities
- Pain

If your child is sent home due to illness, he cannot return to the facility until he has been free from symptoms for 24 hours /1 day without using a fever reducer. This strict policy is in place to ensure your child's full recovery and to prevent the spread of illness to other children and staff, demonstrating our unwavering commitment to health and safety.

After your child has been ill, it is important to adhere to the following guidelines when determining if your child is ready to return to the facility.

- Mood, appetite, behavior, and activity are again normal
- No fever for 24 hours without a fever reducer
- Antibiotics (have been used for a full 24 hours)
- Vomiting cleared for 24 hours
- Diarrhea cleared for 24 hours
- Frequent coughing and excessive nasal discharge resolved
- Pain resolved

It is crucial that you notify the facility if your child has a communicable disease or infestation, such as measles, mumps, chickenpox, or head lice. Your prompt action in this regard is vital. A child may be readmitted without a statement from a physician only if the child has been absent for a period equal to the longest incubation period of the disease as specified by the Department of Health and Social Services. The local Health Department will immediately be notified of all infectious diseases, and a note will be posted in the parent information center when there has been exposure to a communicable illness in the center.

For the safety of all children and staff, children showing signs of illness or communicable disease will not be allowed entry into the facility. This policy is in place to protect the health and well-being of all children and staff in our care.

Lockdown *Code Green

- The building director or designee will announce that there is a lockdown situation.
- During a lockdown situation, all children are kept away from danger at their specific classrooms designated lockdown site.
- Staff members are responsible for taking attendance and ensuring all children remain in the designated lockdown site.
- Staff members must ensure that no unauthorized individuals leave or enter the building.
- Staff and children remain in their designated lockdown site, locking the door if possible, turning off the lights, closing the windows.
- Staff members must encourage children to remain quiet and still in their lockdown placement.



Medication Policies

This policy was written to emphasize the importance of your role as a parent, the child's healthcare provider, and the childcare provider in assuring maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in childcare.

Important General Notes

- Whenever possible, medication should be given at home. Dosing medication can frequently be done so that the child receives medicines before going to childcare and again when returning home and at bedtime. The first dose of any medication should always be given at home and with sufficient time before the child returns to childcare to observe the child's response to the medication given. The parents must notify the childcare provider of the dosage that was given at home and at what time it was administered to the child.
- Medication will only be accepted into the facility if the proper documentation is completed and all policies and procedures for accepting medication are followed.
- Medication will only be used for the student whose name is documented, and the medication has been approved for.
- Medication will not be shared.
- Medication will always be kept in a locked container.
- Medication will be administered in a manner that protects the child's safety.
- Medications given in the Center will be administered by a staff member. The designated person will be fully briefed on the child's health needs related to the medication.
-

Communication Agreement Between Parents and Facility Regarding Medication

Information exchange between the parent/guardian and childcare provider about medication that a child is receiving should be shared when the child is brought to and picked up from the Center. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the center to the parent/guardian.

The Director or Director Designee is always authorized to contact the pharmacist or healthcare provider for more information about the medication the child is receiving and if a situation arises that requires immediate attention to the child's health and safety, particularly when the parent/guardian cannot be reached.

Accepting Medication

- All medication will be accepted in its original container. Medication that is not in its original container will not be accepted.
- Medication will not be used beyond the date of expiration.
- Consent forms from parents will be completed prior to administering medicine.
- The child's name must be written on all items.

Storing Medication

- Medications will be safely stored away from children and in a locked container/storage area.
- Medication containers must have child-protection caps.
- Medications will be kept in a well-lit area.

Empty/No Longer Needed Medication

- When a child no longer needs medication, the unused portion or empty bottle will be returned to the parent.
- If the medication is near expiration, the director will notify the parents to bring in new medication prior to the official expiration date.
- If the medication is empty, it will be discarded in a room where children are not present.
- All medication lids will be closed and locked, whether the medication is empty or full.
- Medication like Tylenol or Motrin are not allowed to be kept at the center more than a week.

Prescription Medication

Forms Required to Administer Prescription Medication

- Parents must complete a consent form to allow the facility to administer medication to their children.
- The facility must receive a doctor's note. This can be in the form of a letter, labeled on the container/bottle, or labeled on the packaging.
- Medication administration will be recorded in a log with the date, times administered, dosage given, prescription name, and signature of the person who administered the medication.

Receiving the Prescription Medication

- Prescription medication will ONLY be accepted in its original container.
- Prescription medications will be labeled with the full pharmacy label. This label must be on the packaging of the medication or attached directly to the medication bottle.

The pharmacy label must clearly state the following

- Physician's directions for use
- Physician's name and phone number
- Child's first and last name
- The date the prescription was filled
- The expiration date
- Specific instructions for storing the medication

Administering Prescription Medication

- Only the designated staff members/room will administer medication.
- Prescription medication will be administered as instructed and prescribed by a physician.
- Prescription medication will be used only for the child named on the label.
- The administration of all medications will be recorded in a medication administration log.

Non-Prescription Medication

Forms Required to Administer Non-Prescription Medication

- Parents must complete a consent form to allow the facility to administer medication to their child.
- The administration of all medications will be recorded in a medication administration log with the date, times administered, dosages, prescription name, and the name and signature of administering the medication.

Receiving Non-Prescription Medication

- Non-prescription medication shall be accepted only in its original container. Medication not in its original container will not be accepted into the facility.
- Non-prescription medication shall be clearly labeled with the child's first and last name.

The container shall be in such condition that the name of the medication and the directions for use are clearly readable.

Administering Non-Prescription Medication

- Only the designated staff person will administer medication.
- Non-prescription medication shall be used only for the child who is confirmed to receive it.
- Non-prescription medication may be dispensed in accordance with the manufacturer's instructions.
- The administration of all medications will be recorded in a medication administration log with the date, times administered, dosages, prescription name, and the name and signature of administering the medication.



Reporting and Documentation of Illness, Injuries, and Accidents

Reporting Communicable Diseases

- The facility will report any suspected case or known communicable disease to the local health authorities.
- Parents will be notified through email and phone calls of any illnesses in the facility.
- The facility will maintain a file of reported illnesses that may indicate possible infectious diseases.

Reporting Lice

- If you notice a child scratching their head, don't ignore it. Take a closer look and see if you can spot any nits or lice near their scalp. If you do, it's important to notify the office so we can get in contact with the parents and ask them to begin the treatment process right away.
- If applicable, remove any bedding and blankets the child used for nap time and wash them thoroughly to prevent the spread of lice.
- The child must have a lice treatment and be completely free of nits before returning to the facility.

Emergency Contact Documentation for Children

Upon enrollment, parents completed an emergency contact form. This form must be updated annually, and it is the responsibility of the parent to ensure all information is accurate and up to date.

If, after three attempts, the parents or guardians do not answer, the alternate emergency contact person will be contacted.

Report of Student Injury

All injuries, whether small or large, must be documented on an accident report form. The teacher who observed the injury is responsible for completing the form with as much clear, detailed, and honest information as possible.

In serious events, the administration will decide to call the parent to notify them prior to pick-up.

Injury Observation Report

Employees conduct health screenings of students upon entering the facility. During the health screening, if a mark, bruise, scratch, or any other injury indicator is observed, an “Injury Observation Form” is completed.

Report of Sick Child at Facility

A parent is immediately notified first through a direct phone call that their child is ill at the facility. The teacher will then send a sick child report, which documents the child’s temperature, symptoms, and policies for when the child can return to the facility,

Outdoor Play Policies

Students will be provided with a safe outdoor environment to allow for creative and constructive play. To keep students safe while they enjoy the outdoors, the following guidelines must be followed:

Preparation for Outdoor Play:

- Parents and employees will ensure students are dressed properly for the weather.
- Parents and employees will ensure students have appropriate shoes for the weather and outdoor activities.
- Employees will take attendance of students present and will confirm attendance with the office before leaving the building.
- Employees will have an appropriate communication device on hand in case of emergencies.
- Employees will carry emergency supplies, which include a first-aid kit, attendance list, medication for students, and emergency contact forms.
- Employees will review playground and walking rules with students before going outdoors.

During Outdoor Play:

- Upon arrival at the playground or during the walk, employees will take attendance again.
  - Employees will take attendance intermittently throughout any outdoor activity.
- Employees will not congregate in groups with other adults. All employees will be positioned so that each adult can adequately supervise students in all areas of play.
- When equipment is in use, Employees will show students how to use it properly and safely.
  - To encourage positive behaviors, Employees will use clear and positive statements: “Walk around swings” rather than “Don’t get in the way.”
- In the case of an injury, Employees will notify the office immediately. Additionally, Employees will report any safety issues on the playground or during the walk they observe.
- Employees will utilize outdoor play as an extension of the classroom.
  - This may include the addition of toys, books, and art supplies to the existing equipment, allowing students the choice to explore and inquire.
- Students will not be allowed to go into the facility building unattended to go to the bathroom or for any other reason. If more than one adult is present, Employees will take small groups into the building during playground activities. If assistance is needed, Employees will communicate with the office.
- Employees and students will refrain from eating or drinking unless they are sitting. Water will be encouraged.

- Employees will refrain from recreational cell phone usage to ensure proper supervision of students and activities.

After Outdoor Play:

- Before going inside, Employees will inspect playground equipment for broken, worn, or missing parts.
- Employees will ensure the playground and walking path are free of trash and that toys and materials are back in place. This will ensure the playground and walking path are inviting for the next group of students!
- Employees will take attendance before leaving the playground or coming back from the walk. Additionally, Employees will take attendance one last time upon entering the building.
  .

During Inclement Weather:

- If the playground is not safe (i.e. slippery due to the icy surface), students will go for a walk if the sidewalks have been cleared and are safe to use. No major streets will be crossed.
- If the temperature is -16 degrees or colder, including wind chill, students will remain indoors.
- If the temperature is 100 degrees or hotter, including heat index, students will remain indoors.
- If it is raining, thundering, lightning, snowing, hailing, and/or extreme winds, students will remain indoors.

Sunscreen and Insect Repellent

Blue Dragon Academy purchases sunscreen every summer for kids to use. If a child is allergic to the brand we purchase, they must bring in their own.

The container must be labeled with the child's name It will be kept in the locked cabinet in the child's classroom, and the teachers will use it as needed. The product will not be applied after its expiration date and will be either disposed of or returned to the parent.

Sunscreen will be applied to children any time the UV is above 3 and every 2 hours or more frequently if child burns easily. Teachers will apply sunscreen to children to make sure they are thoroughly coated. Older school age children can apply themselves with supervision from teachers.

Bug repellent must be brought in by parents and labeled with child's name. Children may not have bug repellent. Teachers must apply bug repellent to all children, including school age.



General Parent Policies

Late Pick-Up Policy for Parents

We understand that occasional delays can happen. To ensure fairness and the smooth operation of our facility, BDA has established a late pick-up policy.

Late Pick-Up Fee

- A $10 per child late pick-up fee is charged for every minute the family is late beyond the scheduled pick-up time.
- There is no grace period; the late fee applies from the first minute past the scheduled pick-up time.

Important Details

- If you anticipate being late, please notify the facility as soon as possible. While this does not waive the fee, it helps us manage staffing and care for your child.
- The late pick-up fee will be added to your next billing cycle. Prompt payment is appreciated to avoid any disruption in services.

Illness Policy

When symptoms are present in staff or students, the facility may require a visit to a doctor. In addition to the doctor's visit, a doctor's note may also be required. A doctor's note must have the date of the visit, clarification of diagnosis, and notes on whether the illness is contagious and the number of days, if any, the child should remain home until healthy. Our goal is to stop the spread of illness in the facility. We ask you, the guardians, and the parents to work with us as partners in keeping the facility safe and healthy! The following information should be included in message to parents on Playground app:

Child's Temperature/Symptoms _____ Time _____ Teacher _____

☐ **Doctor's Visit / Note Required**

☐ **No Doctor's Visit Required**

- **Cold, Cough, and other Severe Symptoms of Illness:** the child is irritable and not feeling well. Signs/symptoms of severe illness include lethargy, uncontrolled coughing, inexplicable irritability, or persistent difficulty breathing and/or wheezing. Cough is chronic, deep, or hacking. The child may have symptoms of sinus infection, which include a green discharge from the nose. The child must remain home the following day, regardless of a doctor's visit.
- **100-.4-degree Fever:** accompanied by behavior changes or other signs/symptoms of illness. The child must remain home the following day and be fever-free before returning to the facility, regardless of a doctor's visit.
- **Diarrhea:** if there are two or more episodes of diarrhea in 24 hours (not associated with diet changes or medications), the student must remain home until the diarrhea stops or the continued diarrhea is deemed not infectious by a licensed healthcare professional.
- **Blood in Stool:** not explainable by dietary change, medication, or hard stools. The child must stay home until the stool is clear of blood or dr. not explaining why blood in stools.
- **Persistent Abdominal Pain:** continues for more than two hours or intermittent pain associated with fever or other signs/symptoms of illness. The child must stay home until the pain stops.
- **Ear Infection:** many children develop infections following a cold or other viral infection**;** these infections are contagious. The child must stay home the following day after the initial antibiotic/medication treatment. Children must be on antibiotics 24 hours before they can return.
- **Conjunctivitis/Pink Eye:** the child must stay home the following day after initial antibiotic/medication treatment. Children must be on drops for 24 hours and have no drainage coming from eye before they can return.

- **Vomiting: i**f there are vomiting episode**s** in 24 hours, the child must remain home the following day and until no longer vomiting.
- **Mouth Sores:** until the child's physician states that the child is noninfectious. The child must stay home the following day after the initial antibiotic/medication treatment. Child must be on antibiotics for 24 hours before they can return.
- **Ringworm:** until 72 hours after treatment with a prescription oral antifungal medication.
- **Rash with Fever or Behavior Change:** unless a physician has determined the illness to be noncommunicable.
- **Head Lice:** until after the treatment has been completed. And no knits are present
- **Hand, Foot, and Mouth:** free of symptoms for 24 hours, and mouth sores and open blisters are completely healed and scabbed over.
- **Scabies:** until after treatment has been completed.
- **Tuberculosis**: until a health care provider state that the child is on appropriate therapy and can attend childcare.
- **Impetigo**: until 24 hours after treatment has been initiated.
- **Strep Throat**: until 24 hours after initial antibiotic treatment and cessation of fever.
- **Chickenpox**: until all the sores have dried and crusted (usually for six days).
- **Pertussis**: until five days of appropriate antibiotic treatment has been completed.
- **Mumps**: until nine days after onset of symptoms.
- **Hepatitis A Virus:** until one week after the onset of illness.
- **Measles:** until four days after the onset of rash.
- **Rubella:** until six days after the onset of rash.



Parent Arrival and Departure Procedures and Policies

Arrival Procedure

Upon arriving at the facility, parents must pull up at the designated pick-up and drop-off spot in front of the building. Parents must walk their children to the front door. Parents will sign the child in and assist the child with putting away their belongings. The drop-off time is between 6a.m. and 9 a.m. If children are not dropped off by 9am and parents have not communicated with the center, children will be marked absent for the day, and staff will be adjusted.

Cut-Off Drop-Off Time

At BDA the safety and well-being of the children in our care are our top priorities. To maintain a structured and secure environment and to ensure the proper allocation of staff resources, we have established a cut-off drop-off time policy.

This policy aims to:

- Ensure the safety and supervision of children during their time at the childcare facility.
- Maintain a structured daily routine that supports children's development and learning.
- Provide adequate staff coverage based on the arrival schedule of children.

Cut-off Drop-Off Time

- The cut-off drop-off time for children attending Blue Dragon Academy is 9am.
- Parents or guardians are expected to drop off their child before the specified cut-off time.

Consequences of Late Drop-Off

- Children arriving after the drop-off time will need to be dropped off with group. If the group is not at the center, parents will need to drop off where the child’s group is located.
- If parents have not communicated with the center before 9 am cutoff time, children will be late, they will be counted absent for the day, and staff will be adjusted. Child will not be allowed to come for the day.

- Late arrivals disrupt the established routines and may impact on the quality of care provided to all children.

Late Arrival Exception

- In exceptional circumstances (e.g., unavoidable traffic delays, trains, or unforeseen emergencies), parents or guardians should notify the childcare facility as soon as possible to explain the delay.
- The childcare facility will make reasonable accommodation on a case-by-case basis, with the safety and well-being of the child as the top priority.

Communication

- Parents and guardians will be informed of this policy upon enrollment and during regular communications with the childcare facility.
- The facility's administrative will aid and answer any questions regarding this policy.

Review and Modification

- This policy may be subject to periodic review and modification at the discretion of Blue Dragon Academy management.

Compliance

- Parents and guardians are expected to comply with this policy to ensure the safety and well-being of their child and the smooth operation of the childcare facility.

Departure Procedure

If you plan to pick up your child earlier, please notify the administration. Upon picking up your child, you are responsible for grabbing their belongings. This includes nap time items, artwork, and other personal items.

We have a no drop off policy after 11am and no pick-up policy from 12-230pm. Please make dr. appointments or arrangements around this time.

Pick-Up Authorization

For the child's safety, the only people authorized to pick up a child are those listed by the parent/guardian on the child’s approved pick-up list. If a child is to be released to anyone other than the person(s) listed, a message on app or verbal authorization must be received prior to pick-up time.

Pick-Up Authorization Process

- Parents/guardians must inform BDA (message. Verbal, or leave a note at drop-off) of the name of the person who is picking up their child on any day when they will not be able to.
- The “Authorized Pick-Up Person” **must be at least 14 years old** and may be asked to provide a photo ID to the staff.



Lesson Planning

BDA studies weekly thematic units for each age group. The thematic units focus on the students' interests and are developmentally and age appropriate.

Planning Activities

The lead teacher of the classroom must have the lesson plan complete and organized and handed into administration the Wednesday prior to the week of the study. Staff members are responsible for carrying out the lesson plan and aligning the learning well with the daily schedule of activities.

Lesson plans and activities will be prepared week ahead and shared with teachers in the room. All supplies should also be prepared, so minimal transitions are needed. This should be done during nap time and planning times when offered.

Monthly newsletters are due to administration from the 2nd to last Friday of the month for approval. They need to be handed to their parents the last Wednesday of the month.

Field trips need to be planned and organized 5 days in advance. Fieldtrips should be educational and fun for children.



Parent Communication

Parent-teacher communication starts from the moment the child enters the doors of the facility. Parents' impressions are formed right away, so it is imperative to understand how important your verbal and nonverbal communication habits are for the parents and the facility. Parent-teacher communication is critical to providing the best care for the children.

Daily Reports

Daily reports are provided Playground App. If you have any questions regarding your child's daily report form, parents must notify teachers immediately through message or a phone call to the facility. As an employee, it is your responsibility to respond promptly and factually.



Inclement Weather Policy

The Inclement Weather Policy is designed to ensure the safety and well-being of the children and staff at BDA during adverse weather conditions.

Closure due to Inclement Weather

- In the event of severe weather conditions such as heavy snowfall, ice storms, hurricanes, or any other situation that poses a threat to the safety of children and staff, BDA may be closed.
- Closure decisions will be made by BDA management based on information from local authorities, weather forecasts, and road conditions.
- Parents and guardians will be notified of any closures as early as possible via Playground App, text, and the childcare center's FB page.

Early Dismissal

- In situations where inclement weather develops during the day, BDA may implement early dismissal procedures.
- Parents and guardians will be contacted promptly to arrange for the pickup of their children.
- Staff will ensure the safety and well-being of all children until they are picked up.
- This will most likely happen when Garretson School closes early due to inclement weather.

Late Arrival Policy

- If the childcare center decides to delay its opening due to inclement weather, parents and guardians will be notified of the new opening time.
- We recommend that parents and guardians make alternative childcare arrangements in case of delays.
- This is most likely to happen when Garretson School cancels or open lates due to inclement weather.

Emergency Contact Information

- It is essential for parents and guardians to keep their contact information up to date with the childcare center.
- In case of inclement weather-related closures or emergencies, we must be able to reach parents or designated emergency contacts.

Credit

- If BDA is closed due to inclement weather or circumstances out of our control, credit will not be given.

Safe Transportation

- During inclement weather, BDA staff members will exercise extra caution when transporting children to and from the center.
- Proper safety restraints and seatbelts will always be used.

Childcare Supplies

- Parents and guardians are responsible for ensuring that their child has appropriate clothing, outerwear, and supplies for inclement weather conditions (e.g., snow boots, hats, gloves, umbrellas, etc.).
- Staff members are also responsible for ensuring they have appropriate clothing, outerwear and supplies for inclement weather conditions.

Communication

- BDA will communicate updates regarding inclement weather through the following channels:
    - Playground and text to parents and guardians
    - Updates on the childcare center's FB Page

Review and Revisions

This Inclement Weather Policy will be reviewed annually to ensure its effectiveness and relevance. Any necessary revisions will be made through consultation with parents, guardians, and staff members.

Compliance

All parents, guardians, and staff members are expected to comply with this Inclement Weather Policy to ensure the safety and well-being of all children and staff at BDA

By enrolling their child at BDA, parents and guardians acknowledge their understanding of an agreement with this Inclement Weather Policy.

BDA reserves the right to make exceptions or modifications to this policy as necessary for the safety and welfare of the children in our care.

Disease Control and Universal Safety and Health

Handwashing

Ensuring proper handwashing practices is essential for maintaining a safe and healthy environment for both children and adults. Regular handwashing helps prevent the spread of germs and reduces the risk of illness transmission.

The following handwashing steps should be posted in all washrooms, Kitchen, and by any sinks or handwashing stations.

Remember, washing hands thoroughly is the key to preventing the spread of illnesses. Let's follow these steps diligently:



Use Liquid Soap and Running Water:

- Liquid soap and running water are essential for effective handwashing.
- Ensure the water temperature falls between 85°F and 120°F to prevent scalding.
- The temperature should never exceed 120°F to prevent scalding.



Wash Hands for at Least 20 Seconds:

- Wet hands thoroughly under running water.
- Apply liquid soap and lather well.
- Scrub hands, making sure to cover all surfaces for at least 20 seconds.
- Remember to include the backs of hands, between fingers, and under nails.



Dry Hands:

- After washing, dry hands thoroughly using a clean towel or air blower.
- Avoid touching faucets or surfaces with freshly cleaned hands.



Handwashing Steps Posted:

- Handwashing steps will be clearly posted in all washrooms, kitchens, and near sinks for easy reference.



Times to Wash Hands:

There are several instances throughout the day when handwashing is necessary. Both children and adults should follow these guidelines.

After:

- Using the restroom
- Assisting a child with toileting/diapering
- Sneezing, coughing, or wiping a runny nose
- Playing outside
- Cleaning or using chemicals
- Giving medication
- Contact with blood or body fluids
- Touching animals or cleaning their environments
- Assisting a sick child
- Taking out the garbage

Before:

- Preparing or serving food
- Eating
- Setting the table
- Giving medications
- Touching eyes, nose, or mouth
- Administering first aid (if possible)
- Putting on protective gloves

Cleaning Body Fluid and Other Spills

By following these steps carefully, you can effectively clean up body fluid and other spills while minimizing the risk of exposure to harmful pathogens and maintaining a safe environment for children, staff, and visitors.

Cleaning Body Fluid and Other Spills. Follow these steps:



Secure the infected area for cleaning:

- Put up wet floor signs or block off areas to prevent accidental contact or falls.
- Ensure that children are safely moved away from the contaminated area.



Use of Personal Protective Equipment (PPE):

- Whenever body fluids are present, PPE should be used to minimize exposure.
  - Latex gloves
  - Eye protection
  - Any other PPE as required



Clean and Disinfect Affected Areas:

- If the affected area is small, cover it with paper towels. This prevents splattering or spreading. After any fluid has been soaked into paper towels, gather the decontaminated material and place it in double plastic bags for disposal.
- If there is a large spill, first use disposable paper towels or other disposable materials to remove body fluids and other spills from surfaces. Mop, rinsing and rewetting the mop often in disinfectant solution. If the spill is on carpet or upholstery, dry the area as much as possible before following guidelines to disinfect the area.
- Disinfect the affected area(s) using a disinfectant cleaning solution, according to label instructions.
    - Apply disinfectant liberally to the entire area.
    - Let the disinfectant work for the specified amount of time recommended by the manufacturer of the disinfectant cleaning solution.
    - Wipe with paper towels and allow to air dry.
    - Dispose of decontaminated paper towels, gloves, and sponges/mops in a double plastic bag.
    - Wash your hands thoroughly with soap and water.
    - Carpet and upholstery must now be extracted thoroughly with hot water.



Handling and Disposal of Waste:

- Remove gloves carefully, disposing of them in a plastic bag. Place waste, such as used gloves and soiled materials, in a plastic bag for proper disposal.
- Soiled clothes of the injured child must be bagged to be sent home for proper laundering.
- Secure all waste, including used gloves and cleaning materials, in a plastic bag for proper disposal.



Immediate Handwashing:

- immediately wash hands with soap after removing gloves.
- Thoroughly rub hands together, paying attention to fingertips, nails, and jewelry.
- If running water and soap are not immediately available, use a waterless antiseptic cleaner or moist towelette until hands can be thoroughly washed. Note that these alternatives are not substitutes for handwashing.



Report and Document of the Incident:

- Notify the appropriate personnel about the incident and steps taken to clean up.
- Document the incident, including the date, time, and details of the cleanup process.

General Guidelines for Disease Control

Adhering to these general disease control guidelines promotes a safe and healthy environment for all children, staff, and families.

Consistent implementation of these policies will help mitigate the risk of infectious diseases and safeguard the well-being of everyone in the facility.



Provide Individual Hygiene Supplies:

- Ensure that individual washcloths, paper towels, and tissues are always stocked and ready for use.
- Prohibit the use of shared common towels to prevent the spread of germs and maintain hygiene standards.



Ensure Compliance with Immunization Requirements:

- Require all children and employees to meet the immunization requirements set forth by local and state health departments.
- Maintain up-to-date records of immunizations for all children and staff members to ensure compliance.



Availability and Use of Protective Gloves:

- Ensure that protective gloves are readily available and worn by staff when appropriate, particularly when handling potentially infectious materials or performing tasks that may involve exposure to bodily fluids.



Parent Education on Blood Handling Policies:

- Educate parents about the center's policies and procedures for handling blood and blood-containing bodily fluids.
- Provide clear guidance on what steps parents should take if their child experiences an injury or bleeding while at the center.



Exclusion Policy for Communicable Diseases:

- Enforce a strict policy that prohibits children and staff with a known or suspected communicable disease from attending class to prevent the spread of illness within the center.
- Collaborate with local health authorities to ensure compliance with regulations and guidelines related to communicable diseases.



Restrictions for Illness Symptoms:

- Implement a policy that prohibits children exhibiting any symptoms of illness from attending school until they are symptom-free.
- Encourage parents to keep sick children at home and seek medical attention if necessary to prevent the spread of illness within the center.

CDC Universal Safety and Health Precautions

Importance of Policy:

The policy is crucial due to the potential presence of infectious agents like Hepatitis B or HIV in blood or body fluids, which could unknowingly infect children and adults. Hence, all blood and body fluids will be treated as potentially infectious to prevent transmission.

Application of Policy:

This policy applies to all staff and volunteers whenever blood or body fluids are present.

Communication Plan for Staff and Parents:

Staff and volunteers will receive a written copy of this policy in their orientation packets and undergo training before commencing work at the center and annually after that.



Procedure and Practices, including Responsible Person(s):

- Staff will receive education on routine precautions to prevent blood-borne pathogen transmission before commencing work and annually after that. Refer to the "Sample Bloodborne Pathogen Exposure Control Plan for Child Care Facilities" document.
- Staff will adhere to Universal/Standard Precautions recommended by the Centers for Disease Control and Prevention (CDC) when handling any fluid that might contain blood or other body fluids. This includes treating all blood and fluids potentially containing blood as infectious.



Procedures for Universal/Standard Precautions:

1. Surfaces that may meet potentially infectious body fluids must be either disposable or material that can be sanitized (for example, a diapering pad).
2. Spills of body fluids, feces, nasal and eye discharges, saliva, urine, and vomit should be cleaned up immediately.
    i. Reduce contact with contaminated material by using gloves, hand brooms, or other techniques to avoid touching the spill directly.
    ii. Be careful not to splash contaminated material into the eyes, nose, and/or mouth.
    iii. Blood-contaminated material and diapers shall be disposed of in a plastic bag with a secure tie.
    iv. Clean any visible fluid from the surface with soap and water and rinse.

v. Wet (spray) the entire surface with a bleach solution (¼ cup chlorine bleach to 2 ¼ cups of water, (1 to 9 solution) made fresh daily).
vi. Let stand for 2 minutes. You may let air dry, or you may wipe dry after 2 minutes.
vii. Remove gloves carefully (Gloving Procedure*) and wash hands thoroughly (see Hand Washing Policy).

3. Floors, rugs, and carpeting that body fluids have contaminated shall be cleaned by blotting to remove the fluid as quickly as possible, then sanitize by spot cleaning with soap and/or disinfectant or steam cleaning/shampooing the surface.
4. Mops or other equipment that is used to clean up spills should be cleaned with soap and water and rinsed with a disinfectant solution, wrung as dry as possible, and allowed to dry air completely.

OUTSIDE EMPLOYMENT

An employee may hold a job with another organization if he or she satisfactorily performs his or her job responsibilities with BDA. ALL employees will be judged by the same performance standards and will be subject to BDA scheduling demands, regardless of any existing outside work requirements.

If BDA determines that an employee outside work interferes with performance or the ability to meet the requirements of the center, as they are modified from time to time; the employee may be asked to terminate the outside employment if he or she wishes to remain with BDA.

Employees must also understand, they may be scheduled at BDA any hours from 6am-6pm Monday-Friday. If staff members have been out sick, they maybe required to make up missed time. Due to staffing and requests, certain days/times cannot be guaranteed off for staff members.

Note: Furthermore, you cannot be employed by a competitor, as this will cause a Conflict of Interest in your employment at BDA.

Acknowledgment of Employee Handbook

Today's Date:

I, _____, an employee at BDA have received a copy of the BDA Employee Handbook.

- I understand and agree to the policies and procedures listed in this handbook and will comply with the facility's rules and regulations.
- I understand that the policies and procedures listed in this handbook are subject to change to reflect the program's needs.
- I understand I will be made aware of these changes in a timely fashion, and I will always adhere to the most up-to-date handbook.

_____ _____

Employee Signature **Date**

_____ _____

Administration Signature **Date**