

**WKU CCC**

**STAFF HANDBOOK**

LAST REVISED AUG 2024

Hello!

Welcome to Western Kentucky University Campus Child Care (WKUCCC)! We are excited you chose to join our team.

My name is Melody Hedden, and I am the Director here at WKUCCC. I started working in early childhood over twenty years ago. I have found the key to a successful program is to invest in staff by providing opportunities for growth. You will find that I value a work/life balance and encourage staff to bring their best selves to work by taking care of themselves and family outside of work.

I value each person and want to hear suggestions, concerns and ideas so bring them on! I truly believe that it takes each one of us and all the skill, knowledge, and life experiences we bring to make our program stand out from the rest.

If I can do anything to help you be more successful in your role, I welcome that conversation. Please take time to settle in, get to know your coworkers, and soak up all the learning opportunities that come your way!

Sincerely,



Melody R. Hedden

Head Start Director

[melody.hedden@wku.edu](mailto:melody.hedden@wku.edu)

270-745-7040

## **IMPORTANT**

Every employee must complete upon employment and submit the following as indicated:

1. KARES Background Check
2. TB test every 2 years
3. Physical upon hire and every 3 years
4. Copy of high school diploma or degree
5. Complete Orientation and Pediatric Abusive Head Trauma classes

## **PARKING PASSES**

Staff are required to obtain a parking pass from WKU and park in the staff parking lot behind Jones Jagers or in the staff parking lot in front of McNeal Elementary School.

Passes can be purchased by going to <https://www.wku.edu/transportation/>.

To Purchase Your Permit, have the following information ready to complete the transaction:

1. Your NetID and password
2. Your vehicle make, model, and license plate number.
3. Payment method

Make sure to select the desired delivery method from the drop-down box.

## **OUR LOCATION**

We are located at 325 University Boulevard in Jones-Jagers Hall on WKU Campus. The building directly behind McNeill Elementary School, between Normal Drive/University Boulevard intersection and 68/80 Russellville Road. Come around the circle drive to the back of the building and enter on the sidewalk by the loading docks.

## **Our Mailing Address**

### **Address for anything sent by regular US Postal Services mail:**

WKU Child Care Centers  
1906 College Heights Blvd. #11098  
Bowling Green, KY 42101

### **The on-campus shipping address (anything sent UPS) for Child Care and all our other things will be:**

WKU Child Care Centers (or Campus Child Care)  
499 University Drive  
Room 125  
Bowling Green, KY 42101

## **PROGRAMMING**

We offer 3 types of programming here at WKUCCC:

1. Head Start (7:30-2:30)
2. Early Head Start (7:30-2:30)
3. Child Care (7:30-5:00)

*Note: Some children are in both HS/EHS and Child Care*

## RATES

Option	Infant/Toddler Classroom (up to 36 months)	Preschool Classroom 3 to 5 years old
Full-day Day Care	\$200.00 per week, per child	\$150.00 per week, per child
Extended-day for Head Start/EHS	\$100.00 per week, per child	\$90.00 per week, per child

## NAEYC ACCREDITED

WKU CCC is NAEYC accredited.

Accredited programs have met NAEYC's 10 standards for high-quality early childhood education. These programs have demonstrated that they provide a safe and healthy environment for children, have teachers who are well-trained, have access to excellent teaching materials, and work with a curriculum that is appropriately challenging and developmentally sound.

1. Promote positive relationships for all children and adults to encourage each child's sense of individual worth.
2. Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
3. Use developmentally, culturally, and linguistically appropriate and effective teaching approaches.
4. Provide ongoing assessments of each child's learning and development and communicate the child's progress to the family.
5. Promote the nutrition and health of children and protect children and staff from illness and injury.
6. Employ and support a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs.
7. Establish and maintain collaborative relationships with each child's family.
8. Establish relationships with and use the resources of the community to support the achievement of program goals.
9. Provide a safe and healthy physical environment.
10. Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

## KENTUCKY ALL STARS

Kentucky All STARS is Kentucky's expanded five-star quality rating and improvement system serving all early care and education programs – including childcare centers, Head Start and public preschool – that receive public funding. The unified system is based on Kentucky's Early Childhood Standards and research-based indicators of quality.

Kentucky All STARS recognizes programs that have made a commitment to continuous quality improvement and provides programs with additional support including training, technical assistance, and coaching.

## WHAT IS HEAD START?

Head Start began in 1965 as part of the Economic Opportunity Act under President Lyndon Johnson.

Head Start and Early Head Start Programs are administered by the Office of Head Start (OHS), within the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS). There are many sources of funding for our Head Start Program including federal and state dollars.

Head Start agencies design services for children and families that meet the needs of their local community in accordance with the Head Start Program Performance Standards. Head Start's primary goal is to help young children from low-income families prepare to succeed in school.

Head Start and Early Head Start Programs prepare the most vulnerable young children to succeed in school and in life beyond school. To achieve this, programs deliver services to children and families in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way.

Head Start encourages the role of parents as their child's first and most important teachers. Programs build relationships with families that support positive parent-child relationships, family well-being, and connections to peers and community.

Early Head Start Programs serves pregnant women, infants, and toddlers. Early Head Start programs are available to the family until the child turns 3 years old and is ready to transition into Head Start or another pre-K program.

Head Start children are more likely to:

- Graduate from high school;
- Go to college;
- Be healthy; and,
- Get better jobs.

Head Start children are less likely to:

- Commit crimes;
- Drop out of school;
- Repeat grades; and,
- Need special education services later in school.

## **CULTURAL HUMILITY**

Because we work with a diverse population it is important to learn as much as we can about different values and beliefs.

Cultural humility involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values.

To learn more

- Step 1: Go to <https://instituteofsp.org/modules/cultural-humility-part-one-supporting-immigrant-families-a-culturally-humble-approach>
- Step 2: Sign in or Sign up with your email for the account then Click on the Launch Module button on the right-hand side
- Step 3: Listen to each slide, then click the NEXT button at the bottom of the screen
- Step 4: Answer questions when asked, and click Submit
- Step 5: View the videos, then click the buttons to proceed to the next slides

## **PROGRAM DESIGN**

Pre-School Classrooms (serving both Head Start and Child Care)

- Room 110
- Room 113
- Room 115
- Room 119

Infant Classroom (serving both Early Head Start and Child Care)

- Room 116
- Room 111

Toddler Classroom (serving both Early Head Start and Child Care)

- Room 104
- Room 109

## **CLASSROOM REQUIRED POSTINGS**

1. Diapering Steps
2. Handwashing
3. Current Menu
4. Group Size and Teacher Ratios
5. Written plan and diagram for the course of action in the event of an emergency or disaster
6. List of emergency numbers by the phone, including but not limited to police, fire, emergency services and poison control center
7. Daily Schedule
  - a. Must include the current year
  - b. Must be visible to children
  - c. Must include times
  - d. Must include words
  - e. Must include pictures

## **CENTER REQUIRED POSTINGS**

1. Child Abuse & Neglect Policy
2. Child & Parents Rights
3. Consumer Product Safety Flyer
4. Licensed Child Care Staff-to Child Ratio Chart
5. Licensed Initial Packet
6. Licensed Renewal Packet
7. Ratios
8. Parent Fees
9. Person in Charge

## **LICENSING VISITS**

Licensing can visit at any time. It is important that we continually meet licensing requirements. The health and safety of our children is a priority. The visit will consist of not only classroom visits, but also the office will provide:

- Staff Files
- # Children Enrolled
- Children Files
- Drills
- Earthquake
- Fire
- Tornado
- Lockdown
- Shelter-in-place
- Fire Mashall Report
- Kitchen Permit
- 2 Staff Meeting Minutes
- Parent Involvement Activity
- Parent Handbook
- Staff Handbook
- Floor Plan including Playground (sign and date)

### **SERVICE AREA**

WKUCCC serves Warren and surrounding counties Some families come to Warren county for work or to attend school.

### **RATIOS**

**Head Start Ratios:** 2 Teachers to 17 Children

**Early Head Start Ratios:** 2 Teachers to 8 Children

#### **Licensing Ratios**

- 1 Teacher to 5 Infants
- 1 Teacher to 6 Toddlers
- 1 Teacher to 12 Preschoolers

### **LOCKING UP**

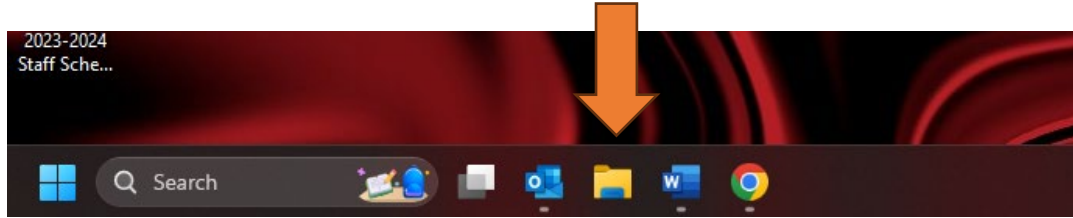
1. Ensure all children have been picked up.
2. Lock all Observation and Classroom doors.
3. Lock all Office doors.
4. Lock both ends of the inner hallway.
5. Lock Conference Room, Teacher Lobby, Gym, and Kitchen.
6. Lock the front door using the Allen Wrench.
7. Double check and ensure front doors are locked by pulling them.

### **SHARED DRIVE**

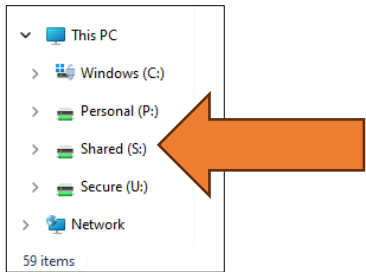
WKUCCC utilized a shared drive to store all important documents and information that staff need access to. Examples include forms, policies, and meeting minutes.

The shared drive can be accessed by:

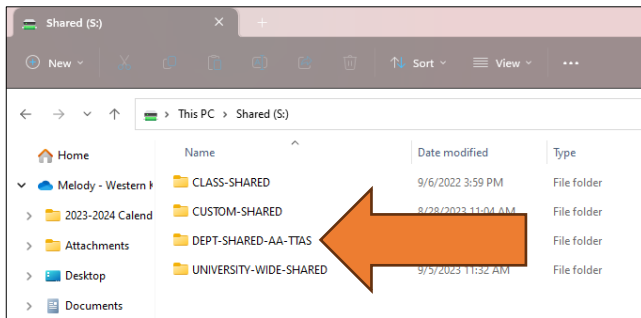
1. Clicking on the file folder at the bottom of your computer



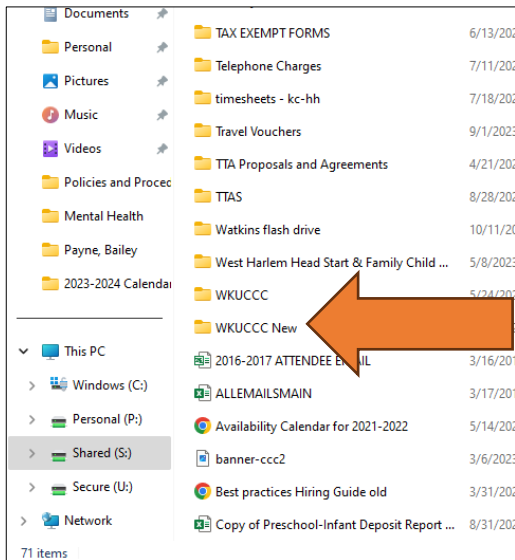
2. Click on Share (S:)



3. Click on DEPT-SHARED-AA-TTAS



4. Click on WKUCCC New





## **EMPLOYMENT**

We offer 3 types of employment positions in our classrooms:

1. Part Time Teacher Aide
2. Teacher I
3. Teacher II

### **Part Time Teacher Aide**

Job Description:

Part-time teacher aides are responsible for assisting Classroom Teachers with activities and child supervision. Activities may involve small or large groups, or individual interaction. General day-to-day responsibilities include assisting with meals, toileting, rest time, outside play, field trips, and other learning center activities.

Requirements:

High school diploma or GED

Previous work experience with children age 0-5 years old.

Must have physical capability to lift up to 40 pounds

### **Teacher I:**

Job Description:

The primary responsibility for this position is provide a safe, secure, healthy environment for young children. The teacher will be responsible for maintaining the Head Start and Child Care requirements. The teacher will implement a developmentally appropriate curriculum, learning experiences, conduct developmental screening, on-going assessment, and engage families in their child's growth and development.

Requirements:

High School Diploma or GED \*

Experience working with young children

Ability to lift up to 40 pounds

### **Teacher II:**

Job Description:

The primary responsibility for this position is to ensure a safe, secure, healthy environment for young children. The teacher will be responsible for maintaining the Head Start and Child Care requirements. The teacher will implement a developmentally appropriate curriculum, learning experiences, conduct developmental screening, on-going assessment, and engage families in their child's growth and development.

Requirements:

Bachelor's degree

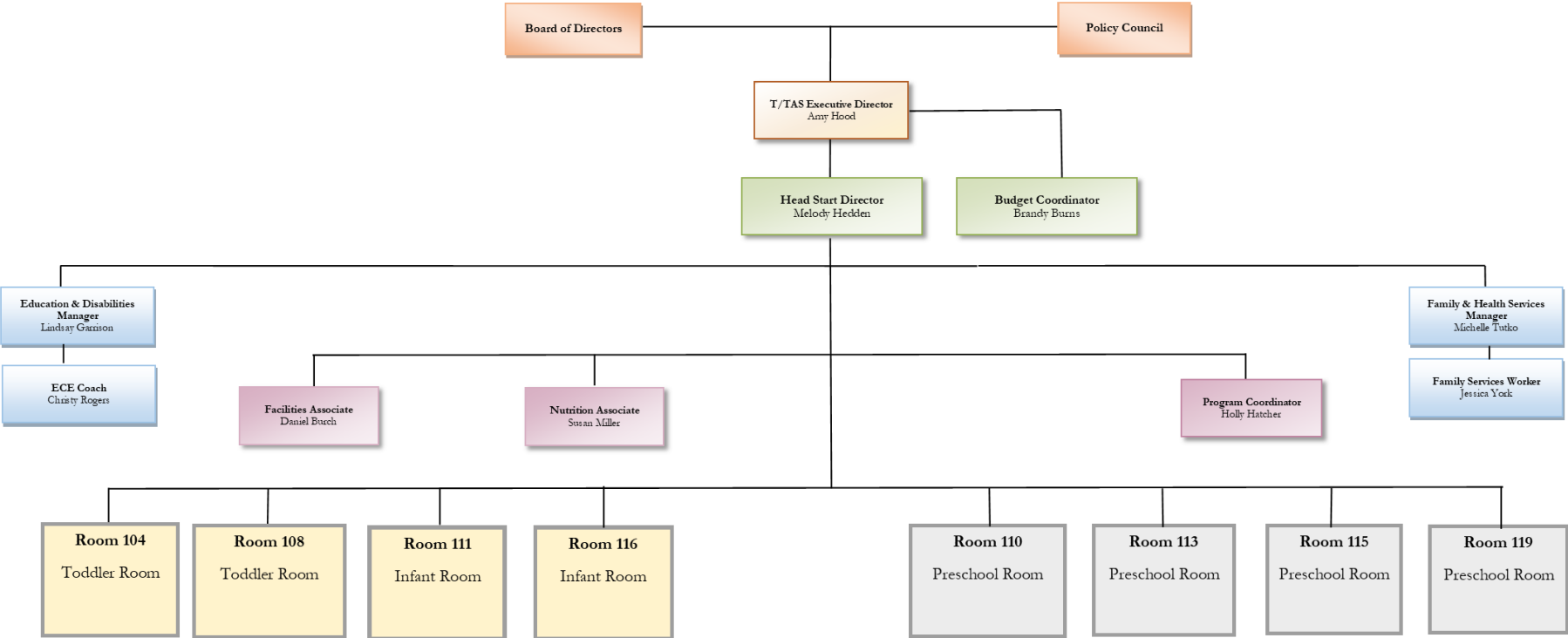
Experience working with young children

Ability to lift up to 40 pounds

# WKUCCC

## Organizational Chart

Updated 8/7/24



## **PROFESSIONALISM**

You are expected to always maintain professionalism while at work.

Professionalism includes, but is not limited to:

- The ability to maintain confidentiality
- Trustworthy
- Competent
- Respectful
- Act with Integrity
- Considerate
- Cooperative
- Courteous
- Committed
- Dependable

What does professionalism look like?

You will be approachable.

- You will be trustworthy.
- You will be supportive.
- You will be respectful.
- You will be accountable for your actions.
- You will have a positive attitude.

How is professionalism reflected?

- Communication
- Image (WKUCCC Dress Code)
- Competence
- Demeanor
- Reliable

In the early childhood field:

- Provide a safe space for children.
- Seek to improve your own skills and knowledge.
- Take care of yourselves.
- Create nurturing learning environments for children.
- Work together with parents.
- Be a role model.

## **INDIVIDUAL PROFESSIONAL DEVELOPMENT TRAINING**

We use ECE TRIS to document KY required trainings. It is important you set up an account.

## WKU Campus Child Care Staff Responsibilities in Professional Development

**Effective September 1, 2023**

All staff who are hired on, or after, September 1, 2023, must log into **ECE-TRIS** to set up an account in order for all of their professional development opportunities to be recorded. This must be done within the first three (3) days of employment.

### Exceptions:

- If an individual is hired and is attending training on their first day of employment, this must be done immediately in order for the training to be credited to their record.
- If an individual is hired and has worked in KY child care previously, they should already have an account, the requirement for this individual is to go in and change their employer information.

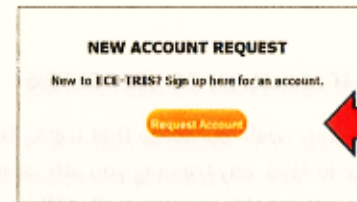
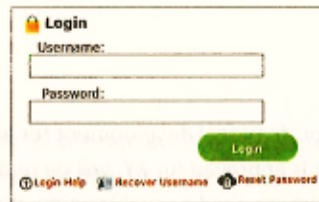
### **To set up your account.**

Go to: <https://ece.trc.eku.edu/>

You must "Request New Account"

Once you "request an account" you will be directed to a similar "button" to **"CREATE A NEW ACCOUNT"**.

Welcome to the Early Care and Education Training Records Information System (ECE-TRIS) Website.



As you create your account, you will be asked for the following information:

**Name; Birthdate** (mm/dd/yyyy); **Last 4 digits of SS#; Email Address** (use one you check often)

**Job Category** – If you will be working in a classroom you should select *TEACHER/ASSISTANT/AIDE*, please do not choose Student even if you are a student worker.

**Address** – this should be your address. If you are a student, it can be your "home" information or your WKU information but remember, this record is yours and will follow you as you work in child care. It asks for your **demographic information** such as gender, ethnicity, race, and language.

**Employer and Employer Address:** *Type the following in both boxes where it asks for employer and address.*

Western Kentucky University Campus Child Care  
1906 College Heights Blvd.  
125 Jones Jagers Hall  
Bowling Green, KY 42101  
Phone: 270-745-4042

**Employee Hire Date:** Enter the date you were cleared to work based on KARES background check.

**Employer License Number:** L353112

**Director Name:** Melody Hedden

**Reason you are signing up:** Choose the box that says, "Create training record and complete training as an employee of child care"

### WHY IS IT NECESSARY TO USE ECE-TRIS?

This is a state-wide database that tracks the professional development for any individual working in early childhood in KY. Once in TRIS, any training you attend that is approved for KY, will be maintained in this system. Your program director will use this to ensure all staff have the required annual training, the required training for new hires, etc. The Division of Regulated Child Care surveyors will pull ECE-TRIS records to verify staff employed by a center at time of inspection and will monitor based on that staff list. The more information in the system, means the less questions asked of the program later.

In addition, ECE-TRIS has a variety of free PD opportunities for you to take advantage of for your own professional growth. It also offers a calendar of other opportunities that are available for KY credit across the state. In order to access these, you must log in to ECE-TRIS and go to the Calendar/Approved Training Sessions tab and go from there. The required PAHT training is available through this as are many others.

### ALREADY HAVE A TRIS ACCOUNT?

If you have worked in child care - OR - been in a high school program that offered child care services in Kentucky, you may already have an ECE TRIS account.

You need to ensure WKUCCC is added as your employer. To do this:

- Open your training record
- On the personnel page, scroll down to the employer.
- Use the little "broom" to clear the Old Employer
- Then go to the magnifying glass to search for WKUCCC or enter our license number L353112 -
- Click on that and it will set it as employer - then a hire date must go in and should match with the KARES hire date if you do not know your hire date check with the Director.

### WKUCCC CODE OF CONDUCT

WKU CCC is ensuring staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior.

WKU CCC is also ensuring staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff **must not**:

- A. Use corporal punishment,
- B. Use isolation to discipline a child,
- C. Bind or tie a child to restrict movement or tape a child's mouth,
- D. Use or withhold food as a punishment or reward,
- E. Use toilet learning/training methods that punish, demean, or humiliate a child,
- F. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child,
- G. Physically abuse a child,
- H. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,
- I. Use physical activity or outdoor time as a punishment or reward,
- J. Violate confidentiality policies concerning personally identifiable information about children, families, and other staff members
- K. Leave any child alone or unsupervised by staff, consultants, contractors, or volunteers while under my care.

## CO-WORKER CONFLICT

If you have a disagreement with a coworker, do your best to work it out with your coworker. It can be awkward at first, but your coworker will respect the fact you spoke to them before getting someone else involved.

Tips:

- Clarify the disagreement
- Establish a common goal
- Discuss ways to meet goal
- Determine the barriers
- Agree on a resolution
- Acknowledgment and Responsibility

## ANGRY PARENT

### Approach With Calm

- Don't match angry behavior with anger and don't get pulled into a battle — this will only escalate the issue.
- Speaking in a calm, even voice will trigger your employee to dial it down because your actions subconsciously encourage them to copy you. Be mindful of your facial expressions and hands.
- The wrong nonverbal communication can be just as combative as raising your voice.

### Change the Location

- Invite the angry parent into an office, conference room, or even outside.
- You could say, "Why don't we have a chat outside?" or "Let's step into the office to talk this out."

### Listen, Don't Just Hear

- Once you're in a location away from everyone, find out what happened.
- Give the parent the opportunity to vent without interruption.
- Be empathetic to their point-of-view without validating their opinion.
- You could say "I hear you and I understand that you're upset about X."
- Coming from a place of calm and compassion will give the angry parents fewer reasons to lash out and it will show that you're giving them the respect of hearing them out. Remember, keep calm and be patient throughout the entire process.

### Ask Questions

- Your goal is to get at the heart of the issue, and what the parent is truly upset about.
- After the parent has had the opportunity to share, ask clarifying specific questions.
- Ask questions, people are more likely to open up and reveal the true source of their anger — especially as they're calming down.
- They will likely shift from an angry state to an emotional or practical one.
- After you find out what happened, get into the specifics and try and find out the root cause of the outburst.

### Focus on Solutions

Make the angry parent part of the solution.

Ask them how things could be made right or how they would ideally handle the situation.

## **DRESS CODE**

- Staff should not wear tops that show their cleavage or midriff.
- For your own safety, employees should not wear excessive jewelry, especially dangling earrings or necklaces that could get pulled on by children or caught in playground equipment.
- Footwear should also be comfortable and flat to make it easier to safely play with children.
- When wearing t-shirts please be mindful of pictures, phrases etc. keep it family friendly, the graphics should not promote drugs, alcohol, promiscuity, or offensive language.

In general, employees are expected to appear well groomed, friendly, and professional.

## **ABSENCES**

Leave requests should be turned into the basket for leave forms, located in Room 122 on top of the teacher mailboxes.

### Vacation days

- Must be requested at least two weeks in advance.
- If two other classroom staff have asked off for the same day, only two staff will be allowed to take off and the approval will go to the staff that asked off first.

### Sick days

- If you aren't going to be able to work your shift you must let the lead teacher know at the very least an hour before your shift is scheduled to begin. After you let the lead teacher know send an email/text to Lindsay & Melody stating you will be out.
- If you are the lead teacher and someone in your classroom is going to be out, do your best to cover your classroom. This can be done by utilizing the staff you have in your classroom and if that isn't possible reaching out to other lead teachers to request staff. If you can't figure staffing out then call Lindsay, and if Lindsay isn't available call Melody.
- If you as the lead will be out email Melody and Lindsay and follow the process above to cover your classroom.

## **WEATHER RELATED CLOSURES**

Inclement weather closings are infrequent. WKUCCC will send out weather closure notifications to families as soon as a decision is made. Closings will be announced on the WKUCCC website at [www.wku.edu/cc](http://www.wku.edu/cc) and on local news media stations. WKUCCC reserves the right to close our facilities, delay openings, and close earlier than scheduled, which may differ from other WKU offices. However, if WKU closes its campus, WKUCCC will also close.

## **TIME TRACKER**

Time Tracker is our internal program used for entering your daily hours and your sick/vacation leave. It is used for all Full Time and Part Time staff. *(Students do not use Time Tracker. They use a paper time sheet available to them in the office.)* Your Time Tracker account will be created when you first start working at WKUCCC. Your username is your first name space and last name. A temporary password is created for you when your account is set up, and you will create a new password the first time you login.

Timesheets must be done weekly. FT/PT staff should use the following link to enter their time:

<https://fms-ttas.fmcloud.fm/fmi/webd/Time%20Tracker>

To ensure we are collecting information in Time Tracker regularly and accurately, staff must "sign off", which means you have entered the data and that it is accurate for the week.

For those of you who are full-time, your "day" is 7.5 hours. If you are taking a sick leave or annual leave day, you click on the appropriate leave day, and it enters automatically for you.

If you need time off, please take either a half day or a full day.

### **CLASSROOM OBSERVATIONS**

Each classroom has an observation booth. The observation booth is set up so that observations can occur with the least amount of disruption to the classroom. Parents, students, faculty, and staff can observe. Your classroom may or may not be notified of the use of an observation room. The following rules are posted in the booths:

1. You must check in and out at the office (Room 125)
2. Cell phones are prohibited.
3. It is important that you remain quiet, the walls are thin and the children can hear the music, laughter, and loud conversation that sometimes occur in the observation rooms.
4. Absolutely NO videos or pictures can be taken of any of the children or staff without permission from the office.

Failure to follow these rules will result in the loss of observation privileges. We hope your observation experience is pleasant and welcome feedback in the office (Room 125).

### **CLASSROOM CAMERAS**

Cameras are placed in classrooms not only for the protection of children but for your protection as a staff person. If a concern arises the Director or Education & Disabilities Services Manager can pull footage for an accurate description of what took place.

### **LAUNDRY SCHEDULE**

Room 119 – Mondays

Room 115 – Tuesdays

Room 113 – Wednesday

Room 104 – Thursdays

Room 116 – Friday Mornings

Room 110 – Friday Afternoons

### **CURRICULUM**

We use Creative Curriculum in our classrooms. The Creative Curriculum builds children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations. Trusted for decades by early childhood educators, our curriculum

respects and nurtures individual skill progression for the whole child, harnesses the power of play through studies that engage learners as young as 2, seamlessly connects families to their children's learning, and provides intentional support for every teacher every day.



**To become more familiar with Creative Curriculum for Infants, Toddlers and Twos, follow the steps below:**

Step 1: Go to <https://my.teachingstrategies.com/>

Step 2: Enter your username and password, and click “Log In”

Step 3: Click on the Develop icon at the top:

Step 4: Click on the title bar: “Infants, Toddler, and Twos”

Step 5: Scroll down and click on the photo icon titled “Getting to Know The Creative Curriculum for Infants, Toddlers, and Twos”.

Step 6: The module titled “Exploring the Foundation” will be highlighted in orange around the photo. Click on the “View Tutorial” button below the module photo icons.

Step 7: The module will begin. Click on the “Next” button within the module to continue.

Step 8: Follow the prompts through the module, completing all knowledge checks.

Step 9: After completing “Exploring the Foundation”, follow the same steps as above to complete the next module: “Exploring the Daily Resources”.

**To become more familiar with Creative Curriculum for Preschool follow the steps below:**

Step 1: Go to <https://my.teachingstrategies.com/>

Step 2: Enter your username and password, and click “Log In”

Step 3: Click on the Develop icon at the top:

Step 4: Click on the title bar: “Preschool”

Step 5: Scroll down and click on the photo icon titled “Getting to Know The Creative Curriculum for Preschool”.

Step 6: The module titled “Exploring the Foundation” will be highlighted in orange around the photo. Click on the “View Tutorial” button below the module photo icons.

Step 7: The module will begin. Click on the “Next” button within the module to continue.

Step 8: Follow the prompts through the module, completing all knowledge checks.

Step 9: After completing “Exploring the Foundation”, follow the same steps as above to complete the next module: “Exploring the Daily Resources”.

## **SCREENINGS**

We use **Ages & Stages Social Emotional/ Parent Questionnaire**. The Ages & Stages Questionnaires®, Third Edition (ASQ®-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe. Evidence shows that the earlier development is assessed—the greater the chance a child has to reach his or her potential.

Our program uses Ages & Stages Questionnaire (ASQ) for mental health screening tool. It is a parent-completed questionnaire that reliably identifies young children at risk for social emotional difficulties.

Each questionnaire takes approximately 10-15 minutes for parents to complete and includes open-ended questions related to eating, sleeping, and toileting. The ASQ is available in both English and Spanish.

There are nine questionnaires for different ages to screen children from 1 month to 6 years old, age ranges are listed under the age of that questionnaire. For example, the 24 month ASQ covers children ages 21 months 0 days through 26 months 30 days. So, it is important you choose the correct questionnaire for the age of the child.

In situations when parents do not complete the ASQ staff may choose to complete the screening.

**Cover Sheet**

The cover sheet will need to be filled out with the following information: the child’s name, date of birth, date of screen, as well as information of the person filling out the screen (parent/guardian or teacher).

For program information, fill out the program name as WKUCCC, and the child’s age at the time of the screening, including years and months of the child.

Each questionnaire has approximately 30 simply worded items. If you are assisting the parent with completion, ask the parents each question.

-- Parent will answer “often or always,” “sometimes,” or “rarely or never” and you will check the answer off on the screen. There is also a circle available to check if the family feels this is an area of “concern”

The image shows the cover sheet for the ASQ:SE-2 24 Month Questionnaire. At the top left is an illustration of a woman and a child. The title '24 Month Questionnaire' is prominently displayed, with a sub-header 'ASQ:SE-2 Ages & Stages Questionnaires' and the age range '21 months 0 days through 26 months 30 days'. Below the title is a line for 'Date ASQ:SE-2 completed:'. The form is divided into three main sections: 'Child's information', 'Person filling out questionnaire', and 'Program information'. The 'Child's information' section includes fields for 'Child's first name', 'Child's middle initial', 'Child's last name', 'Child's date of birth', and 'Child's gender' (with radio buttons for 'Male' and 'Female'). The 'Person filling out questionnaire' section includes fields for 'First name', 'Middle initial', and 'Last name', followed by 'Street address', 'City', 'State/province', 'ZIP/postal code', 'Country', 'Home telephone number', and 'Other telephone number'. It also includes a 'Email address' field and a 'Relationship to child' section with radio buttons for 'Parent', 'Grandparent', 'Brother', 'Other', 'Daycare parent', 'Foster parent', and 'Child care provider'. The 'Program information' section includes fields for 'Child's ID #', 'Age at administration in months and days', 'Program ID #', and 'Program name'. At the bottom left is the number 'E001240000' and at the bottom center is the copyright notice: 'Ages & Stages Questionnaires: Spanish Version (Spanish Edition) (ASQ:SE-2) Spanish, English & Hindi © 2015 by JH Hopkins Publishing Co., Inc. All rights reserved.'

**Scoring the ASQ**

Once the questions have been answered, the staff will score the screen. Scoring takes just a few minutes and does not need to occur at time of registration or assisting the parents with completion.

Next to each box, there is a letter: x = 10 points, v = 5 points, z = 0 points, put the corresponding points next to each question for whichever box the parent answered (often or always, sometimes, rarely or never, as well as if

you checked it as a concern) you will use that number to total the score for that page and then transfer the scores to the summary page (last page of the screen).

Once the total from each page is entered on the summary page, add together for a total score. The cut off score is included on the summary sheet and should be used to determine if the child is above or below the cut off.

**24 Month Information Summary** 21 months 0 days through 26 months 30 days **ASQ:SE-2**

Child's name: **Luke K. Jones** Date ASQ:SE-2 completed: **3/30/15**  
 Child's ID #: **13235457679891384** Child's date of birth: **2/23/13**  
 Person who completed ASQ:SE-2: **Mother** Child's age in months and days: **25 months, 7 days**  
 Administering program/provider: **Charm City Child Care** Child's gender:  Male  Female

**1. ASQ:SE-2 SCORING CHART:**

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL POINTS ON PAGE 1	15	Cutoff	Total score
TOTAL POINTS ON PAGE 2	5		
TOTAL POINTS ON PAGE 3	5		
TOTAL POINTS ON PAGE 4	10		
<b>Total score</b>	<b>40</b>	<b>65</b>	<b>40</b>

**2. ASQ:SE-2 SCORE INTERPRETATION:** Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

### Sharing the Results

Looking at the score/cutoff score, indicate whether the child was no or low risk, monitor, or refer. Scores above the cutoff points could mean the child should be referred for further assessment; scores below the cutoff points means the child is within normal limits; or passed.

A copy of the screening results (back summary page) can be shared with parents.

**24 Month Information Summary** 21 months 0 days through 26 months 30 days **ASQ:SE-2**

Child's name: \_\_\_\_\_ Date ASQ:SE-2 completed: \_\_\_\_\_  
 Child's ID #: \_\_\_\_\_ Child's date of birth: \_\_\_\_\_  
 Person who completed ASQ:SE-2: \_\_\_\_\_ Child's age in months and days: \_\_\_\_\_  
 Administering program/provider: \_\_\_\_\_ Child's gender:  Male  Female

**1. ASQ:SE-2 SCORING CHART:**

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL POINTS ON PAGE 1		Cutoff	Total score
TOTAL POINTS ON PAGE 2			
TOTAL POINTS ON PAGE 3			
TOTAL POINTS ON PAGE 4			
<b>Total score</b>		<b>65</b>	

**2. ASQ:SE-2 SCORE INTERPRETATION:** Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk      monitor      refer

\_\_\_\_\_ The child's total score is in the  area. It is below the cutoff. Social-emotional development appears to be on schedule.  
 \_\_\_\_\_ The child's total score is in the  area. It is close to the cutoff. Monitor behaviors of concern and monitor.  
 \_\_\_\_\_ The child's total score is in the  area. It is above the cutoff. Further assessment with a professional may be needed.

**3. OVERALL RESPONSES AND CONCERNS:** Record responses and transfer parent/caregiver concerns. T13 responses need follow-up.

T1: Any Concerns related to overall items? YES no Comments: \_\_\_\_\_  
 T2: Eating/feeding concerns? YES no Comments: \_\_\_\_\_  
 T3: Other concerns? YES no Comments: \_\_\_\_\_

**4. FOLLOW-UP/FERIAL CONSIDERATIONS:** Mark all as Yes, No, or Unsure (Y, N, U). See pages 95-101 in the ASQ:SE-2 User Guide.

- Setting/Time Factors (e.g., is the child's behavior the same at home as at school?)
- Developmental Factors (e.g., is the child's behavior related to a developmental stage or delay?)
- Health Factors (e.g., is the child's behavior related to health or biological factors?)
- Family/Cultural Factors (e.g., is the child's behavior acceptable given the child's cultural or family context? Have there been any stressful events in the child's life recently?)
- Parent concerns (e.g., did the parent/caregiver express any concerns about the child's behavior?)

**5. FOLLOW-UP ACTION:** Check all that apply.

- Provide advice and resources to \_\_\_\_\_ parents.
- Share results with primary health care provider.
- Provide parent education materials.
- Provide information about available parenting classes or support groups.
- Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher): \_\_\_\_\_
- Administer developmental screening (e.g., ASQ:3).
- Refer to early intervention/early childhood special education.
- Refer for social, emotional, behavioral, or mental health evaluation.
- Other: \_\_\_\_\_

P2012-00000 Age 24 Ages 24-30 months (ASQ:SE-2) Copyright © 2009 by Pearson Education, Inc. All rights reserved.

We also use **BRIGANCE**. BRIGANCE Early Childhood focuses on the skills that lead to school success.

BRIGANCE Early Childhood screening and assessment inventories use observation, interviews, and child performance to pinpoint understanding in the domains tied to early development and school or kindergarten readiness. Test content aligns to the Common Core and many state-specific learning standards to equip educators with familiar information to fit their existing framework.

The Early Head Start Screen is for:

- Infant (Birth – 11 months)
- Toddler (12-23 months)
- Two year old

The Head Start Screen is for:

- Three year old
- Four year old
- Five year old

### Screening Steps

1. Plan ahead for the screening
  - a. Become familiar with the assessment process
  - b. Schedule the screening earlier in the day
  - c. Eliminate distractions
2. Select the age-appropriate screen and data sheet

To compute chronological age use the FREE Chronological Age Calculator at :

[https://www.curriculumassociates.com/products/BRIGANCE\\_Age\\_Caculator.htm](https://www.curriculumassociates.com/products/BRIGANCE_Age_Caculator.htm)

There you will input the child's date of birth and the date of the screening. Once you hit enter, you will be given the child's rounded chronological age and which data sheet to use.

3. Gather materials
  - a. Early Head Start Screen or Head Start Screen
  - b. Age-specific data sheet
  - c. Specific materials- found on the first page of the assessment
4. Screen the child
5. Complete the Data Sheet
  - a. Child's Information
    - i. This information should be current and the rounded chronological age should be visible
  - b. Core assessments
    - i. Information and page numbers on the data sheets corresponds to the page number in the Early Head Start Screen III to give you more information on assessing that item.
    - ii. When completing the data sheet, you will circle the item number of a skill that the child demonstrates and slash through the item if the child gives an incorrect response or does not demonstrate the skill.
    - iii. For each data sheet, review the discontinue point. This tells you how many items to ask before you discontinue that domain. Most discontinue points are 3--if a child is unable to complete 3 items in a row, you will discontinue and move onto the next domain.
  - c. Scoring
    - i. Record the number of correct responses for each assessment in the Number Correct column. Do not count any correct responses above the discontinue point.
    - ii. Multiply the Number Correct by the assigned Point Value. Record that number in the Child's Score column.
    - iii. Calculate the **Total Score** by adding the numbers in the **Child's Score** column.
  - d. Notes/observations

- i. Make notes and record any significant observations, if any, made during screening.
  - e. Next steps
    - i. Record any next steps or recommendations regarding placement and referral here.
- 6. Analyze the Results
  - a. After the data sheet has been completed and scored, you will compare the child's Total Score with the Cutoff scores for Detecting Children Who Are Likely to Have Developmental Delays/Disabilities. The cutoff scores can be found in the BRIGANCE screens
  - b. You will use the child's rounded chronological age and find that age on the cutoff score chart.
  - c. To the right of the age, is the cutoff score. Remember that 100 is not the cutoff score, 100 is the total amount of points available on a data sheet.
  - d. For example, if a child is 2 or 3 months old, the assessment would be their 2 month Child Plus age. Use the chart to help in determining the child's Child Plus age. You will enter the date of screening, the Child Plus age, and the score/cutoff score in the Next Steps box.
- 7. Identify Next Steps
  - a. Passed Screening
  - b. Failed Screening-Rescreen
  - c. Refer
  - d. Uncooperative

#### **FIVE YEAR PROGRAM GOALS**

Every Head Start Program is required to create 5-year goals and objectives that are submitted with the grant application. The program must review data regularly to see if we are making progress on our goals. Also, we must report to our funders the progress we are making on our goals. WKUCCC's goals are listed below:

**Goal 1:** WKUCCC will ensure that all children and their families are offered comprehensive services that support individual and age-appropriate outcomes toward school readiness.

**Goal 2:** WKUCCC will develop and implement a plan to enhance the partnership opportunities between WKUCCC and families and with new community organizations.

**Goal 3:** WKUCCC will establish a comprehensive system for professional learning opportunities provided to all staff.

**Goal 4:** WKUCCC will design an organizational staffing pattern that will ensure management and program level staff have a strong support system to ensure effective quality services are provided to all children and families and maintain regulatory compliance.

#### **DISABILITIES**

To learn more about instructional practices to support individualization:

##### Preschool

1. <https://eclkc.ohs.acf.hhs.gov/video/instructional-practices-support-individualization>
2. Warren County School District
3. Bowling Green Independent School District

## Infant and Toddler

1. <https://eclkc.ohs.acf.hhs.gov/video/practices-support-infants-toddlers-disabilities-or-suspected-delays-through-embedded-learning>
2. First Steps
3. Check in with the Education & Disability Services Manager for information regarding liaisons for referrals and services

### **SCHOOL READINESS GOALS**

The program is also required to have school readiness goals for all ages of children served. These goals must cover five domains

- Approaches to Learning;
- Social & Emotional Development;
- Language & Literacy;
- Cognition; and,
- Perceptual, Motor and Physical development.

The goals are all about ensuring children are ready for kindergarten.

WKUCCC uses **MyTeachingStrategies** to measure progress.

### **TEACHING STRATEGIES**

To become more familiar with **TeachingStrategies** follow the steps below:

Step 1: Go to <https://my.teachingstrategies.com/>

Step 2: Enter your username and password, and click “Log In”

Step 3: Click on the Develop icon at the top:

Step 4: Click on the title bar: “Infants, Toddler, and Twos” OR “Preschool”

Step 5: Scroll down and click on the photo icon **titled** “GOLD Introduction”.

Step 6: The module titled “Getting Started” will be highlighted in orange around the photo. Click on the “View Tutorial” button below the module photo icons.

Step 7: The module will begin. Click on the “Next” button within the module to continue.

Step 8: Follow the prompts through the module, completing all knowledge checks.

Step 9: After completing “Getting Started”, follow the same steps as above to complete the next module: “A Closer Look”.

### **Objectives for Development and Learning**

To learn more about objectives for development and learning follow the steps below:

Step 1: Go to <https://my.teachingstrategies.com/>

Step 2: Enter your username and password, and click “Log In”

Step 3: Click on the Develop icon at the top:

Step 4: Click on the title bar: “Infants, Toddler, and Twos” OR “Preschool”

Step 5: Scroll down and click on the photo icon titled “Objectives for Learning and Development”.

Step 6: The module titled “Exploring the Objectives” will be highlighted in orange around the photo. Click on the “View Tutorial” button below the module photo icons.

Step 7: The module will begin. Click on the “Next” button within the module to continue.

Step 8: Follow the prompts through the module, completing all knowledge checks.

Step 9: After completing “Exploring the Objectives”, follow the same steps as above to complete the next modules: “Social Emotional Development”; “Physical Development”; “Language”; “Cognitive”; “Literacy”; “Math”; “Science/Technology, Social Studies, Arts”; and “English Language Acquisition”.

### **PARENT FAMILY COMMUNITY ENGAGEMENT (PFCE)**

Family engagement is an interactive process through which program staff and families, family members, and their children build positive and goal-oriented relationships. It is a shared responsibility of families and professionals that requires mutual respect for the roles and strengths each has to offer. Family engagement means doing with—not doing to or for—families.

At the program level, family engagement involves parents’ engagement with their children and with staff as they work together toward the goals that families choose for themselves and their children. It also involves families and staff working toward goals to improve the program. Staff work together with families, other professionals, and community partners in ways that promote equity, inclusiveness, and cultural and linguistic responsiveness.

### **ANNUAL REPORT**

Each Head Start program must make available to the public, an annual report that discloses the following information:

- The total amount of public and private funds received and the amount from each source;
- An explanation of budgetary expenditures and proposed budget for the fiscal year;
- The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served;
- The results of the most recent review by the Secretary and the financial audit;
- The percentage of enrolled children that received medical and dental exams;
- Information about parent involvement activities;
- The program's efforts to prepare children for kindergarten; and,
- Any other information required by the Secretary.

This report is a great tool to use when speaking to community partners about the services we provide.

### **CHILDPLUS**

- ChildPlus is the all-in-one software solution that WKU CCC uses to track and maintain data on children and families.
- Teaching staff use this software to input screening results, home visits and parent conferences.
- Family Service staff use this software to input assessments, goals and documentation of parent conferences.

### **PERFORMANCE STANDARDS**

The **Head Start Performance Standards** can be found at <https://eclkc.ohs.acf.hhs.gov/policy>.

## POLICIES

A policy manual will be provided to each employee and a copy can be found on the shared drive.

## IN-KIND

Because Head Start receives Federal funding, we are required to match 20% of the money we receive with “in-kind” donations – time, space, or materials. If we don’t meet the match, we will have to pay back funds, and it could mean less funding in the future.

What counts as in-kind?

- Volunteer time (parents, community members)
- Materials (items that would be used in the center – i.e. extra clothes, shoes, books)
- Space (free or discounted space used for Head Start services, meetings, etc.)
- Take Home Activities (activities parents do at home with their children that matches our curriculum – must be documented and requested by staff)

What doesn’t count as in-kind?

- Clothing or food donated to send home to families
- Donated items that are used as prizes at a parent meeting

Examples of volunteer time

- Parents helping with recruitment, during meals, on the playground, preparing materials for the classroom, assisting with completing the Daily Safety Check.
- Community members helping out in the classroom, doing activities with the kids, etc.

In order for in-kind to count, it must be documented on the appropriate in-kind form.

## ACRONYMS

This list of commonly used acronyms.

ACF – Administration for Children and Families	ACYF – Administration on Children, Youth and Families
ADA – Americans with Disabilities Act	ADD – Attention Deficit Disorder
AHT – Abusive Head Trauma	AR – Annual Report
ASQ:SE – Ages & Stages Questionnaire: Social Emotional	CA – Community Assessment
CACFP – Child and Adult Care Food Program	CC – Child Care
CDA – Child Development Associate	CDC – Centers for Disease Control and Prevention
CDL – Commercial Driver’s License	CEU – Continuing Education Unites
CFR – Code of Federal Regulations	CLASS – Classroom Assessment Scoring System™
COI – Certificate of Insurance	CPR – Cardiopulmonary Resuscitation
CSRS – Child Safety Restraint Systems	DAP – Developmentally Appropriate Practices
DBA – Doing Business As	DLL – Dual Language Learner
DRS – Designation Renewal System	DWP – Diversionary Work Program
EHS – Early Head Start	ECLKC – Early Childhood Learning and Knowledge Center
EITC – Earned Income Tax Credit	
EOM – End of Month Enrollment	ERSEA – Enrollment, Recruitment, Selection, Eligibility & Attendance



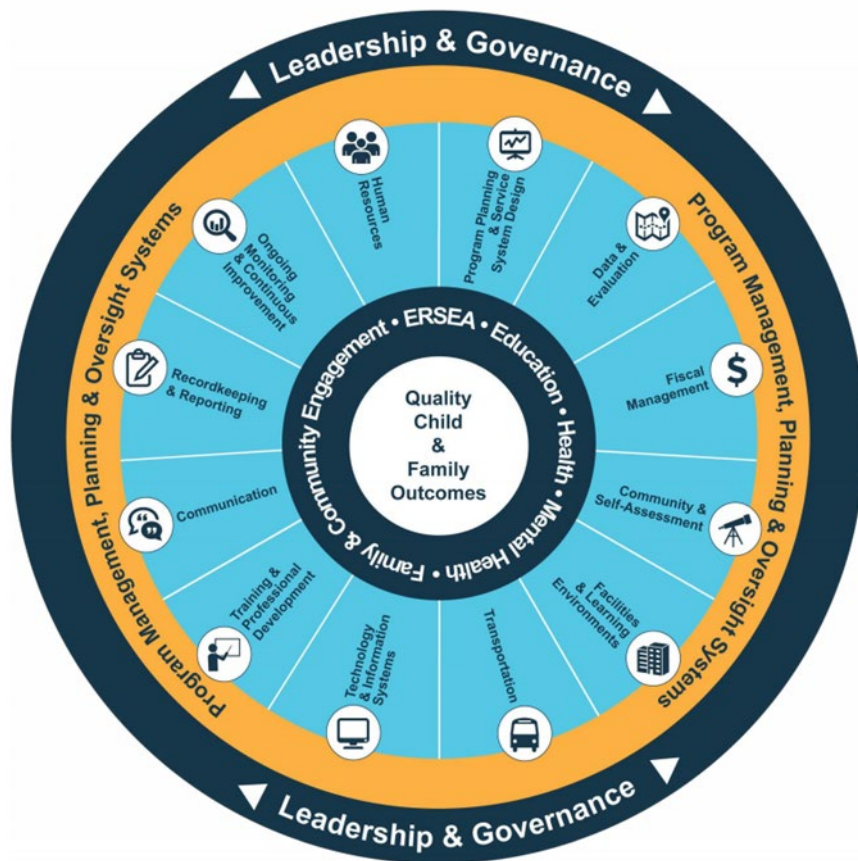
EPSDT – Early Periodic Screening, Diagnosis & Treatment	ESL – English as a Second Language
ESSA – Every Student Succeeds Act	
FAQ – Frequently Asked Questions	FCP – Family & Community Partnerships
FMLA – Family Medical Leave Act	FOA – Funding Opportunity Announcement
FPA – Family Partnership Agreement	FSN – Food Service Number
FY – Fiscal Year	GABI – Grant Application Budget Instrument
GAO – General Accountability Office	GED – General Equivalency Diploma
HAC – Health Advisory Committee	HHS – U.S. Department of Health and Human Services
HIPAA – Health Insurance Portability and Accountability Act	HR – Human Resources
HS – Head Start	HSCO – Head Start Collaboration Office
HSES – Head Start Enterprise System	HSRC – Head Start Resource Center
IDEA – Individuals with Disabilities Education Act	IEP – Individualized Education Plan
IEIC – Interagency Early Intervention Committee	IFSP – Individualized Family Service Plan
IIP – Individual Interagency Intervention Plan	IM – Information Memorandum
LEA – Local Education Agency	LEP – Limited English Proficiency
MH – Mental Health	MIS – Management Information System
MOU – Memorandum of Understanding	MSDS – Material Safety Data Sheet
NHSA – National Head Start Association	NHTSA – National Highway Transportation & Safety Administration
NOA – Notice of Award	NPRM – Notice of Proposed Rule Making
OHS – Office of Head Start	OMB – Office of Management & Budget
PC – Policy Council	PER – Position Evaluation Request
PFCE – Parent, Family, Community Engagement	PI – Program Instruction
PIR – Program Information Report	PPE – Personal Protective Equipment
PSA – Public Service Announcement	QIP – Quality Improvement Plan
RAM – Risk Assessment Meeting	RFP – Request for Proposal
SA – Self Assessment	SEA – State Education Agency
SF-424 – Standard Form 424 Application for Federal Assistance	SF-269 – Standard Form 269 Financial Report
SF-272 – Standard Form 272 Financial Report	SR – School Readiness
SFSP – Summer Food Service Program	SSI – Supplemental Security Income
SUIDS – Sudden Unexpected Infant Death Syndrome	T/TA – Training and Technical Assistance
TACSEI – Technical Assistance Center on Social Emotional Intervention	TANF – Temporary Assistance to Needy Families
TDD – Telecommunications Device for the Deaf	URL – Uniform Resource Locator
USDA – United States Department of Agriculture	WCC – Well Child Check
WIC – Women, Infants and Children	

### HOW DECISION MAKING WORKS

When an issue is brought forward, it is best practice to put that problem in the center of the Head Start Management Systems Wheel and look at the problem through the lens of each “spoke” on the wheel to ensure a comprehensive solution.

The Head Start Management Systems Wheel is a visual representation of the twelve program management, planning, and oversight systems that are critical to sound program infrastructure and high-quality service

delivery. Leadership and governance, the bedrocks of effective management, are depicted as surrounding all twelve systems. These management systems are crucial to the effective operation of the services in the inner blue circle which in turn result in quality child and family outcomes.



**PARENT COMMITTEE**

The Parent Committee is a group established at the center level that is comprised exclusively of parents of children currently enrolled.

The first meeting should be held as soon as possible to elect Policy Council members and alternates. It is very important that Policy Council members and alternates are elected because the next meeting may not take place for several months. To be eligible as a Policy Council Representative or Alternate, parents must have a child currently enrolled in the program, must not be an employee, and must not be related to an employee.

The following must occur at the first meeting:

- Review and approve the Parent Committee By-Laws.
- Vote on how the parents want to spend the Parent Involvement Funds.
- Provide In-Kind Training (what it is, the goal, what parents can do for in-kind).

**PARENT MEETINGS**

The Family & Health Services Manager takes the lead on Parent Meetings, but she/he might delegate duties among staff.

### Steps for planning a successful Parent Meeting

- Survey parents and ask them which day of the week and time of the day works best for them
- Choose a date
- Send an invitation to families.
- Post and text reminders.
- Buy necessary items for your meeting. Promote these things when inviting the families.
- Write the agenda
- Ask local businesses for donations to raffle at the meetings as prizes.
- Offer extra-curricular activities for children to do while parents are attending to the meetings.

### What should happen at the first parent meeting?

- Discuss Policy Council
- Parents select their Policy Council Representatives
- Parents vote on dates and times for meetings
- Discuss **ReadyRosie** workshops to see if parents are interested

### What is an allowable expense for parent funds?

- Professional guests to present parent workshops
- Parent involvement materials
- Food provided at parent meetings
- Parent curriculum materials (Ready Rosie)
- Workshop materials
- Remember parents must vote in the first meeting.

## **POLICY COUNCIL**

The Policy Council is a group established at the administrative level through which parents can participate in policy making or in other decisions affecting the Head Start program.

The Head Start Act requires that each Policy Council be composed of members with specific backgrounds. The Policy Council membership should include:

- Parents of children who are currently enrolled in the Head Start program. This current parent group should constitute a majority of the members; meaning, no less than 60% of parents with children currently enrolled in the Tri-Valley Head Start/Early Head Start program comprised of current parents.
- Members of the community served by the Head Start program, including parents of children formerly enrolled in the Head Start program. This community membership shall not exceed 40% of the members.

Members of the Policy Council – both parents and community members -- should also be elected by the parents of children currently enrolled in the Head Start program. This election takes place annually and early and is completed at a center parent meeting.

Policy Council members can only serve on any Head Start Policy Council for a maximum of 5 years (or five 1-year terms).

## COMMUNICATION

A large piece of your job involves communicating with a variety of different individuals. Follow these tips for communicating effectively:

1. Be clear and concise
2. Prepare ahead of time when possible
3. Be mindful of nonverbal communication
4. Watch your tone
5. Practice active listening

When communicating through issues it is best to communicate with the person involved and if that doesn't work then pull in your supervisor. AVOID WORKPLACE GOSSIP.

## E-MAIL PROTOCOL

E-mail is a primary method of communication utilized within the program. Listed below are some expectations of all staff when utilizing e-mail to communicate:

- E-mail should not be used to address problems, conflicts, or performance issues – these discussions should happen in person or over the phone.
- Common sense rules when responding to e-mail in terms of whether or not to “reply to all”. If the information is important for all to see, then send it to all. If not, just “reply to sender”.
- If you are cc'd an email, it is not intended for you to respond, only to make you aware of the information. The person that the e-mail is sent to should be the one responding.
- The “blind copy” should be used when you are sending an e-mail to many people and don't want to share everyone's e-mail address. The “blind copy” can also be used if you want to make someone aware of something without the other person knowing (i.e. a supervisor).
- Make every effort to spell check your email message - spelling errors send a negative message.
- Remember to clean out your mailbox and sent items regularly.
- Mailing Lists and List Serves – only sign up for those that truly mean something and are legitimate. Get off of those that aren't valuable anymore.
- If you are sent an email that is cc'd to several people, please “respond all” so all are informed of the follow-up.

## EMAIL SIGNATURES

Remember that simple plain text is best for e-mail signatures - skip colors, special fonts and graphics. Be careful with HTML formatting because it may not appear how you want it to for everyone. Avoid including multiple phone numbers and email addresses - pick your contact preference and get rid of the rest. Skip your mailing address — not every recipient wants or should have access to that information. Reconsider including a quote; you never know when you might offend someone or give the wrong impression. Finally, include your email address - you cannot rely on various email clients to include header information in replies and forwards.

The templates below are simple, clean, and professional. Please utilize one of these five options when finalizing your e-mail signature.

(First and Last Name)

(Title)

WKU Campus Child Care

(270) 745-4042 | (Email Address)

wku.edu/ccc

(First and Last Name)  
(Title)  
WKU Campus Child Care  
325 University Boulevard  
Bowling Green, KY 42101  
(270) 745-4042  
(Email Address)  
wku.edu/cc

(First and Last Name)  
(Title)  
WKU Campus Child Care  
(270) 745-4042  
(Email Address)  
Wku.edu/cc

If you would like to add the logo to your email signature, please use the one located in our Shared Drive in the *wkuccc logo* folder.



## **FAX NUMBERS**

There is one fax number for all of us to use. That number is (270) 745-7045

## **BUSINESS CARDS**

We not only support networking but encourage it. Business cards might be helpful when making those connections. If you would like business cards made please visit with the Program Coordinator. Avoid making your own business cards as branding is important, we need to be consistent.

## **SPEAKER PHONE PROTOCOL**

Here are just a couple of tips and reminders on speakerphone etiquette in an office setting:

- Stop distracting activity - Before picking up the receiver; make sure you stop any other activity that could distract from the call, such as drinking, chewing gum, or typing. Because speakerphones are hands-free, they allow callers to take part in other activities at the same time, such as sifting through papers pertinent to the discussion or typing on a keyboard. Remember that your caller is likely to hear such noises, so try to give that person your full attention instead.
- Find a quiet, private space - Speaker phone conversations can be distracting for anyone who's not in on the call. If you have a cubicle, avoid interrupting your co-workers' work with a loud speaker phone call. Make arrangements to use an empty office or conference room if need be.

- Obtain consent - Always obtain consent before placing a caller on speakerphone. It is rude and unprofessional to use speakerphone without the other party's knowledge. Tell the person the reason you wish to use speakerphone.
- Introduce the players - Once the other person has consented to be placed on speakerphone, be sure to introduce all of the people in the room. The person has a right to know to whom he/she is speaking.
- Ensure confidentiality - When you're using speakerphone, it is up to you to ensure confidentiality for the person on the other end. Assure him that you are in a private location and that others won't overhear your conversation.
- Acknowledge Recording – If you are going to record the conversation, make sure that participants are aware.

### **ELECTRONIC DEVICES**

WKU CCC has strict rules about utilizing electronic devices for work purposes. Be sure to review the policy. Cell phones must be kept in a locked cabinet in your classroom. One teacher may take a cell phone to the playground or gym but it must be kept in the clipboard case.

### **WKU CCC SOCIAL MEDIA POSTS**

ALL social media posts must be submitted to the Director.

Posts requests should include:

- Who
- What
- When
- Where

When including pictures:

- Ensure the picture is clear
- The picture should be submitted as an attachment
- You must have permission from every individual in the picture before submitting

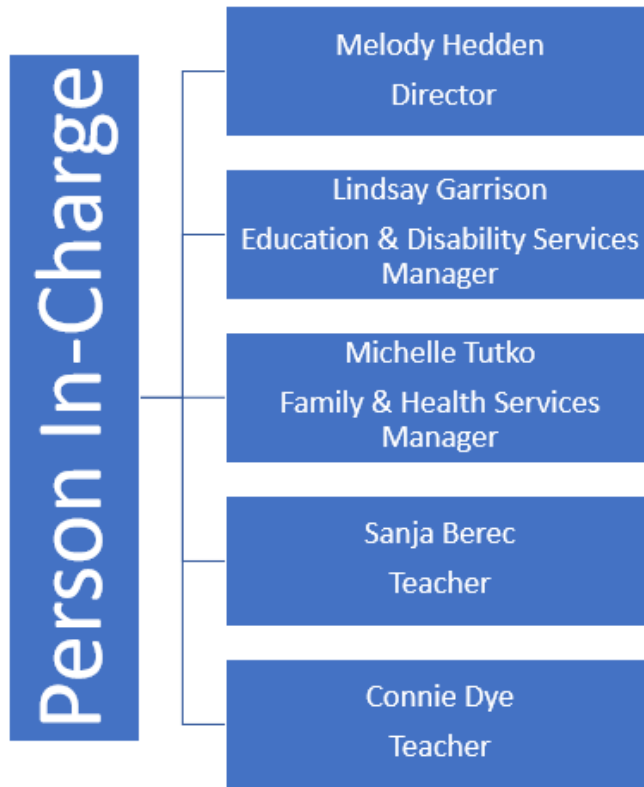
Position Spotlights may be done to educate families and the communities on the variety of positions we offer at WKU CCC as well as share why the position is an important piece of providing top-notch services to children and families.

## ADMINISTRATIVE RESPONSIBILITIES BY POSITION

<p><b>Executive Director</b></p> <ul style="list-style-type: none"> <li>• Oversight of the T/TAS department</li> <li>• Supervision &amp; Support of WKUCCC Director</li> <li>• Support WKUCCC team as a whole</li> <li>• Support to WKUCCC families</li> <li>• Reports to the Dean of CEBS</li> <li>• Support professional development for all staff and ECETRIS</li> </ul>	<p><b>Director</b></p> <ul style="list-style-type: none"> <li>• Program Direction</li> <li>• Securing Staff &amp; Consultants</li> <li>• Supervision of all staff</li> <li>• Reports to Executive Director</li> <li>• Volunteer Training</li> <li>• Program Monitoring with a specific focus on HSPPS 1302 Subparts I and J</li> </ul>
<p><b>Education &amp; Disabilities Manager</b></p> <ul style="list-style-type: none"> <li>• Oversight of Education &amp; Disability Components of HSPPS and Licensing</li> <li>• Mental health services in the classroom and children</li> <li>• Transition activities related to classroom (HSPPS 1302 Subpart C; Subpart D 1302.45; Subpart F; Subpart G; 1302.71 C,D and E</li> </ul>	<p><b>Family &amp; Health Services Manager</b></p> <ul style="list-style-type: none"> <li>• Oversight of Family and Health Services components of HSPPS and licensing</li> <li>• ERSEA</li> <li>• Identifying children for transition in EHS (to Head Start or childcare)</li> <li>• HSPPS 1302 Subpart A, Subpart D 1302.132.41, 1302.42, 1302.43, 1302.46;Subpart E Subpart G 1302.71 A and B; 1302.72</li> <li>• Transitions (identify 6 months before transition who will be transitioning and notify family and teacher)</li> </ul>
<p><b>Program Coordinator</b></p> <ul style="list-style-type: none"> <li>• Administrative assistant to the Director &amp; Management Team</li> <li>• Childcare billing &amp; payments</li> <li>• Personnel data management</li> <li>• Payroll time entry and approval</li> <li>• Website management</li> </ul>	<p><b>Budget Coordinator</b></p> <ul style="list-style-type: none"> <li>• Manages the T/TAS, FCCN, and WKUCCC budget oversight and accounting.</li> <li>• Purchasing</li> <li>• WKU personnel tasks and forms</li> </ul>
<p><b>Nutrition Associate</b></p> <ul style="list-style-type: none"> <li>• Responsible for the nutrition services as required by HSPPS and licensing</li> </ul>	<p><b>Facilities Associate</b></p> <p>Safety of facilities as required by HSPPS and licensing</p>

# WKU Campus Child Care In-Charge Flow Chart

Revised August 2023





**WELCOMING ENVIRONMENTS.** It will take each one of us doing our part to ensure our part of campus is clean and welcoming.

**What we want to see:**

- Bright lights
- Clean and tidy environments
- Lots of smiles
- Staff with great attitudes who are enthusiastic about their jobs

**Keep and “Eagle Eye: out for:**

- Frowns
- Poor Attitudes
- Darkness/lack of light
- Dirty/untidy environments

**Playground**

- Before your class leaves the playground ensure everything is picked up and put back in its proper place.
- Don’t wait until it’s time to leave to start picking up; allow the class enough time to pick up and be off the playground for the next class to enter.

**Classrooms**

- Sweep floors
- Empty Trash
- Restock paper products
- Wipe down walls as needed
- Wash door handles/ Sink faucets with soapy water and spray with bleach solution
- Changing tables should be cleaned after each use

**Observation Rooms**

- Are for observations. Avoid storing items in observation rooms.

**Gym**

- Before your class leaves the gym ensure everything is picked up and put back in its proper place.
- Don’t wait until it’s time to leave to start picking up, allow the class enough time to pick up and be off the gym for the next class to enter.

**Great Room**

- Please be mindful of your items left in the fridge and remove them before they start to mold.
- Label your items that will be placed in the fridge.
- Cover your food when using the microwave.
- Once the trash can is full, please take the trash out.
- Clean up after yourself.
- Don’t leave laundry by the dryer for days.
- Each time you use the dryer remove the dryer lint.

**Centerterorium – Must be reserved in advance. See the Program Coordinator for assistance.**

- Clean up after yourself.
- If the trashcan is full, please take the trash out.
- Leave the area the way you found it or cleaner.

**Conference Room**

- If you need to use the Conference room, reserve the room with the Program Coordinator.
- If you move the furniture around, please put it back like you found it when the event is done.

**ACTIVE SUPERVISION**  
SIX STRATEGIES TO KEEP CHILDREN SAFE

**Set Up the Environment**

**Position Staff**

**Scan and Count**

**Listen**

**Anticipate Children's Behavior**

**Engage and Redirect**

Everyone has a responsibility to keep children safe!  
To learn more about Active Supervision visit the OHS website  
<http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/health/safety-injury-prevention/active-supervision.html>

OFFICE OF HEAD START  
NATIONAL CENTERS

Post: By doors in each classroom and gym.

This document was prepared under Grant #H01000023 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

## **ACTIVE SUPERVISION**

Active supervision requires focused attention and intentional observation of children at all times.

All staff who care for children need to position themselves so that they can observe all of the children: watching, counting, and listening at all times.

Also use your knowledge of each child's development and abilities to anticipate what he/she will do, then get involved and redirect them when necessary.

This constant vigilance helps children learn safely.

Infants, toddlers, and preschoolers must be directly supervised at all times.

This includes daily routines such as sleeping, eating, and changing diapers or using the bathroom.

Active supervision ensures all available learning opportunities never leave children unattended.

- Set up the Environment
  - Child sized furniture
  - Free of clutter
  - Large areas for active play
  - Clear pathways
- Scan and Count
  - Continually scan
  - Count frequently
- Anticipate Children's Behavior
  - Know children's individual interests and skills
  - Recognize challenges
  - Offer Support
- Position Staff
  - See and hear all children
  - Stay within easy reach
  - Attend to children who may need additional support
- Listen
  - Listen for specific sounds
  - Listen for the absence of sounds
  - Strategize
- Engage and Redirect
  - Promote problem solving
  - Tailor Assistance
  - Provide alternate choices

These strategies can transform what some may consider a “passive skill” of how to observe children, and make it an “active”, intentional skill, with specific steps for how to supervise children effectively. These skills build on each other to help keep children safe by making sure that you can observe everything that's happening and take action when needed.

## **CLASSROOM DAILY SCHEDULES**

Daily schedules are posted in the classroom and should be kept up to date and followed. This will allow substitutes and others to know what to expect in your classroom and continue routines when you are out.

## **CLASSROOM NEWSLETTERS**

Classroom newsletters are encouraged. If including pictures be sure that you have permission from the parent to share. If including a child's name in the newsletter only use the first name.

## **COUNT YOUR KIDS BECAUSE KIDS COUNT**

It is very important when entering and leaving a room that you count your children. This also applies to entering or leaving the playground and building. You will notice reminders posted around campus to count your kids.

## **EVACUATION ROUTES**

Evacuation Routes are posted in each classroom

## **EMERGENCY PHONE NUMBERS**

It is VERY important that phone number of both staff and families are kept up to date. Please communicate changes in phone numbers with the office so the appropriate systems can be updated.

## **FAMILY STYLE DINING**

Head Start Program Performance Standard 1302.31 E (2)

Family Style Meals are encouraged as described in 1302.31(e)(2) A program must implement snack and mealtimes in ways that support development and learning. Snack and mealtimes must be structured and used as learning opportunities that support teaching staff-child interactions and foster communications and conversations that contribute to a child's learning, development, and socialization.

WKU CCC requires teachers sit with the children during mealtime and strongly encourages teachers to eat what the children are eating. Teachers do not have to pay for the meal provided during mealtimes. Staff are required to engage in conversation with the children during mealtimes.

Infants under one do not follow family style dining. They are fed on demand.

### **All Classrooms:**

#### **TEACHERS SHOULD NOT HAVE ANY OUTSIDE FOOD IN THE CLASSROOMS.**

Teachers should model healthy eating habits by drinking water in front of the children. If the teacher would like to drink soda it should be in a cup with a lid so it isn't obvious the teacher is drinking soda. Children should have accessible drinking water and are not permitted to use the water fountains.

## **CACFP**

- Child and Adult Care Food Program
- Federally funded Child Nutrition Program
- Provides Reimbursement for nutritious meals
- Follows meal pattern guidelines

### Required Components of meal patterns

- Milk
- Meat/Meat Alternative
- Grain
- Fruit
- Vegetable

For a meal to be reimbursable through CACFP, the following is required:

- All components must be served at the same time.
- Enough food is provided to ensure full CACFP serving sizes for each child.
- Each child must be offered each menu item.

### Modeling Positive Mealtime Behavior

- Classroom staff and volunteers will model correct portion sizes by dishing the appropriate serving size onto their plate.
- Encourage children to try foods.
- Assist with feedings/serving as necessary.
- Milk must be offered and encourage children to open their carton before doing it for them.
- If a parent or volunteer wants to eat, the kitchen must be notified so enough food is available.
- If a volunteer or parent eats, they must be counted on the Point Of Service (POS), just as the teacher is.
- Food will not be used as punishment or reward.
- When introducing new foods, parents and staff should note that “pestering” the child to eat is not an effective strategy. “Pestering” refers to continual mention of eating and/or trying new foods beyond the point that a child has expressed a lack of interest.
- Children will not be forced to take all foods or to finish food on their plate.
- If a child chooses not to eat a food, staff and parents are encouraged to offer such food again at some future time.
- “Clean-plate clubs”, “stars” and other gimmicks are not appropriate ways to encourage children to eat. Bribery and punishment should never be used in connection with food.
- Positive conversation at the table between children and adults helps encourage a pleasant environment while also fostering children’s language development. This also offers the opportunity for adults to model good food choices and to connect good food choices to the concept of overall good health.

### **CHALLENGING BEHAVIORS**

What we are referring to when we say “challenging behavior:”

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures

### Reasons for Challenging Behaviors

- Developmental surge
- Medical reasons
- Biological differences
- Social emotional environment

- Discontinuity between care program and home
- Lack of skill in communicating and interacting with others
- A combination of more than one above

#### Communication Expresses

- What the child is experiencing
- What it is like to be in that child's body
- What it is like to be in that child's world

#### Cues of Young Children

- Engagement cues "I want more"
- Disengagement cues "I need a break"

Behavior has meaning and it is communicating a message.

#### Young Children Communicate in Many Ways

- Gaze aversion (looking away)
- Yawning
- Pushing out of the lips
- Smiling
- Eyebrow raising
- Eyes widen and sparkling
- Dull look/blank facial expression
- Giggling
- Squealing

Children may display challenging behavior because they do not have other skills to meet their intended need.

#### Acting Out Behaviors

- Fussing
- Inconsolable crying
- Frequent or intense tantrums
- Pushing
- Hitting
- Biting
- Frequent throwing of things or knocking things down or destroying property
- Persistent refusal to allow or participate in activities
- Harm to self or others

#### Social Withdrawing Behaviors

- Pulling away while being held
- Rarely cooing
- Rarely babbling or talking

- Looking sad
- Not showing preference for caregiver
- Not making eye contact
- Whining
- Being overly compliant or avoidant with the caregiver
- Diminished efforts to use communications skills that have previously been used

The goal is to focus on understanding the behavior, meeting the child's need, and teaching the child what to do in place of the challenging behavior.

#### Think About

- What is the child like?
- How calm or active is she?
- How does she respond to changes in routines?
- How does she deal with a lot of stimulation?
- How does she let you know she likes something, dislikes something, etc.?

#### Responding to Distress

- Acknowledge distress
- Offer comfort
- Use words
- Be in sync to a child's individual needs
- Help the baby/toddler achieve the understood intention
- Be developmentally appropriate
- Acknowledge a child's temperament traits as well as your own
- Consider ways to adapt the daily schedule, energy level, lighting, sound, pace, activity level, and stimulation to best match the child's temperament
- Focus on the positive attributes of all temperament traits (e.g., cautious vs. shy; persistent vs. stubborn; energetic vs. overactive or "hyper")

#### Focusing on the Child

- Makes us more likely to be able to respond with empathy to her needs
- Helps us be more intentional about problem solving
- Will assist us in restoring the child's sense of well being
- Will enable the child to spend his emotional energy on development
- Will help us keep our own emotions in check

#### Questions to ask about the meaning of the behavior

- What is the child communicating that he wants or needs?
- What is the purpose of the child's behavior?
- What is the meaning of the child's behavior?
- What do I want the child to do?

### Reflection- Self Awareness

- What is this child's behavior bringing up for me as her caregiver?
- What emotions do I experience when I care for this child?
- What can I do for myself to address my emotional response to this child?

### Use your resources in dealing with challenging behaviors

- Education & Disabilities Services Manager
- Mental Health Consultant
- Trainings in TRIS
- Training on ECKLC

### Learn from families

- Encourage families to share their observations.
- Let families know that their observations are important.
- Place a basket at sign in for families to drop off notes, pictures or to support what they are observing at home.

### AVOID

- Brining the child to the office as punishment.
- Threatening to call the parents.
- Threatening to bring another teacher in the room.

### How Schedules and Routines Support Social Emotional Development

- They are an important part of each day
- They meet children's basic needs
- They provide opportunities for learning and development
- They help develop a sense of security and control
- They provide predictability
- They support competence and confidence

### Arrivals and Departures Opportunities to Support Social Emotional Development

- Allowing time for hellos and good-bye
- Special goodbye area
- Family photos/objects
- Talk about feelings
- Rituals
- Games
- Books (purchased and homemade - "Mommy Comes Back")

### A well designed social emotional climate environment

- Supports the social emotional needs of infants and toddlers as well as their language, cognitive, and motor development
- Encourages responsive care from adults
- Supports peer relationships
- Is developmentally appropriate



- age appropriate
- individually appropriate
- culturally appropriate

## **KITCHEN**

If you find yourself being asked to fill in for the kitchen, here are a few things to be mindful of.

### Mealtimes

Breakfast 8:00

Lunch 11:00

Snack 2:00

- Foster Grandparents get lunch first in the Great Room at 10:45.
- Place a serving bowl of each item on the table along with plates and silverware.
- Look for the Special Diet posting.
- Milk can't be used again so if it comes back on the cart it needs to be poured out and thrown away.

Breakfast (need to start around 7:15)

- Count out entrees, fruit cups and milk for each class
- Bake/warm entrée if needed.
- Collect carts at 8:45 and clean them.

Water: Put water jugs on each cart at breakfast or take to rooms by 9:30.

Lunch (need to start at 10:00)

- Prep fruit into serving bowls (this could be done at breakfast while children are eating)
- Prep vegetables using a 4-ounce ladle to spoon 2 servings of vegetables for each child.
- If meat is not individually portioned, use 3-ounce ladle to spoon 2 servings of meat for each child.
- Count out milks.
- Collect carts and clean at 11:40.

Snack

Load cart with milk

Load cart with snack

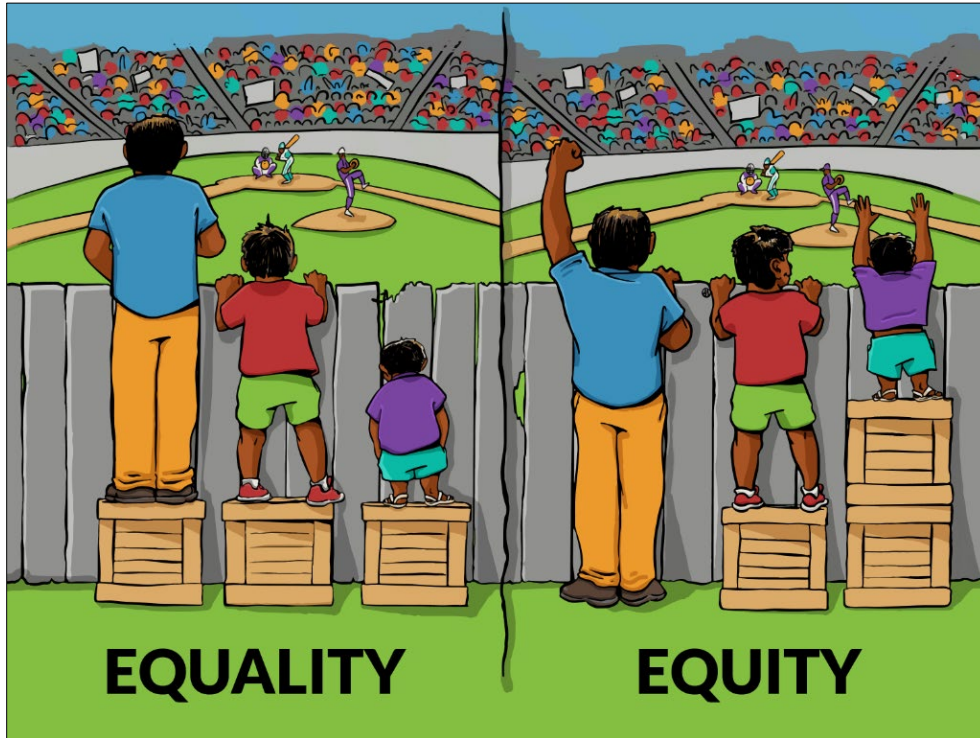
Milk is only 4 ounces at snack so one carton per two children. The teachers divide the milk into cups.

## **CARING FOR CLASSROOM FURNITURE**

- Follow your classrooms cleaning guide
- Do not sit on shelves or tables
- Avoid tape on shelves
- If a toy or manipulative is broken and can't be repaired, PLEASE throw it away
- Take pride in your classroom, we want our children to come into a clean room each and every morning
- Rotate your toys and manipulatives on a regular basis, this will help keep the children engaged

**BEFORE SAYING “IT ISN’T FAIR” THINK ABOUT THE FULL PICTURE**

Sometimes it may appear that things aren’t fair. Please have a conversation with the appropriate person to avoid unnecessary gossip and drama. Fairness can look different. Just like in the picture below people need different support to have the same view. Just because one person has a higher stool than the other doesn’t mean that things aren’t fair.



**Thank you!**

