



CHILD'S ENROLLMENT RECORD

DIRECTOR'S USE ONLY
Date enrolled _____

Child's full legal name _____
First Middle Last Nickname

Date of Birth _____ **Sex** _____

Primary Hours of Care From _____ To _____ **Days of Week in Care** _____

Child's Physical Address _____
Street Address (number, apartment #, street) City State Zip Code

Family Information: **Child Lives with** _____

Parent's Name _____ Parent's Name _____

Address: _____ Address _____

Home Phone: _____ Home Phone: _____

Employer: _____ Employer: _____

Address: _____ Address: _____

Work Phone _____ Cell _____ Work Phone _____ Cell _____

Custody: Mother _____ Father _____ Both _____ Other _____ Name _____

Emergency Contacts:

Child will be released only to the custodial parent or legal guardian and the persons listed below. The following people will also be contacted and are authorized to remove the child from the children's center in case of illness, accident or emergency, **if for some reason the custodial parent(s) or legal guardian(s) cannot be reached:**

Name _____

Home Phone _____ Cell Phone _____

Address _____
Street Address (number, apartment #, street) City State Zip Code

Name _____

Home Phone _____ Cell Phone _____

Address _____
Street Address (number, apartment #, street) City State Zip Code

Please use additional sheet of paper to list name, address and phone number of any other people authorized to pick the child up.

CONTINUED ON BACK

CHILD'S ENROLLMENT RECORD

(Back Page)

Medical Information:

Child's Physician/Health Resource _____

Telephone Number _____

Address _____
Street Address (number, apartment #, street) City State Zip Code

Hospital Preference _____

Name of Dentist _____ **Telephone** _____

Address _____
Street Address (number, apartment #, street) City State Zip Code

Meals typically served while in care: Breakfast AM Snack Lunch PM Snack Supper

Emergency Care Plan instructions (if applicable) _____

MISCELLANEOUS INFORMATION

List all known allergies _____

List all identifying scars, birthmarks, skin discolorations _____

Special medical or dietary needs of child _____

List any areas of concern _____

My signature below verifies that:

I give permission to consult the child's physician/health resource listed above in case of emergency if parent/legal guardian cannot be reached.

I have received a copy of the "Know Your Child's Children's Center" brochure.

I was notified in writing of the disciplinary and expulsion policies used by the children's center.

I was provided the food and nutrition policies used by the children's center.

Your signature below indicates that you have received the above items and that the information on this enrollment form is complete and accurate. I hereby grant permission for the staff of this facility to have access to my child's records.

Signature of Custodial Parent or Legal Guardian **Date**



EMERGENCY MEDICAL RELEASE

This form must contain only one child's name, and be the original notarized form.

A new notarized form is required when there is a change in legal guardianship.

Please Print Information

Child's Full Name: _____ Birthdate: _____

Allergies: _____

Medicines Routinely Taken: _____

Name of Custodial Parent(s)/Legal Guardian(s): _____

Address: _____
Street Address (number, apartment #, street) City State Zip Code

Home Telephone _____ Cell Telephone _____ Work Telephone _____

Family Physician's Name/Health Care Resource: _____

Address: _____
Street Address (number, apartment #, street) City State Zip Code

Telephone () _____

Hospital Preference: _____
Name City

Medical Insurance Company: _____

Policy #: _____ Expiration Date: _____

Emergency Contact (if custodial parent/guardian cannot be reached): _____

Address: _____
Street Address (number, apartment #, street) City State Zip Code

Home Telephone _____ Cell Telephone _____ Work Telephone _____

Sign in the presence of the Notary.

I hereby give my consent to any emergency facility and physician to administer necessary treatment to my child

_____, in the event of an emergency at which time
(Child's Full Name)

I cannot be reached. I give consent to transport by ambulance if situation warrants it.

Signature of Custodial Parent/Legal Guardian (Affiant)

STATE OF FLORIDA COUNTY OF _____

The foregoing instrument was acknowledged before me this _____
(Month) (Day) (Year)

by means of physical presence or online notarization by _____ who is personally known
(Name of Affiant)

to me or has produced _____ as identification.
(Type of identification)

SEAL OF NOTARY

Signed: _____ (Signature of Notary)



Food Experience Permission Form

I give permission for my child _____ to participate in food related activities.

Please check one of the following:

_____ My child DOES NOT have a food allergy or dietary restriction.

_____ My child DOES have a food allergy or dietary restriction. He or she may participate, but may not eat or handle the following items (please list below)

_____ My child DOES have a food allergy or dietary restriction. He or she may not participate in activities.

_____ My child has my permission to eat morning and/or afternoon snacks as provided by FUMC Preschool as depicted on the monthly snack calendar.

Parent Signature

Date



Food and Nutrition Policy

It is FUMC Preschool's desire that every child has a nutritious lunch. Please pack a well-rounded lunch to include all the major food groups. Each lunch should have a protein, a fruit and/or vegetable, a dairy, and a grain if possible. The following table should help you decide on items to include:

Category	Best choices	Good Choices	Not recommended
Protein	Organic chicken, beef, pork, eggs	Chicken, beef, pork, tuna, kosher hot dogs, eggs	Processed lunch meat, hot dogs, lunchables
	Tofu, beans, almond butter, nuts	Peanut butter, nut spreads	
Vegetables	Any organic fresh veggies: Spinach, carrots, broccoli, green beans, celery, etc.	Spinach, carrots, broccoli, green beans, celery, etc.	Canned vegetables
Fruit	Any organic fruits: Apple, banana, avocado, mango, melons, all berries, etc.	Apple, banana, avocado, mango, melons, all berries. Etc.	Fruit snacks, high sugar juice, fruit roll ups
Grains	Organic multi-grain bread, pasta, oatmeal, rice, quinoa, muffins, etc. Organic granola bars	Multi-grain bread, pasta, oatmeal, rice, quinoa, muffins, etc., granola bars, nutra-grain bars	White bread, cup cakes, cookies, sugary treats, chips, food bars with a lot of sugar
Dairy	Organic yogurt, cheese, Cottage cheese	yogurt, cheese, Cottage cheese	High sugar yogurt, processed cheese, pudding

Please understand, that licensing requires that we allow children to have any part of their lunch and we are not allowed to require order of eating ("Eat your meat first..."). We can only prohibit certain foods. Because we have several times where treats are already served at school (birthdays, special occasions, etc.) FUMC will not allow children to eat candy, cookies or soda from their lunch boxes. Those items will remain in their lunch boxes and will be sent home with them.

Parent Signature

date

FUMC PRESCHOOL GUIDANCE/DISCIPLINE POLICY FOR YOUNG CHILDREN

“Train a child in the way he should go, and when he is old he will not turn from it.”
Proverbs 22:5-7 If we are willing to invest the time initially, our classes will run more smoothly. The beginning effort may seem like too much work, but it will lead to a lot less work in the long run.

NO CHILD WILL BE SUBJECTED TO DISCIPLINE WHICH IS SEVERE, HUMILIATING, OR FRIGHTENING, OR ASSOCIATED WITH FOOD, REST OR TOILETING. SPANKING OR ANY OTHER FORM OF PUNISHMENT IS PROIBITED.

Verbal Guidance -

Careful Listening – “My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry...” James 1:18-20

Give opportunities for them to share – ideas, questions, and feelings. Share emotions with them verbally. Sit at their level and listen to them individually for few minutes. Encourage more talk by being nonjudgmental in response such as “Is that so?” “Wow, that’s interesting.” Reflective listening- if you recognize an emotion put it into words – “You look sad when Mommy leaves.”

Communicate with Respect - “Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king.” 1 Peter 2:17.

Eye Contact – Get down to their level and make eye contact. They may not make eye contact with you (nor should they be forced to), but when you do it shows them that they are important.

Do not call out directions from across the room – take the time to go to them and stoop to their level and give directions. Yelling will end up not being effective.

Use natural tone of voice – Using a normal tone of voice is more effective than yelling. A voice can be very firm, yet not loud.

Use short sentences - “Clean-up time.” Rather than “It is now time to clean-up all your toys and put them in the right place before we can go outside.”

Positive Directions – Tell children what to do instead of what not to do. Children understand “do” directions best. When children need to be corrected immediately, a better word to use is, “STOP” ONLY instead of “don’t”. Children tend to hear only the last part of a statement.

Ensure Respect from Children – Ensure that the children address you in a respectful way. (If they demand without asking, you can say, “Are you asking me or telling me?” OR “Try Again.”

Visual Aides and Prompts – All staff must be familiar with visual aides and prompts. We will use visual aides.

I.D.E.A.L. Response

The IDEAL response is an effective way to handle behavior. The acronym means:

I – Immediate – Response to behavior should be immediate, not long after offense.

D – Direct – Needs to be directly to the child at eye level – not yelling, but firm.

E – Efficient – Quickly state the offense – no lectures or asking why, stet what you observed and how it is an offense

A – Action-Based- Consequence should fit offense (do not swat a fly with an elephant gun), make them re-do if possible.

L – Leveled at behavior – All correction should be at the behavior, not the child.

Levels of Response: Please remember that levels of response need to be in line with the offense. Initially, the correction can be in a playful way and each level can become more firm. Firmness DOES NOT mean loudness. As you get more firm, you should talk slower and remain calm.

-Use your presence – go to the place where you see an offense about to happen (sometimes this will stop incorrect behaviors)

-Use physical guidance – gently steer a child the correct way.

-Use verbal guidance – “How do we play on the swings?”

Clearly state Limits and Follow Through

Logical Consequences when Rules are Broken - the consequence must fit the offense. (Not cleaning up after centers – give them opportunity to clean, if not, **THEY ARE CHOOSING** to not go to that center the next time) Make sure they realize that they have made the choice for that consequence. If the consequences fit the offense, children will come to know that their choices drive the consequences.

Using Re-Do's

Re-do's are extremely valuable tools when teaching children. Please practice using re-do's for behavior problems and to teach skills the proper way. When children are encouraged to re-do an activity or skill correctly, their brain makes a motor memory which helps the child learn.

How to do a re-do:

If a re-do is required, please have the child try the activity appropriately (example: child ran in hall instead of using walking feet, you can simply say, “Try again – How are we supposed to travel in the hall?” Then, have them walk with you and reaffirm that walking is the right way). This technique can and should be used to reinforce appropriate actions. It will not be effective when the child is in “defiant mode”. Rather, let the situation de-escalate and then practice the correct behavior.

Some Valuable Insight

Time out is rarely effective. When used as a general response to various unwanted behaviors, children are most likely to repeat the offense over and over when they are let go. When certain children are repeatedly put in “time out” they can develop a bad image of self and the other children will also “label” them. This can become a self-fulfilling prophecy.

When it is necessary for the safety of the child or other children – you may remove a child briefly from the situation. When a child needs to regain self-control, a teacher should remain with the child so that child will see you as a help. We do not want to give positive reinforcement when a child is losing control, but we do want to state what we are doing firmly and quietly. (“I am standing here with you while you gain self-control – I do not want you to hurt yourself or anyone else. Once you gain self control, I will be happy to talk to you.”) **At no time** will children be subjected to discipline that is severe, humiliating or frightening. Discipline is considered to be an ongoing learning time and is not associated with naptime, food, or toileting. **At no time** will a child be subjected to spanking or any other physical punishment.

Take time to pray with Children – It is important to encourage prayer with children. Hold them and pray for them and with them.

Encourage rather than Praise - Children must learn to do things for intrinsic reasons (because it’s right) rather than to please you. When we say, “I am so proud of you”, “I like the way you...” it tells them how to please you and our goal as a teacher needs to be for a child to be self-motivated and self-directed. This can be accomplished with specific statements like, “Our block area looks inviting, now it’s easier to find what we need”, rather than “Good Job!” Focus on children’s feelings about their behavior such as, “You seemed to be happy when you built that tower with your friend Elijah”, rather than, “I liked the way you got along!” We all know children who seem to behave when the mother or teacher is there and then when they are on their own, they go crazy! We should try to teach children to behave for their own good and not just to please someone in the moment. This is not an easy habit to break and will take time. Let your teaching partner remind you when you are doing this!

DO NOT TALK ABOUT CHILDREN IN FRONT OF OTHER PEOPLE - “He always gets grumpy after nap”, “He’s always trying to take something from someone”, “She whines like that everyday” (I have heard these exact statements here at FUMC PRESCHOOL). We need to not put labels on children or say never, always, etc. We need to talk to them individually and say, “It looks like you are sad when your daddy leaves.” **Please, please, please** be careful what is said in front of little ears about them. When talking to parents – remember that what is fixed during that day needs to be left alone. If it is necessary to talk to a parent – **you will find a quiet place where other people are not present or the conversation will have to wait.**

Try not to use a child’s name when it is for a negative reason. Believe it or not, children love to hear their name. We should try to reserve using their name for positive things. When we say their name in a loud or accusing tone it is not a good idea. If you need to get a child’s attention immediately, go to their location and speak to them firmly. Use their name for positive things or when you just want their response.

Before Responding make sure you know the situation. Sometimes we jump into a situation without really knowing what is going on and try to solve something or change something that doesn't need to be changed. (Example – two children playing in the block section and one comes over and crashes all the blocks to the floor, and the boys laugh – you tell the boy who crashed the blocks that that wasn't very nice, etc. Then, you find out that the boys decided to build something and then tear it down). If we are willing to invest the time initially, our classes will run more smoothly. The beginning effort may seem like too much work, but it will lead to a lot less work in the long run.

Conflict - When two children are in a conflict and one child hurts another, please attend to the victim first. We need to validate that they were hurt either in feelings or in a physical way. The offender may wait for attention and should be asked to think of alternative ways to handle situation next time, etc. We will not make children say they are sorry (because most of the time they do not mean it), rather we will begin to teach empathy and let the offender know how that affected their victim. If they want to say they are sorry all by themselves – great! If possible, have the offender help the victim (get boo-boo bear or band-aid, pick up toy they threw and give it to them, etc.)

Do not make children wait for very long – Children should not be required to wait very long for anything. At the VERY most, they should not wait longer than their age in minutes and much less most of the time. Have an activity ready (Mighty Minute or something else) if any waiting is required. Never have the whole class sit and wait without an activity.

Transitions - Transitions can be one of the most difficult times in the day. Some great tips include: give a warning before the transition is going to take place (use a timer, a song or signal). Allow for some projects to stand (a block tower or farm that someone has constructed can be set up for the rest of the day or a picture taken of it to display or show the parents).

When in transition from place to place **use a fun way to get there**. Sing a song, walk like a duck, etc. Use theme related songs and activities. Teach the children your expectations in transition (walk, quiet, etc.) The school wide rules can be expanded to fit your rules for transition.

WHEN NOTHING SEEMS TO WORK – When you have exhausted all of the above resources and still need additional help with behavior, go to the Director. If at any time you are feeling very stressed, call for someone to relieve you for a few minutes. Call the director or office for help when a child is:

- Striking, kicking or spitting at a teacher.
- Repeated offenses to other children (hitting, biting, etc.)
- Any other repeated uncontrollable behaviors.

Parents should be informed of their child's behavior when it is unmanageable in the class room. There will be times when a child may be sent home for behavior. We will follow our policy. We have resources available to us such as "Project Challenge" and "Directions" to help with these issues. The Director will help make a decision for what course of action to take.

Corrective Action Policy Agreement

FUMC Preschool takes the responsibility of guiding young children toward positive and appropriate behavior very seriously. Most of the children respond well to our guidance plan (see Guidance/Discipline Policy) and require little or no follow-up from home. Occasionally, when a child's disobedience and/or aggressive behavior continues, it will become necessary to involve the parent and the following corrective action outline will be followed to help resolve behavioral problems:

- A phone call to parents (this first call will be made after all other steps in the discipline policy have been taken).
 - If a child defiantly strikes, bites, or spits at a teacher, the director may decide to send the child home for the day (or the following day if the incident occurred late in the day).
 - Although it is not uncommon for a very young child to occasionally bite, parents will be required to meet with the director after a third bite within a two-week period to discuss a corrective plan of action.
- A second phone call to parents must be followed up with a director/teacher /parent meeting to discuss a corrective plan. This may occur with a face-to-face meeting or over the phone within 48 hours unless otherwise approved by the director.
- A third phone call to parents will require the child to go home for the day and a plan of action to be followed by the parent and teacher and will also include mandatory parent/director conferences every three weeks to discuss/monitor the progress of the behavioral problem.
 - One possible plan might include an agreement for a specialist from Project Challenge, or other programs, to conduct an observation of the problem behavior. Observations are completed to rule out physical or other problems.
 - Once the observation is complete, the specialist will meet with teacher and parents to discuss a tailored plan of action to help correct the behavior. If behavior is not the main issue, other agencies may be contacted for guidance.

If there is no improvement in the child's behavior after repeated attempts of the corrective action plan(s) or the parent refuses to cooperate or participate with FUMC Preschool, it may become necessary to dis-enroll the child from school. Disenrollment is never the desire of FUMC Preschool and is only done so when all other options have been exhausted.

NO CHILD WILL BE SUBJECTED TO DISCIPLINE WHICH IS SEVERE, HUMILIATING, OR FRIGHTENING, OR ASSOCIATED WITH FOOD, REST OR TOILETING. SPANKING OR ANY OTHER FORM OF PUNISHMENT IS PROIBITED.

I have read the Guidance/Discipline Policy and understand the Corrective Action Policy Agreement:

Student Name (print)

Parent Name (print)

Parent Signature

date

Additional Information

Walking Field Trips: FUMC Preschool will walk to local areas (i.e. Public Library, Post Office, etc.) You will be notified on the teachers monthly calendar. Parents are encouraged to attend.

I/We (parents/guardians) of _____, give permission to FUMC Preschool staff to escort my/our child on walking field trips. I understand I am allowed to participate if I choose to. I also understand that if I choose, my child may stay behind in another classroom.

Moving About the Church Facility: FUMC Preschool may use various rooms within our facility beyond the preschool area for program needs (i.e. Fellowship Hall, Chapel, Sanctuary, etc.). At all times, my child will be supervised by Preschool staff.

Visiting Animals: Any visiting animals must be cleared by the director. No cats, kittens or poisonous animals will be allowed. If applicable, a current copy of the visiting animals vaccination must be available for review by the school and/or licensing.

Photographs and Videos: _____ is allowed to have their picture taken and published for preschool purposes only (internal and private Facebook page). Any use outside of preschool will require FUMC to get additional permission.

Access to Childrens Records: FUMC child care personnel and licensing will have access to children's records.

Absences: Please notify FUMC of any absences.

Authorized Pick-up People: We must have the name, address and phone number of each authorized pick-up person and we must have 2 emergency contacts on file. Last minute additions must be submitted in writing (can e-mail information). Without complete information we are not able to release your child per PCLB regulations.

Immuizations: Please note that all children may not be immunized.

E-mail #1: _____ E-mail #2 _____

I have read, understand and give permission for all of the above.

Parent Signature _____ date _____

QUALITY CHILD CARE

Quality child care offers health, social, and educational experiences under qualified supervision in a safe, nurturing and stimulating environment. Children in these settings participate in daily, age-appropriate activities that help develop essential skills. Build independence and instill self-respect. When evaluating the quality of a child care setting, the following indicators should be considered:

QUALITY CAREGIVERS

- ❖ Are friendly and eager to care for children.
- ❖ Accept family cultural and ethnic differences.
- ❖ Are warm, understanding, encouraging and responsive to each child's individual needs.
- ❖ Use a pleasant tone of voice and frequently hold, cuddle and talk to the children.
- ❖ Help children manage their behavior in a positive, constructive and non-threatening manner.
- ❖ Allow children to play alone or in small groups.
- ❖ Are attentive to and interact with the children.
- ❖ Provide stimulating, interesting and educational activities.
- ❖ Demonstrate knowledge of social and emotional needs and developmental tasks for all children.
- ❖ Communicate with parents.

QUALITY ENVIRONMENTS

- ❖ Are clean, safe, inviting, comfortable, child-friendly.
- ❖ Provide easy access to age-appropriate toys.
- ❖ Displays children's activities and creations.

- ❖ Provide a safe and secure environment that fosters the growing independence of all children.
- ❖ **QUALITY ACTIVITIES**
 - ❖ Are children initiated and teacher facilitated.
 - ❖ Include social interchanges with all children.
 - ❖ Are expressive including play, painting, Drawing, storytelling, music, dancing and Other varied activities.
 - ❖ Include exercise and coordination development.
 - ❖ Include free play and organized activities.
 - ❖ Include opportunities for all children to read, explore, and problem-solve.

PARENT'S ROLE

- ❖ A parent's role in quality child care is vital:
 - ❖ Inquire about the qualifications and experience of child care staff, as well as staff turnover.
 - ❖ Know the children's center policies and procedures.
 - ❖ Communicate directly with caregivers.
 - ❖ Visit and observe the children's center.
 - ❖ Participate in special activities, meetings, and conferences.
 - ❖ Talk to your child about their daily experiences in the children's center.
 - ❖ Arrange alternate care for a sick child.
 - ❖ Familiarize yourself with the child care standards used to license the children's center.

PINELLAS COUNTY CHILDREN'S CENTERS GENERAL INFORMATION

For a listing of children's centers, contact 211 Tampa Bay Cares at 2-1-1.

For an appointment to review a children's center file or to file a complaint contact the Child Care Licensing Program at (727) 507-4857.

For further information about child care in Florida or to view children's center inspection reports, visit the website:

MyFLFamilies.com/ChildCare



Our mission is to protect, promote & improve the health of all people in Florida through integrated state, county and community efforts.

The statewide toll-free telephone number for reporting child abuse is 1-800-96 ABUSE (1-800-962-2873). Reports of suspected and actual cases of child physical abuse, sexual abuse, and neglect received through the Abuse Registry number are referred to the Pinellas County Sheriff's Department for investigation.

KNOW YOUR CHILD'S CHILDREN'S CENTER

Nursery School * Kindergarten

Day Nursery * School Age Center



PINELLAS COUNTY LICENSE BOARD
for Children's Centers and
Family Child Care Homes
8751 Ulmerton Road, Suite 2000
Largo, FL 33771
Telephone 727-507-4857
www.pccb.org

The Child Care Licensing Program and its services are funded by the Juvenile Welfare Board, the Florida Department of Children and Family Services and the Florida Department of Health, Pinellas County.

PINELLAS COUNTY CHILDREN'S CENTERS LICENSING STANDARDS

This children's center has met regulations found in Licensing Regulations Governing Pinellas County Children's Centers.

A valid temporary permit or license, which bears the distinctive seals of Pinellas County and the Florida Department of Children and Family Services, is posted in a conspicuous place within the center. A valid temporary permit or license will also include: effective and expiration dates, a license number, capacity and ages of children in care.

A LICENSED CHILDREN'S CENTER MUST:

- ❖ Adhere to its licensed capacity at all times.
- ❖ Post a schedule of daily activities.
- ❖ Have first aid and emergency procedures, and post evacuation diagrams in each room.
- ❖ Keep accurate, current daily attendance records and document a visual sweep of the entire premises at the end of each day.
- ❖ Provide parent(s) or legal guardian(s) access to the children's center during normal hours of operation.
- ❖ Report suspected child abuse to the statewide toll-free telephone number.
- ❖ Provide a permission form for parent(s) or legal guardian(s) to allow the center to administer medication as necessary.
- ❖ Document required information when administering medication.
- ❖ Document accidents and incidents and obtain parent's, legal guardian's or authorized pick-up person's signature(s).
- ❖ Maintain vehicles in safe condition if transportation is provided.
- ❖ Obtain parent's or legal guardian's permission before transporting children.
- ❖ Maintain contact information for children in vehicles being used for transport and emergency care plans for children with chronic medical conditions.

CHILDREN'S RECORDS REQUIREMENTS

The following documentation is required to be maintained in the children's center for each child in care.

- ❖ A signed statement that parent or legal guardian received a copy of this brochure.
- ❖ A statement signed by parent or legal guardian that enrollment information is complete and accurate.
- ❖ A signed statement that the children's center has provided parent(s) or legal guardian(s) a copy of the written disciplinary practices.
- ❖ A current health examination record (not required for school age children).
- ❖ A current Florida Certificate of Immunization (not required for school age children).
- ❖ A notarized Emergency Medical Release.
- ❖ Medical records that include special medical or dietary needs and a list of allergies, if applicable.
- ❖ Primary hours of care and days of week in care.
- ❖ Telephone numbers or instructions as to how to reach parent(s) or legal guardian(s) when children are in care.
- ❖ Hospital preference.
- ❖ Child's full, legal name, birth date, date of enrollment, current address and preferred name/nick name.
- ❖ Name, address, and telephone number of parent or legal guardian.

- ❖ Name, address and telephone number of emergency person(s), other than parent or legal guardian.
- ❖ Name, address and telephone number of physician and dentist.
- ❖ Proof of receipt by parent(s) or legal guardian(s) every August and September of information regarding causes, symptoms, and transmission of the influenza virus.

PERSONNEL REQUIREMENTS

- ❖ Director has a Director Credential with the certificate posted.
- ❖ Documentation that staff meets the staff credentialing requirement (not required for school age centers).
- ❖ Completion of background screening.
- ❖ Completion of 40-Hour Introductory Child Care training.
- ❖ Completion of 10 hours training annually.
- ❖ Completion of early literacy training (not required for school age centers).
- ❖ Documentation of educational requirements.
- ❖ Meet minimum age requirements.

- ❖ Signed statements that employees understand the statutory requirement of reporting child abuse/neglect.
- ❖ Staff trained in first aid and CPR on the premises at all times and on field trips
- ❖ Staff maintain direct supervision including minimum adult-child ratios:

2 months-1 year	1 adult for 3 children
1 year-2 years	1 adult for 5 children
2 year olds	1 adult for 10 children
3 year olds	1 adult for 15 children
4 year olds	1 adult for 20 children
5 years and up	1 adult for 25 children

NUTRITIONAL REQUIREMENTS

- ❖ Parent(s) or legal guardian(s) notified of meals provided that are of quality and quantity to assure child's nutritional needs are met or arrangements made for parent(s) or legal guardian(s) to provide nutritional food.
 - o Posted meal and snack menus.
 - o Safe drinking water is available.

PHYSICAL ENVIRONMENT

- ❖ Has sufficient indoor space for playing and napping that is kept clean, adequately lighted, vented and in good repair.

- ❖ Has indoor and outdoor space that is clean and free of litter and other hazards.
- ❖ Has toys, equipment and furnishings that are age and developmentally appropriate, and are maintained in an operable, safe, and sanitary condition.
- ❖ Has appropriate bathroom facilities that are operable, clean and sanitized (daily).
- ❖ Has isolation area for ill children.
- ❖ Has equipment for proper sanitary hand washing, toileting, and diapering activities.
- ❖ Has at least one corded, operable telephone available to staff.

HEALTH RELATED ENVIRONMENTAL REQUIREMENTS

- ❖ Annual approved fire inspections conducted.
- ❖ Monthly checks to ensure all areas of the children's center are free from fire hazards.
- ❖ Smoking is prohibited on premises.
- ❖ Storage of toxic and hazardous materials in areas inaccessible to children.
- ❖ Fire and emergency drills conducted as required.
- ❖ A labeled, fully stocked first aid kit.
- ❖ Parent(s) or legal guardian(s) notified of all animals on site.
- ❖ Records of immunizations for animals/fowl.
- ❖ Prohibit fire arms or weapons on premises (excluding federal, state and local law enforcement officers).
- ❖ Prohibit narcotics, alcohol or other impairing drugs on the premises.
- ❖ Bimonthly outdoor equipment maintenance checks.