



PREPARING OUR FUTURE

Preschool Onboarding Academy

Trainer Guide



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0.1 Preface



TEAM YMCA:

Congratulations on becoming one of the newest team members within our Preschool Programs at the YMCA of San Diego County! I hope you are excited to learn the tools and techniques that will help you become an effective and essential part of our Preschool Team. This academy is your first step in learning how to effectively care for our children while creating experiences that allow them to develop essential cognitive and social skills that will prepare them for tomorrow, today. You are getting the amazing opportunity to positively impact the intellectual growth of our children. It is time to get excited!

It is essential that we understand our role in our children's experience within our preschool programs, and that we take every opportunity we have with our children to teach them the Core Values of the Y in a fun, safe, and encouraging environment. This means the planning and processes we go through to create these opportunities is just as important as each child's experience. The work and effort you put in to building and crafting these experiences is greatly appreciated.

By committing to work for our Preschool Programs, you are helping teach our children the skills they will need to thrive in the world of tomorrow, today. You are also helping us complete our mission to positively impact our community and the world around us.

As always, we are in this together. Please never feel alone or isolated and always ask for help when needed. You have a powerful team behind you and by using all our strengths together we can continue to be successful and accomplish great things. Don't forget to share your innovative ideas on how to make processes or interactions with our members better. We are always counting on you to help make the YMCA an employer of choice.

I am your #1 fan! Please let me know if I can ever help or assist.

All Families Count!
Bringing People Closer,
Baron

Objectives

In this training, you will learn the tools and techniques to help you provide a fun, engaging, and safe learning environment for our children to grow, thrive, and explore. It is important you understand your unique role in our children's lives, and your opportunity to help children reach their fullest potential while learning and ingraining the core values that make the Y such an amazing organization to work for.

The following are the intended course outcomes for the Y's Preschool Academy Training:

Reactionary Objectives

From this training, participants will learn:

- The ability to have meaningful interactions with children that allow them to feel safe, engaged, and excited about Preschool.
- The skills to safely monitor and supervise all children while allowing them the opportunity to explore in a controlled environment.
- The knowledge of how to create activities and events for children to participate in to build their social and cognitive skills.
- The ability to organize and plan to anticipate the needs of all diverse learners.

Learning Objectives

During this training, participants will:

- Learn the tools and skills necessary to make sure all children are consistently supervised and safe in a variety of environments.
- Recognize the barriers they may face with engaging children, child behavior, child safety, etc. in our preschool programs.
- Learn how to effectively manage a group of children while creating multiple opportunities for them to grow and thrive.

Application Objectives

Leaving this training, participants should now be able to:

- Consistently utilize the tools and techniques for effective supervision and engagement of children in their daily job roles.
- Understand how to manage and organize their day to maximize the time children are engaged in meaningful experiences.
- Contribute to the positive experience and outcomes children have and the skills children learn in accordance with the core values at the Y.

0.2 Before you Begin

Facilitator Overview

This eLearning (online) training is a Facilitator led training that is designed to be taken by a participant with the help and continual monitoring of a Facilitator (identified by the Learning & Training Development Department). This facilitator guide is intended to be used as a framework to help facilitate, aid, and accomplish quality training and teaching amongst ALL our Preschool Programs.

This training provides new employees with the tools and skills necessary for them to be successful educators in our Preschools. Participants will learn valuable information that will help them create safe learning environments that continuously foster the individual growth of every child we care for.

It is important that participants understand their role in learning this information, and that they are expected to adhere to the policies, procedures, and guidelines covered in this training. If the participant has any confusion/needs any clarification on the topics covered in this training, they are to understand it is their responsibility to ask the facilitator, their supervisor, director, and/or fellow staff members for clarification.

Prerequisites

There are no required prerequisites for this training, however, Module 2 lists all the Compliance Trainings that must be completed within at least 30 days of their hire date for them to continue to work within our Preschool Programs. It is important that you review the trainings and provide any clarification to the participant about these trainings.

Preparation

Before the training, make sure you have/have done the following:

- Print Participant Guides for each trainee/participant.
- Familiarize yourself with the content in this Trainer Guide (please note the Trainer Guide is the Participant Guide with Trainer Notes)

Materials/Equipment

- Pencils/Pens
- Participant Guide
- Technology (i.e. computer) for participant to use for training

Post:

Trainers are required to signed the **Training Checklist** to: ytraining@ymca.org

Trainers and Participants must fill out and sign the checklist after the training has been completed. Please make sure to provide the date of completion on the checklist as well.

Module 1:

CAUSE & CULTURE

1.1 Module One (1): Cause & Culture

Welcome to the Y! You are now an important part of a wonderful organization. As Day Camp Staff member, it is important you understand what makes the Y, the Y!

In this first module, you will get the opportunity to learn about:

- Our Mission
- The Y's Cause
- The Y's Values
- The Y's Voice
- Diversity, Inclusion, & Equity
- YMCA of San Diego County Locations

1.2 Our Mission



"The YMCA of San Diego County is dedicated to improving the quality of human life and helping all people realize their fullest potential as children of God through the development of the spirit, mind, and body."

What does the YMCA of San Diego County's mission mean to you?

1.3 The Y's Cause

At the Y, strengthening community is our cause. We believe that positive, lasting personal and social change can only come about when we all work together to invest in our kids, our health, and our neighbors. That's why we focus our work in three areas:

- Child Development—nurturing the potential of every child and teen
- Healthy Living—improving the nation's health and well-being
- Social Responsibility—giving back and providing support to our neighbors

How does our presence strengthen a community?

1.4 Our Brand Promise



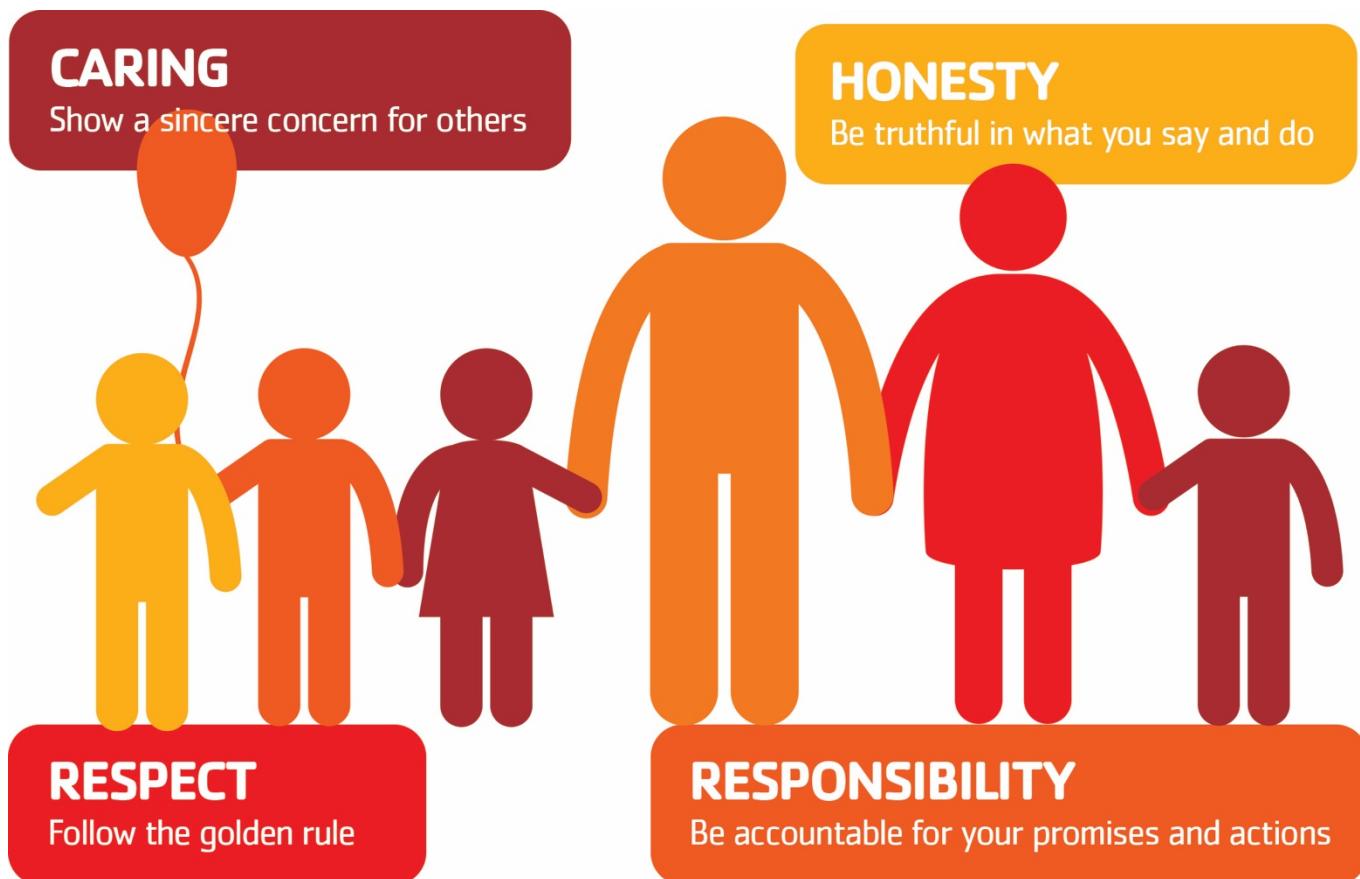
The Y is a powerful association of people of all ages and from all walks of life joined together by a shared passion: To strengthen the foundations of community. With a commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility, the Y ensures that every individual has access to the essentials needed to learn, grow and thrive. Anchored in more than 10,000 neighborhoods around the country, the Y has the long-standing relationships and physical presence not just to promise, but to deliver, lasting personal and social change. Though the world may be unpredictable, one thing remains certain—the Y is, and always will be, dedicated to building healthy, confident, connected and secure children, adults, families and communities.

How can you help drive the Y's commitment to nurturing the potential of kids, promote healthy living and foster a sense of social responsibility?

1.5 Our Values

Our core values unite us as a Movement. They are the shared beliefs and essential principles that guide our behavior, interactions with each other and decision-making.

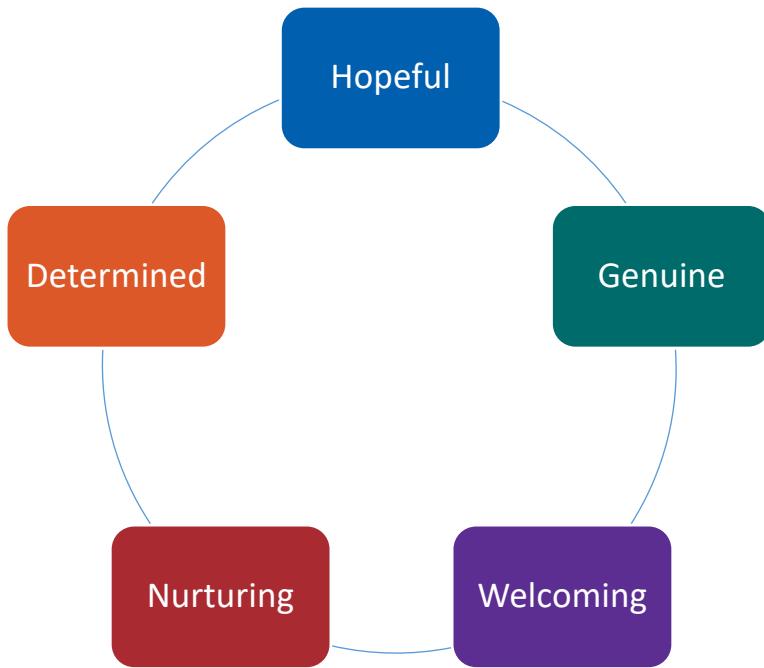
The four values of the Y:



Why do you believe these are the core values that are important to our association?

1.6 Our Voice

We use the word “voice” to describe the way our brand looks, sounds and feels. Staff should embody our voice in our interactions with our members and participants. The following terms describe the tone of all our communications:



What is Voice?

Brand voice is the distinctive tone, manner and style in which we communicate and behave. Voice is defined by a set of attributes that shape how we look, sound and feel-ing language, design, content and experience. These attributes help direct the personality of all Y experiences and communications. They also provide evaluation criteria that help us determine whether our communications “speak” to our audiences in a distinct “Y” way.

Our Voice attributes:

Nurturing: To care for, support and help develop through encouragement. We recognize that everyone has personal strengths. We infuse every message with a degree of empathy, because we sincerely care for the well-being of others and are rooting for their success.

Genuine: To be honest and open in relationships with others. We say what we mean in plain language and present realistic accounts of our capabilities and impact.

Hopeful: To take an optimistic view of future outcomes. We believe the glass is half full, and we're always thinking of new ways to fill it. We're confident that we can make a real difference in the lives of the people and communities we engage.

Determined: To devote our full strength and concentrated attention to strengthening community. We are passionate about our quest to help others, and we devote our full strength and concentrated attention to our cause. We're motivated to achieve our mission and goals.

Welcoming: To embrace people eagerly, warmly, hospitably and as equal participants. We want all people to feel comfortable and supported. We address everyone with the respect all people deserve and actively connect people to supportive communities.

1.7 Why Voice is Important/Where We use Voice

A unified brand voice is one of the most powerful tools an organization can use to drive reputation and influence behavior. A clear, coherent and consistent voice conveys the authenticity and character of an organization.

A unified voice enables us to:

- Differentiate the Y from peers as a leading nonprofit strengthening community through child development, healthy living and social responsibility.
- Emphasize the Y's impact—not just the programs we provide.
- Influence our stakeholders to join, renew, give, volunteer and advocate.

How else can a unified brand voice help drive reputation and influence behavior?

Where We Use Voice?

Everywhere. The Y voice applies to how we think, act and communicate, including training, social media environments, communication, websites and behavior. The more consistently we use our voice, the more clearly we will express who we are, what we do and the impact we make.

1.8 First Impressions Count

The Y helps strengthen the community because we are the community. We are made up of people of all ages, faiths, and abilities, all working side-by-side to ensure that everyone — regardless of gender, income or background — has the opportunity to live life to its fullest; it's important that everyone feels welcome at the Y, every day. It is equally important that we make a good first impression.

People that we encounter need to receive a favorable impression of the Y. We want people to know that the Y is a quality organization that offers first class programs, services, and facilities. We want them to know that everyday our staff and volunteers take great pride in our cause and the delivery of our mission.

There is no organization quite like the Y. We value caring, honesty, respect, and responsibility, and everything we do stems from these core values. It's essential that we convey our pride in our work through all of our touch-point communications: visual and vocal, as well as the way we interact with others, our programs, staff, volunteers, and actions. We must communicate in ways that demonstrate that we are determined, genuine, welcoming, hopeful, and nurturing.

When our Y staff members create a welcoming, fun, and safe environment, members and participants love coming to the Y and feel comfortable in their participation. These loyal and involved members and participants will encourage others to join the Y. Just like in your own home, when company is coming, you prepare for your guests. Every day at the Y, we want to make sure that everything is in order, and we always put our best foot forward for the people who visit us. By doing so we can bring our mission to life – that is, make a real impact on our members and participants while at the same time serving others by getting involved and giving back.

What can you do to ensure a welcoming, fun, and safe environment?

1.9 What is Diversity & Inclusion?

Diversity: The presence of differences that make each person unique and that can be used to differentiate groups and people from one another.

Inclusion: The full engagement and development of all Y stakeholders (staff, participants, members, policy volunteers, program volunteers, partners, communities, vendors, etc.).

Equity: Equity is the guarantee of fair treatment, access, opportunity, and advancement for all, while striving to identify and eliminate barriers that have prevented full participation of some groups; it acknowledges historically underserved and underrepresented populations, and that fairness regarding these unbalanced conditions, is needed to assist equality in the provision of effective opportunities to all groups.

Inclusivity statement for YMCA of San Diego County:

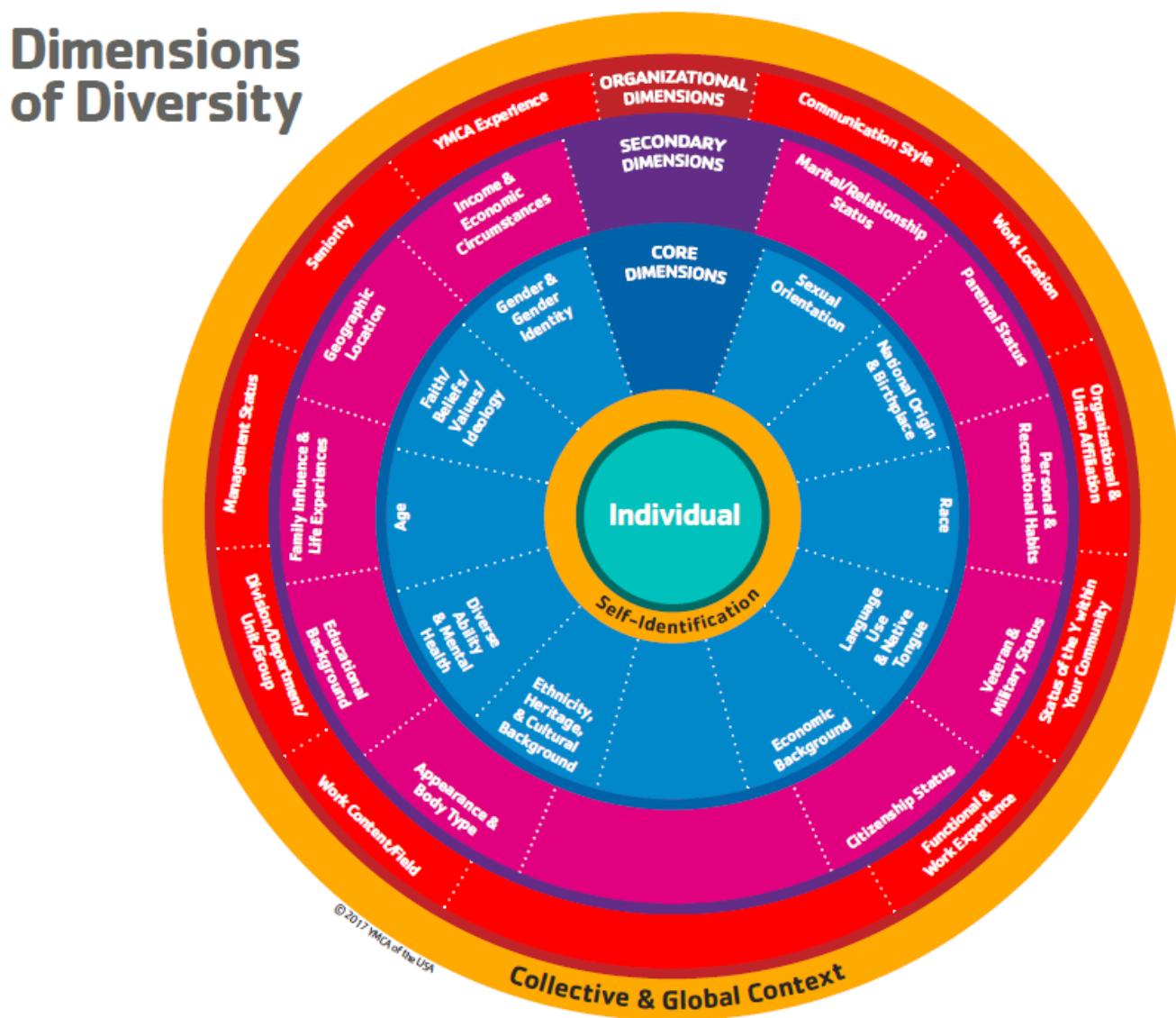
The YMCA is an organization open to all people. We welcome and value individuals of all age, race, ethnicity, religion, gender identity, gender expression, ability, sexual orientation and financial circumstance. We are committed to having programs and services that embrace diversity, reflecting the people and needs of our community.

Explore the dimensions of diversity through the Diversity Wheel diagram below. Understanding the dimensions of diversity will help you see opportunities to ensure that all segments of society feel welcome at the Y as participants, members, staff and volunteers.

To be truly inclusive and welcoming to all, it is critical to understand the many factors that make up and influence an individual and their personality.

What does diversity and inclusion mean to you?

Why is it important to provide members and participants a quality experience?



Blank Spaces

The blank spaces emphasize the importance of self-identification and highlight the fluidity and flexibility of an individual's dimensions of diversity.

Individual

At the very center of the Wheel is the individual. All dimensions of diversity connect back to our unique experiences and perceptions of the world around us. Therefore, we are indivisible from them.

Self-Identification

Self-Identification stresses the importance of how we see ourselves in determining our dimensions of diversity.

Core Dimensions

These dimensions are central to our personal experience, have sustained influence in our lives, and are often the dimensions that we most closely identify with. The core dimensions of diversity carry a degree of inflexibility, which describes their largely (although not absolute) unchanging nature.

Age

An expression of an individual commonly measured in whole years since birth; many societies commonly create arbitrary divisions to mark periods of life – legal systems define specific ages for when an individual is allowed (or obliged) to do certain activities.

Diverse Ability & Mental Health

The wide range and spectrum of ability, whether physical, emotional, or mental that an individual identifies with.

Economic Background

The circumstances and events that shape the economic situation of an individual during their upbringing. Sometimes referred to in relation to Socio-Economic Status (SES); a combined measure of work experience and an individual's economic & social position in relation to others based on income, education, and occupation.

Ethnicity, Heritage, & Cultural Background

The characteristics of a group of people that share a common and distinctive national, religious, linguistic, and/or cultural heritage. The U.S. Census Bureau defines ethnicity or origin as the heritage, nationality group, lineage, or country of birth of the person, or the person's parents or ancestors before their arrival in the United States.

Faiths/Beliefs/Values/Ideology

A system of behaviors and practices that relate the human experience to the idea of existence; also refers to those who are unaffiliated with any such practices/religion.

Gender & Gender Identity

The external display of one's gender, through a combination of dress, demeanor, social/cultural behavior, and other factors, generally placed on scales of masculinity and femininity. Also referred to as "gender presentation". Gender identity is an internal-therefore not visible to others – perception and definition of an individual's gender, based on how they align with the gender spectrum(s).

National Origin & Birthplace

Place of birth or origin is generally determined by geographic location at time of birth and may be used to describe the location of an individual's upbringing.

Race

A local geographic or global human population distinguished as a distinct group by genetically transmitted physical characteristics; a group of people united or classified together based on common history, nationality, or geographic distribution.

Sexual Orientation

One's sexual attraction towards others – whether of the same or different sex(es); the desire for intimate, emotional, spiritual, and/or sexual relationships with people of the same gender-sex, another gender-sex, or multiple genders.sexes. Often confused with sexual preference.

Secondary Dimensions

These dimensions, though still important, have an element of control or choice that is not present in our core dimensions of diversity. Much like we have our self-identification to emphasize how we see ourselves, this outer ring emphasizes how the world perceives us.

Collective & Global Context

This ring highlights the role of collective & global context in how we define our dimensions of diversity. Much like we have our self-identification to emphasize how we see ourselves, this outer ring emphasizes how the world perceives us.

1.10 Employee Guidelines

Dress Code

The YMCA of San Diego County welcomes and involves people of all ages from diverse cultures and backgrounds. An integral part of the Association's image is the impression people have when they see staff at work. YMCA staff will exercise sound business judgment with regard to personal appearance, hygiene, dress and grooming, enabling them to effectively and safely perform their job duties, while representing healthy lifestyles. In an effort to provide quality customer service and to ensure our members and program participants have positive feelings about their Y experience, it is important that each staff person is neat, clean, well-groomed, easily identifiable, and professional in appearance at all times.

YMCA team members are expected to project a role-model and well-groomed image. Therefore, the following guidelines have been implemented. These guidelines apply any time a team member is being paid to work including: work shifts, meetings, trainings, special assignments, etc. All YMCA Child and Child Development Program team members are to wear:

- Your YMCA administered photo ID Badge displayed prominently or attached to a YMCA lanyard.
- Your YMCA magnetic name tag displayed either on your right chest or attached to a YMCA/approved lanyard.
- A clean and neat appearance with no torn, frayed, faded, soiled or wrinkled garments.
No garments or items advertising lifestyles not consistent with the YMCA's mission and purpose. (e.g. alcohol, drugs, etc.)
- No revealing garments. (e.g. too tight, too short, low cuts, see-through, etc.)
- Visible tattoos must be appropriate in nature, not excessive in size, draw undue attention, or violate our core values.
- No visible body jewelry except pierced ears.
 - Ear piercings are permitted for both females and males.
 - Hoop earrings must have a diameter of $\frac{1}{4}$ inch or smaller. Hoop earrings larger than $\frac{1}{4}$ inch are not permitted. This is for the safety of our team members when interacting with the child.
 - Gaged ear lobes with plug openings larger than $\frac{1}{4}$ inch are not permitted. If a gaged ear-lobe is larger than $\frac{1}{4}$ inch, the plug must be completely closed, or have an opening that does not exceed $\frac{1}{4}$ inch.
 - Small discrete nose studs piercings flush to skin are permitted
 - Tongue piercings must either be removed, or be small, discreet, and clear.
- Facial Hair must be trimmed and well-groomed.
- Though not required, it is recommended for your own safety that long hair be pulled

back and that hoop earrings are not worn.

- For swim programs, bathing suits must be:
 - Women: one-piece or board shorts & sports top
 - Men: swim shorts
- YMCA program staff shirt visible, with the exception of covered by a YMCA sweatshirt or jacket.
- Black, khaki, comfortable shorts or pants (no denim)
- Hats may be worn if the bill is in front and is allowed by the school site, if applicable
- Closed toed shoes appropriate for active, athletic movement. (Sandals, thongs, etc. are not appropriate)
- A first aid kit.
- Y issued aprons, if provided in your program.

Dress up days and casual Fridays:

Some programs may have days when there is an exception to certain rules are in regard to dress code. This typically only applies to the "Black, khaki, comfortable shorts, skirts or pants". Any costumes must still include visible YMCA name tags, staff shirt, etc. They must also still include appropriate close toed shoes and may not be too revealing. All costumes must be in line with the values of the YMCA. If denim/jeans are allowed they must be clean-cut and not bleached out, frayed, torn, faded, too tight, or too baggy. If you are unsure if what you are wearing is work appropriate, ask your supervisor.

Special circumstances:

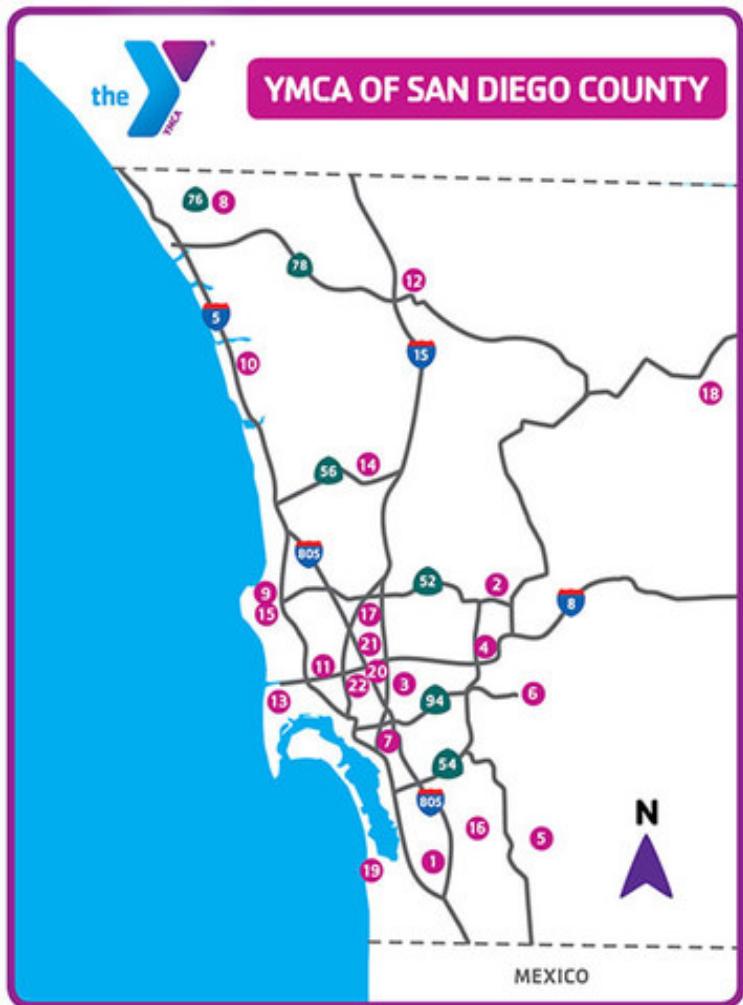
There are occasions where special circumstances require an exception to the dress code.

E.g. swimming, where sandals on the pool deck or appropriate bathing suit (please see our Day Camp guidelines for bathing suit standards) would be more appropriate. However, prior to the special circumstance activity and directly after the activity concludes team members are expected to be in regular dress code. These exceptions need to be approved by your Program Director. Some meetings and events require alternate attire from the standard department dress code, the following is a guide to assist with understanding what is appropriate in these situations. A minimum of business casual is expected when attending meetings or trainings at our Team Headquarters (THQ).

Parking

In order to serve members first, please ensure you are parking in a designated area specific to employees. Please make sure you understand where these parking spaces are located at your facility.

1.11 YMCA of San Diego County



Branch Facilities:

What is JOIN ONE JOIN ALL?

Membership at the YMCA includes more opportunities to learn, play, and get healthy. That's because when you join one Y, you join them all! When you register for a YMCA membership, it will include all the benefits at your home branch, with access to offerings at other locations across San Diego County.

Your home branch is the YMCA you're registered as a member and regularly participate the majority of the time. If a member is visiting another location more often than their home branch, we will assist by transferring their membership to their new home branch.

Three areas for locations:

Area 1: South Bay, Eastlake, Border View, Palomar, CSS

Area 2: Mission Valley, Toby Wells, Copley Price, Rancho, Jackie Robinson, Peninsula, La Jolla, Firehouse, Beach & Bay

Area 3: Cameron, Davis, McGrath, Magdalena Ecke, Joe & Mary Mottino

Camps: Overnight Camp, Day Camp

What is included in a Y membership?

- Access to all 18 YMCA locations
- Specialty group exercise classes

- KickStart
- Interactive and responsive cardio machines
- Indoor and Outdoor year-round heated pools
- Nationally certified Wellness Coaches
- Nutrition and weight management programs
- Member rates on YMCA programs
- Family Time activities

What are some advantages to having access to all San Diego County locations?

What is your “home” branch? Why is that important?

How does a member benefit from included amenities?

1.12 Social Service Facilities

YMCA COMMUNITY SUPPORT SERVICES

About Community Support Services

We made a promise to strengthen our community. Since 1970, we have been doing just that with three unique departments, YMCA Childcare Resource Service, YMCA Child & Family Services, and Youth and Child Development programs. We provide resources, support and social services to children and families throughout San Diego County. We continue to expand our services to adapt to the needs of our community.

Childcare Resource Service | Child and Child Development

We are committed to building bright futures for San Diego's children by ensuring the highest quality of care for all children, based on their families' unique needs. We offer free and low cost services and resources to families of all income levels.

Within our Youth and Child Development programs, we directly impact the lives of children throughout San Diego. We provide care for the children of our members while using our facilities, we prepare preschoolers for kindergarten and we educate school-age children during, before, and after school hours.

Address:

3333 Camino del Rio South

San Diego, CA 92108

619-521-3055

www.ymca.org/CRS

www.facebook.com/YMCA.CRS

Child and Family Services

We focus on bringing about meaningful and lasting change in our children and families by ensuring they have a safe place to live; by providing them with a reliable support system; by challenging them to pursue their goals; and by connecting them to resources needed to flourish. We concentrate our work in the following four areas:

- Behavioral Health
- Family Support and Preservation
- Transitional Housing for Young Adults
- Child and Young Adult Skills Development

Address:

2929 Meade Avenue

San Diego, CA 92116

619-281-8313

www.ymca.org/YFS

www.facebook.com/YMCAChildandFamilyServices

What are ways CSS serves to strengthen our communities?

1.13 Branch Tour

Topics Include:

- History of YMCA branch
- Layout and overview of amenities
- Organizational chart
- Examples of brand and voice

What is the origin of your branch?

What are three fun facts about your branch that you learned while taking your tour?

How long has your branch been in the community?

1.14 Trainer Note (Module 1)

What You Should Know

In this module, participants are learning all about the Cause & Culture of the Y. This is our foundational framework, and are all the key components that make the Y, the Y. These are also the skills and tools each staff and team member are expected to utilize while working to create a memorable and positive member experience.

Participants will take the “Preschool (Mod 1): Cause & Culture” eLearning training on their own. The training will have an assessment at the end of the training, resulting in either a pass/fail. If the participant fails, they will have the opportunity to answer the questions again until they receive a passing score of 80% or higher.

What You Should Do

Review all the questions asked throughout the training that participants should have written down answers for. Discuss the question/answer with the participant to check for deeper understanding.

Take the participant on a Branch Tour of your facility to show them the Preschool Program area, and the rest of the facility/programs at your site. It is important to make sure to show new staff the layout of our facility, the materials we use, discuss the history of the branch, demonstrate areas where brand and voice are used, etc., to tie in Cause & Culture.

When you finish the branch tour, have participants complete page 30 in their Participant Guide, then discuss their answers to check for understanding,

Assessment/Knowledge Check

Verbally ask/have participants answer the following questions:

1. What does the Cause & Culture of the Y mean to you?

2. Do you feel you will be able to fulfill our Brand Promise by being an example of our Voice and Values? How do you feel you will be able to help accomplish this?

*Based off participant’s answers, you may have the participant check off this Module on their Training Checklist in the back of their Participant Guide. Participants are to check off all Modules to state they understand what is now expected of them after receiving this training(s).

Module 2:

System Based

Learning

2.1 Module Two (2): System Based Learning

In this next module, you will be receiving a brief overview about the trainings you will be required to take as a new staff member within our organization.

It is important to note that you will access these trainings through Y University by using the email issued to you by the YMCA OF San Diego County!

It is important to remember and continuously check your Y email for any training information, updates, and information being sent to you from YMCA of San Diego County Head Quarters.

Required Trainings:

- Blood borne Pathogens
- Workplace Harassment for Employees
- HIPPA
- Privacy & Security Information
- Concussion Training
- Kronos
- Knowledge at your Fingertips
- UltiPro

2.2 Blood borne Pathogens

This course will provide you with a basic understanding of Blood borne pathogens, common modes of transmission, methods of prevention, and what to do if an exposure occurs. Information presented will help minimize serious health risks to persons who may have personal exposure to blood and other potentially infectious materials in the workplace. The content in this course is designed to comply with the intent of the applicable regulatory requirements. The training requirements established under the Blood borne Pathogen standard require an employer to allow for an opportunity for interactive questions and answers with the person conducting the training session. Employers may use a variety of methods to meet the intent of the standard. As an example, OSHA has previously stated that an employer can meet OSHA's requirement for trainees to have direct access to a qualified trainer by providing a telephone hotline. Learner objectives for this course are to identify blood borne pathogens and symptoms of blood borne diseases, identify modes of transition of blood borne pathogens, recognize the proper use and handling of personal protective equipment, identify measures to be taken when the skin or eyes are exposed to infectious material, and specify the components of an Exposure Control Plan.

Please access Y University to complete this important compliance course. This course must be completed yearly on the anniversary date in which it was first completed.

Example: If you completed this course on 1/1/2020 you will need to retake this course again on 1/1/2021. Y University will automatically populate this course for you on your anniversary date.

2.3 Workplace Harassment for Employees

Harassment at work can have a corrosive effect on an Association's culture and can lead to low employee morale, reduced productivity, and even criminal liability. Focusing on the forms of harassment prohibited by federal law, this course will provide an overview of the types of behaviors that can give rise to harassment claims, including those based on sex, race, color, national origin, religion, age, and disability. It will also discuss the benefits of and strategies for promoting a respectful work environment that is free of all forms of harassment, intimidation, and discrimination. If you have questions about harassment either during or after this course, please contact the designated human resources professional at your Branch who is trained in this area.

Please access Y University to complete this course.

2.4 HIPPA

This course presents an overview of HIPAA (the Health Insurance Portability and Accountability Act), outlining the main components and identifying who is covered by the Act. It examines the privacy provisions under HIPAA as they relate to protected health information (PHI). This course helps employees and business associates of covered entities recognize the key provisions of HIPAA, how their organizations are affected by HIPAA, and how the privacy rules impact them.

Please access Y University to complete this course.

2.5 Privacy & Information Security

This course will prepare you to handle private information responsibly as required by law and by your organization. It will give you an understanding of the kinds of information that are considered private and that are subject to protection under US law. It will explore the various strategies for safeguarding private information you encounter as part of your job and teach you about recognizing and reporting potential privacy breaches. In addition, it will give you an appreciation of the negative consequences of failing to adequately protect such private or confidential information.

Please access Y University to complete this course.

2.6 Concussion Training

Please access Y University to complete this important compliance course. This course must be completed yearly on the anniversary date in which it was first completed.

Example: If you completed this course on 1/1/2018 you will need to retake this course again on 1/1/2019. Y University will automatically populate this course for you on your anniversary date. No need to remember when you took it last.

2.7 Kronos

Kronos pay period weeks run Saturday through Friday. Pay periods run for two-week periods. All Kronos timecards must be approved electronically no later than the last day of the pay period.

Clocking In/Out:

When clocking in the expectation is you are ready to work. Please ensure you arrive a few minutes prior to your schooled shift if you need to complete tasks outside your normal work duties. Please review the screen shots in your appendix for details on completing the check in/out process.

Adding Comments:

If you are unable to clock in/out due to working off-site or computer malfunction, you must leave your supervisor a comment on your KRONOS time card. The comment must be detailed and list the exact times that your timecard should reflect. If for any reason you clock out late for your shift, accrue overtime, or receive a meal break penalty, it is your responsibility to put a comment in Kronos notifying your supervisor what happened that day. We understand that there are unforeseen circumstances (unexpected busyness, staff shortage) that might prevent you from clocking in or out appropriately and we just need a comment to be placed on your Kronos.

Breaks:

Employees who are classified as non-exempt are entitled and encouraged to take a duty-free thirty-minute meal period whenever they work for a period of five or more hours. The meal period must be completed before the end of the fifth hour of work (for example, by 4 hours and 59 minutes). However, if six hours will complete the day's work the employee may voluntarily choose not to take the first meal break pursuant to a valid written meal period waiver. Employees working over 10 hours in a day must begin a second meal period prior to the end of the tenth hour of work. Meal period time is unpaid and employees are free to leave the premises during their meals.

Non-exempt employees are also allowed and encouraged to take a ten-minute rest period if they work over 3.5 hours in a shift. Employees who work between six and ten hours in a shift are entitled to two ten-minute rest periods during their shift. Employees who work between ten and fourteen hours in a shift are entitled to three ten-minute rest periods during their shift. Unless it is unfeasible, rest periods will be taken in the middle of each work period, separated by any applicable meal periods. Rest period time is paid.

It is the intent that non-exempt employees will receive a meal or rest period approximately every two hours during a shift. Therefore, if an employee is scheduled for a four-hour shift, the employee

is entitled to one rest period, which they will take as close to the second hour of their shift as possible. If an employee works an eight-hour shift, the employee will take their rest periods as close to the second and sixth hours of their shift as possible, with a meal period between the two rest periods. Employees who work longer days are entitled to rest periods as close to the second, sixth and tenth hours of the shift as possible, with meal periods between the rest periods. Non-exempt employees must not engage in any work-related activities during their meal or rest periods.

Approving Your Timecards:

All timecards must be approved before closing the Friday of the end of the pay period (every other Friday). However, it will be your responsibility to ensure your timecard is approved on time each pay period.

- Log In
- My Information
- My Timecard
- Approvals
- Approve

Important: Do not approve your timecard unless it is 100% accurate. If there are any incorrect times, you must notify your supervisor immediately. Please communicate any errors to your clock in/out times immediately in order for your supervisor to make corrections in time for you to approve your timecard.

2.8 Knowledge at your Fingertips

Y University:

Y University is our internal learning management system. This system will allow you access to online trainings and resources along with our training calendar. Y University also tracks required certifications for some of our positions.

Once you have been issued an email account, it will take an additional day before you will be able to access Y University.

When logged in to a computer with your email, click on the link below. You will be automatically logged in to Y University. www.ymca.org/cornerstone

YUSA LINK

At the Y, you have a partner in your work of strengthening community. YMCA of the USA (Y-USA), the national resource office for the country's YMCAs, offers a national vantage point, support, tools and communities of practice to help Y staff and volunteers understand not just the nuts and bolts of effective management and leadership, but also our collective cause and vision for the future.

Where can you find this information?

Go to link.ymca.net and harness years of experience and new methods to drive results. Here's just some of what you'll find:

BEST PRACTICES: Doing our work well and measuring our impact are common elements to all Y work. On the Exchange, you'll find [best practices](#) that will help you get results.

NEWS, PUBLICATIONS AND EVENTS: Important news and updates from Y-USA regarding strategies, opportunities and key events are part of Exchange, as well as [Movement publications](#) like Hotfacts, Member News and Discovery.

STORIES OF IMPACT: Exchange highlights work in the Movement that's making a difference, getting attention, or demonstrating innovative approaches. [View what happens](#) when all of your hard work starts benefiting community.

TOOLS AND RESOURCES: In every major area of Y programming and operations there are tools and resources to support your work, including program models, job descriptions, templates, research, manuals, case studies and samples.

COMMUNITIES: The Y is about people and relationships. Join one of our staff and volunteer [communities](#) on Exchange and engage in real person-to-person sharing around challenges, opportunities, stories and inspiration.

Register to access Exchange:

- Go to link.ymca.net
- Click on “Click here to register”
- Complete the information required (NOTE: this creates your permanent YMCA account and establishes your record. Please ensure that all information is complete and accurate)
- Type in the city and state where the branch you work at is located
- Click on “Find Your YMCA”
- Find your branch in the list the it pulls up and click on “Select”
- Review your account information and the branch that you have selected
- Enter in your New Password and Confirm Password and after reviewing the rules and term of use click each box
- Click on Create My YMCA Account
- Click on “Click here to login”
- Enter in your log in information and click on “Sign In”
- Click on Request Access to Exchange
- Select the reason for access for your LCDC account (i.e. staff)
- After reviewing the disclaimer, scroll to the bottom of the page and click the box next to “I agree” if you agree and click “Request Access from my YMCA”
- Once that is completed, you will be taken to the My Profile page and a Welcome to Exchange popup will show. Thank you for completing the registration process

What are two new things you learned about the YMCA? What is their importance?

2.9 UltiPro

As a new employee, you will be required to login to the UltiPro system and complete the following personal information:

- Emergency Contacts
- Direct Deposit – Recommended but optional
- Verify your personal information including address and telephone number
- Update/change tax with-holdings information (if needed)
- Print Pay Stubs

How to Login:

To access UltiPro go to <https://n23.ultipro.com>

Your Username:

First initial + last name (up to 12 characters) + 2 digit month + 2 digit day of your birth day

Temporary Password:

Last 4 of your social security number

- You will be prompted to change this password once you have logged on.
Be sure to write down your new password for future reference.

2.10 Trainer Note (Module 2)

What You Should Know

This section is a brief overview of the trainings all participants are **required** to complete within at least 30 days of their Higher Date. It is important that you are aware if your branch/program have any other requirement dates that need to be adhered to (i.e. some branches only allot 7 days for trainings instead of 30 days due to the job duties/requirements). If there are any time frames given for trainings that are sooner than 30 days of the higher date, you are responsible for informing the participant of those branch specific requirements.

There is no eLearning for this Module. However, Participants will be asked to log on to their Y University Account, Y Exchange, as well as enter information in to UltiPro (as instructed). They will need their Y Email information, which was set up for them as they were onboarded by your Branch HR. If a participant cannot remember their email password, they need to contact THQ HR in order to have their password reset in order to complete this Module successfully.

- *Make sure that participants understand they are responsible for checking their Y email during work hours, regardless if they are Part Time/Full Time/Seasonal for any training/information sent from the branch, supervisors, and/or THQ.

Participants are expected to read through the brief descriptions of each training, and are encouraged to ask you, the Facilitator, any questions they have with regards to completing the training/completion time frames as well.

What You Should Do

After participants have read through the Module, check that they also performed the requested tasks by logging on to Y University, Y Exchange, and UltiPro.

Make sure participants understand their role and responsibility in checking their Y email during work hours for any information/training updates sent by fellow staff/Team Head Quarters.

Assessment/Knowledge Check

If participants have completed the Module 2 Tasks and have had an opportunity to read through all the different compliance trainings they are required to complete, you may then have the participant check off "Module Two (2): System Based Learning" on their Training Checklist. Make sure participants are checking

Module 3:

Curriculum &

Philosophy

3.1 Module Three (3): Curriculum & Philosophy

Welcome to Preschool!

The Preschool programs offered by the Y are aimed at engaging children in a child-centered learning environment that provides them with the opportunities to play, explore, develop, and grow in meaningful ways.

Our goal is to create an atmosphere that is focused on developing the child through learning-based play, socio-emotional development, and creative curriculum. We are able to do that because of the hard work and dedication of the Preschool Team that you are now a part of!

In this training, you will be provided with the information to successfully cultivate a classroom atmosphere that is aimed at providing each child with the tools necessary to succeed in a classroom and social atmosphere. Let's look at what you will be learning in Preschool 101:

This Module is covering:

- Our Preschool Philosophy
- Our Preschool Terminology
- Site Structure & Ratios
- What is "Classroom Management"?
- Importance of the Learning Environment
- Open Ended Questions
- What is "Creative Curriculum"?
- Importance of Socio-Emotional Development
- Continuous Quality Improvement

3.2 Our Preschool Philosophy

Learning is a natural process occurring through self-directed experiences, but optimized by a supportive environments as well as a positive interaction with adults. Our approach to learning is based on the Creative Curriculum, which focuses on responding to children's learning styles, where they are in their individual development and building on their strengths and interests. This approach aligns with the California Department of Education Early Learning and Development System. This system is a research based comprehensive learning system that utilizes child observations to inform curriculum planning. Our teachers use the observation and documentation of the children to research interests, make learning visible for parents, and assess the development of our children. The teachers facilitate these interests by mindfully setting up learning centers and student-driven activities in their environment with materials and experiences where children can investigate and make discoveries, while expressing them through art, dramatic play, and social interactions.

The YMCA of San Diego County Preschools seek to partner with families to make their children's learning experiences meaningful. Brain research shows that the brain grows the most rapidly during the preschool years. It is imperative that teachers capitalize on this time by providing activities and interactions that allow children to make connections to their peers, adults and the community as a whole. This is accomplished through creating a classroom with appropriate materials to challenge children to think as well as employing teachers who will interact with children in ways to support their play and make it more meaningful. Teachers ask open ended questions of children with the intention of using that information to understand where children are in the developmental process. Teachers use this information to plan activities that support both interests and development levels. To the outside observer, this looks like play, but what we know as educators is that this is how children learn. Children learn important skills like attention regulation, cooperation, persistence, independence and curiosity. Without these important foundational skills, children are unable to share, pay attention or ask for help. These are essential in a child's development and their ability to understand how to learn. By close observation and assessment, teachers are able to understand where children are and utilize the classroom environment and interactions to support their growth.

What is your take away after learning about our Preschool Philosophy?

3.3 Our Preschool Terminology

Please take a moment to read and review the various Preschool Terminology that will be used at your site:

Active Supervision - consistent awareness of where the children are in the environment.

Ages and Stages Questionnaire (ASQ) - a short form filled with questions, usually given to parents to provide a snapshot of where a child is developmentally. It is a screening tool, dependent upon the answers, might highlight the need for additional supports in developmental areas.

Classroom Assessment Scoring System (CLASS) - measures teacher/child interactions. This is conducted by an outside agency.

Classroom Management – the process that allows activities and lessons to “run smoothly” while meeting the needs of individual learners.

Continuous Quality Improvement - the system that provides the foundation for the consistent measurable growth and improvement of professionals working with children from birth to age 5 in the preschool setting.

Creative Curriculum – an approach that is based on the interests and curiosities that emerge from the children and teachers.

Desired Results Developmental Profile (DRDP) - California Assessment that uses child observation and documentation to understand a child’s individual development & create lesson plans. This is performed by the teachers.

Environmental Rating Scale (ERS) - Assessment that measures classroom environments.
(Early Childhood (ECERS) for Preschool Infant & Toddler (ITERS) for Infants & Toddlers)

Health Check – a visual check of a child’s well-being as they are dropped off by the parent/guardian. Staff checks for a temperature, evidence of a runny nose and/or coughing, bruises, etc., before the parent/guardian leaves the child in our care.

Learning Environment – The atmosphere and space crafted by staff to create a safe and inclusive atmosphere where all children feel safe, confident, and secure to explore and create in social and academic settings.

Live Roster – A current and up to date roster of the children that our signed in to our program in order to effectively track children at all times and maintain the safety of all children in our care.

Open-Ended Questions - Engaging children in conversation and discussion by asking a style of questions that engages a higher level response than a simple "yes" or "no".

For example:

Instead of asking a child: "Did you have a good weekend?"

Ask the child: "What was your favorite thing you did this weekend?"

QPI - Quality Preschool Initiative

County lead program that supports preschools in a continuous improvement process for evaluating preschools.

QRIS - Quality Rating Improvement System

A rating matrix that assesses seven different elements of a program

Ratio - the amount of children per staff member that is allotted by licensing laws as well as YMCA protocols and procedures. This distribution of a set number of children (based on age) that each staff member can be responsible for is meant to ensure that each child is taken care of and can be safely cared for at all times.

Socio-Emotional Development – developing the necessary skills and tools in all children that provide them the capacity to understand, experience, express, and manage emotions and develop meaningful relationships with others.

Pick one of these terms you would like to grow/develop. What term? How will you do it?

3.4 Site Structure

It is important to understand who you will be working with and the structure of the site.

Staffing Structure

The two main staff positions include:

- Preschool Teacher – Responsible for direct supervision of a group of children and implementation of daily activities and program elements including ensuring the safety of the children. They are also responsible for observing and guiding any assigned Preschool Aides (PA).
- Partially Qualified Preschool Teacher- May supervise children independently from a Preschool Teacher, but may not be in charge of supervising an Aide or be in ratio with an Aide.
- Preschool Aide (TA) – Responsible for direct supervision of a group of Child and implementation of daily activities and program elements including ensuring the safety of the Child.

Example:

- A Preschool Teacher and Teacher Aide can supervise children together as long as the Preschool Aid is always in the presence of the Preschool Teacher.
- An Aide and Partially Qualified Preschool Teacher may supervise children within the ratio for one fully qualified teacher for the age group, and no more.

What is your role within our Preschool? What does this mean for you? Can you supervise the children by yourself? Please write a quick sentence stating your role and supervision practices you need to follow:

3.5 Ratios

Ratios

California State Community Care Licensing requires us to maintain specific ratios dependent upon the age of the children being cared for. Please view the ratios below to better understand the ratios you will be adhering to:

1:12 (One fully qualified teacher per 12 children that are ages 2 to 5 years old)

1:6 (One fully qualified teacher per 6 toddlers that are ages 18 to 30 months)

1:4 (One fully qualified teacher per 4 infants that are ages 8 weeks to 18 months)

Therefore, a group of children you directly supervise should never exceed the allotted ratio based on age.

Teacher Aides cannot be alone supervising a group of children. A Lead Teacher or Site Supervisor must always be present with a Teacher Aide while supervising a group of Child.

These ratios have been deemed appropriate by the State of California Department of Education and Community Care Licensing, and the YMCA, as appropriate. Team members are expected to maintain these ratios or better at all times during program hours. The program supervisor is ultimately responsible for positioning team members to maintain these ratios but it is every team member's responsibility to be aware of these ratios and work to maintain them.

The only exception is in the event of restroom breaks in non-licensed programs. If a team member needs a restroom break, their Child may be temporarily combined with another group. They must be still be supervised by a team member during that time. It is expected, though that, if available, a team member who is "out of ratio" be utilized prior to combining groups.

Volunteers, parents and school teachers do not count as team members for ratio purposes.

The minimum staff: child ratio for all programs is 1:2 or 2:1. At no time is a team member to be alone with a Child. If a Child needs to be separated from the group on their own then there should be two team members present with that single Child.

To ensure these practices, as well as, the overall safety, supervision and service of the program, a minimum of two team members should be assigned to any program location during all times of operation.

3.6 What is “Classroom Management”?

Classroom Management is the process that allows activities and lessons to “run smoothly” while meeting the needs of individual learners. This is meant to ensure no disruptive behavior is directly compromising any student’s learning and/or growth.

When do I use Classroom Management?

All the time! An effective classroom teacher is always utilizing strategies and tools that are age and developmentally appropriate to efficiently manage their class in a way that is conducive for all types of learners.

Let’s look at some ways and areas you can effectively use Classroom Management:

Transition/Live Roster –

Transitions are an essential time for effective classroom management. With thought, planning, and preparation of the environment, you can move the children smoothly throughout the day while meeting all your children’s individual needs successfully.

Techniques to ensure Smooth Transitions:

- Always give a warning that a transition is coming (including visual & audible warnings)
- Head Count whenever leaving, during, and arriving at a location
- Make sure all children understand the expectations during transition times
- Having materials ready prior to the transition process
- Avoid long waits when possible
- Do not make the children wait to start an activity.
- If you must sit and wait, make sure team members are engaging them in songs and Games

Attention Getters

- Call Response
- Clapping Pattern
- Bell
- Flickering of Light
- Music

Head Counts –

In order to ensure the safety of all students, it is crucial that head counts are routinely done throughout the day, before, during and after transitions, during snack, lunch, beginning of nap time, etc.

When should you perform a head count?

- At least every 15 minutes for child safety
- Before, during, and after EVERY transition. The “after” means you perform a head count as children enter the new space, and again after the door/gate to the new space has been closed.
- When coming back from break and are in charge of the children’s safety and supervision again.

Naptime –

During naptime, adhere to the following rules and procedures to maintain the safety of the children at all times:

- Naptime should occur every day and all children should have the opportunity to rest for the same amount of time with the exception of infants who are on their own individual schedules.
- Children should be encouraged to remain on their mats unless they have to use the restroom
- Children who choose not to sleep may be provided individual quiet activities
- All children are required to have a mat and a sheet, and need to use the same ones daily
This means they need a designated space with their name to store these items safely

Behavior Support & Strategies

In order to meet the needs of all children under your care, there are multiple behavior supports and strategies that can be utilized to effectively manage situations for the betterment of all individuals involved. Take a look below at some examples of “Acceptable/Best Practices” and “Unacceptable Practices” for managing child behavior:

Acceptable/Best Practices:

Positive Descriptive Acknowledgement (PDA)

This is a way of noticing what a child has done in the classroom. The goal of this process is to connect a child’s behavior with positive language to build intrinsic motivation.

Depending on the child's behavior and the level of escalation (if any), the Y utilizes the "Early Childhood Education Behavior Chart" to help present effective strategies and tools based off the behavior of the child.

Unacceptable Practices:

Any form of discipline or punishment that violates a child's personal rights such as:

- No corporal punishment
- Humiliation
- Threats/Intimidation
- Withholding food, bathroom, shelter or clothing/other items.

Early Childhood Education: Behavior Chart

The Behavior Chart on the next page is meant to serve as a guide to support teachers while they navigate the many behaviors that occur in a Preschool Classroom setting. The chart is broken down in to sections based on the level of the child's behavior and then provides a list of resources and strategies/tools to help the child change their behavior in a positive way for their socio-emotional development.

As an educator, it is important to identify and understand each child in your classroom and navigate their behavior using appropriate strategies.

How is Classroom Management valuable in the classroom setting?

How does Classroom Management help children?

How can Classroom Management hinder children's growth?

EARLY CHILDHOOD EDUCATION | BEHAVIOR SUPPORT

Revised: 7-9-19

BEHAVIOR	BEHAVIOR EXAMPLES	SUPPORT TEAM	RESOURCES	STRATEGIES & TOOLS
0 Behaviors that are present in all children. These occur naturally as part of their learning processes. They are not cause for concern and need staff support, understanding, and education.	<ul style="list-style-type: none"> • Sporadic and minor instances of: ◦ Testing boundaries ◦ Crying & Clinging ◦ Grabbing & Pushing ◦ Hitting ◦ Biting ◦ Ignoring & not listening ◦ Running away / hiding ◦ Not following directions ◦ Not keeping hands to oneself 	<p>Aides & Teachers Site-Supervisor</p>	<ul style="list-style-type: none"> • Leadership Guide; Understanding Youth & Program Consequences • Site-Supervisor / Lead Teacher • Organized, planned, developmentally-appropriate activities, • Keeping youth consistently engaged in classroom activities and transitions, • Relationship building with youth, • Teaching friendship and collaboration skills, • Redirection to positive choices, • Conscious Discipline & Positive Discipline 	<p>Implemented by: Aides, Teachers, & Site-Supervisors</p> <ul style="list-style-type: none"> • Organized, effective implementation of schedule, environment, classroom activities and transitions, • Effective, empathetic communication with youth, • Respectful relationship building with youth, • Management of these behaviors does not use formally documented supports or consequences, • Regular communication with parents regarding behavior concerns is not necessary at this level, • Staff need to be patient and not over-correct behaviors simply because they may be annoying.
1 Developmentally appropriate challenging of boundaries and rules, or single instances of highly disruptive behaviors. These are common behaviors, many are avoidable with effective program operation and supportive staff interactions.	<ul style="list-style-type: none"> • Consistent instances of: ◦ Running away / hiding ◦ Biting, hitting, hurting others ◦ Not keeping hands to oneself ◦ Not responding to staff • Exposure of personal body • Use of inappropriate language or gestures 	<p>Level 1 + Consult Program Coordinator and/or Program Director for continuing behaviors, Director/Coordinator consult with CRS Behavior Support Specialist for escalating behaviors.</p>	<ul style="list-style-type: none"> • Leadership Guide; Challenging Behaviors, • Develop partnership with parents and school regarding tips, challenges, and consistency. • ASQ SE2 & CLASS Videos • Additional Trainings: ◦ Trauma Informed Care ◦ Culturally Responsive Environments ◦ Managing Challenging Behavior ◦ Social Emotional Learning 	<p>Implemented by: Aides, Teachers, & Site Supervisors</p> <ul style="list-style-type: none"> • Regular reminders/redirection and discussions with the youth, • Parents should be regularly collaborated with regarding their child's progress and challenges. This is done informally, through conversation, • Behavior Management Tools; Encouragement & logical consequences, • Staff Reflection
2 Heightened and repeated disruptive behaviors or single instances of highly unsafe or highly disruptive behavior.	<ul style="list-style-type: none"> • Chronic instances of Level 1 or 2 behaviors, • Violence or unsafe acts toward others, self or materials • Threats of violence • Willful defiance 	<p>Level 2 + Site visit, observation and coaching from PD Consultation with Parent Involvement of appropriate Resources (e.g. CaYPS, CRS Behavior Support Specialist)</p>	<ul style="list-style-type: none"> • Parent and school meetings to share and coordinate strategies, • TPOT Observation from CRS Behavior Support Specialist • Assessments of program operations, staff/youth interactions, and individual youth behaviors, • Specialized training and coaching based on assessments, 	<p>Implemented by: Site-Supervisors and Program Director</p> <ul style="list-style-type: none"> • Intentional check-ins with staff and youth, • Team reflection and strategizing during staff meetings, • Behavior Management Tools; Behavior Tracker, <i>Behavior Report</i>, • Other Tools; Hot Spot Mapping, <i>Behavior Support Agreement</i>, informal and formal documentation of parent communication, With approval of your Program Director; • Immediate pickup from program, • SDCOE Support
3 Behaviors that are regular, severe in nature, and jeopardize the effective operation of the program and/or place themselves or others in danger. Single incidents of extremely unsafe behavior.	<ul style="list-style-type: none"> • Continued violence toward others, self, or materials • Bringing a weapon to program 	<p>Level 3 + Executive Leadership Dedicated Inclusion Leader First 5 Healthy Development Services CRS Behavior Support Specialist</p>	<ul style="list-style-type: none"> • Functional behavior assessment, • Parent and school meetings to ensure: ◦ All potential courses of action are clearly outlined including specifics that will trigger each outcome, ◦ All possible, reasonable supports have been utilized, • Removals specify which Y program(s) and when/how reenrollment is possible, 	<p>Implemented by: Program Director</p> <ul style="list-style-type: none"> • Regular check-in meetings with parents, • Other Tools; <i>Behavior Support Agreement</i> <p>With approval branch Executive Leadership & SDCOE;</p> <ul style="list-style-type: none"> • Lowered Ratios and/or Inclusion Leader, • Adjustment of program attendance length or times, • "Cool down time" (suspension from program), • Parent meeting required prior to re-attendance, • Removal from program,



3.7 Importance of Learning Environments

The environment the teachers create for children will provide them with the essential tools to succeed. There are many tools and strategies a teacher can utilize to build a sense of safety and security for all children with regards to their specific needs.

Let's break down some of the areas that contribute to a successful Learning Environment:

Child Safety

When children feel safe in their environment and are taught how to keep themselves safe, they are developing the essential skills to be independent thinkers and learners.

What does this look like?

- Teaching children calm down techniques
- Utilizing classroom management strategies
- Keeping "dangerous" supplies out of children's reach
- Consistent follow through from the teacher (for child growth and accountability)
- Practicing of emergency procedures
- Keeping open lines of communication with children and parents

Meeting Children's Needs

It is essential that teachers identify, adapt, and implement strategies in order to effectively meet children's needs academically and socially.

You can meet children's needs through:

- Collaboration and Communication with colleagues
- Cultivate Consistency (with routines, procedures, etc.)
- Utilize multiple forms of assessment
- Develop a "child-centered" mindset
- Establishing strong Classroom Management skills

What do we call this?

Differentiated Instruction. Differentiated Instruction is scaffolding the content being taught in order to provide children with multiple avenues and opportunities to understand new information. Teachers can differentiate through: the process, the product, and the learning environment

Creating Opportunities

Children will learn through self-directed activities. An effective teacher will provide multiple opportunities for children daily to engage with the curriculum in meaningful ways. This may be through learning centers, sensory bins, group/one-on-one lessons, etc... This is one of many reasons why it is so important to understand how your children learn, because you will be able to create opportunities that reflect their particular learning style.

Fostering Child Engagement

In order for children to understand and retain the curriculum, they need to become engaged throughout the learning process.

This means they are being provided opportunities to have hands on experiences, have a voice and a choice in what they are doing, and are encouraged to engage with the content first them connect to the curriculum.

What is the teacher's role during this experience?

On top of providing children with the opportunities to engage with the curriculum in meaningful ways, it is very important for teachers to provide authentic, specific, and frequent feedback.

What is a self-directed activity you could implement in to the classroom/outdoor area?

How can you effectively engage children in a topic/activity?

3.8 Open-Ended Questions

Open-Ended Questions are an amazing tool that allows the teacher to engage with children and facilitate meaningful conversations with them. This style of question/engagement also allows us to gain insight in the child's interests, life, and what influences them outside the classroom.

What are Open-Ended Questions?

Open-Ended Questions are, simply put, questions that cannot be answered with a simple "yes" or "no" response. If a child has to provide an explanation, has to engage their brain and previous knowledge to answer the question, we are helping grow their social and communication skills while also allowing them to share their interests which helps foster a positive relationship between children and preschool staff.

Examples of Open-Ended Questions:

"Tell me about a time when..."

"What do you think about..."

"Tell me how you would make/build..."

"How can we organize these?"

"What does this make you think of?"

"How can we/you find out?"

"What do you think will happen next?"

"How can we solve this problem?"

"What did you use to make it?"

"How do you feel about that?"

Can you list another benefit for utilizing Open-Ended Questions? Why?

What can you do if a child is not engaging in answering Open-Ended Questions?

3.9 What is “Creative Curriculum”?

Our approach to learning is based on “Creative Curriculum.” This approach is based on the interests and curiosities that emerge from the children and teachers. Learning is a natural process occurring through self-directed experiences, but optimized by a supportive environment as well as positive interaction with adults. When teachers provide opportunities for children to direct their learning, they are providing them with the tools to succeed and explore

How Can Teachers Implement “Creative Curriculum”?

- Mindfully setting up learning centers in their environment with materials and experiences where children can direct their learning, investigate and make discoveries.
- Use observation and documentation of the children to research interests, make learning visible for parents, and assess the developmental needs of our children.
- Providing opportunities for expression through art, dramatic play, and social interactions.

Open-Ended Questions:

In order to engage children in meaningful ways, consistently ask them Open-Ended Questions. When children are given opportunities to explain their understanding, make sense of the information, and engage in meaningful conversations, they are building connections to the content as well as the skills to be successful with communication and collaboration.

Something to Remember:

We use “Creative Curriculum” at all our sites so children are able to learn through self-directed experiences that make learning a natural process. It is imperative that you create and plan lessons ahead of time. Don’t even just “wing it”. Help craft and create the experiences you feel will help your children learn through:

- Asking “Open-Ended Questions”
- Learning Centers
- Sensory Activities
- Dramatic Play
- Social Interactions
- Child Centered Play

3.10 Importance of Socio-Emotional Development

Socio-Emotional Development

The socio-emotional development of a child is the growth and acquiring of skills and tools that help a child navigate social situations through communication, emotional awareness, engagement, understanding, collaboration, sharing, and flexibility.

The developmentally and culturally appropriate ability to:

- Experience, express, and manage emotions
- Establish positive and rewarding relationships with others
- Help children build the skills that connect them with family, peers, teachers, and community.
- Experiences with teachers provide an opportunity for young children to learn about social relationships and emotions through exploration and predictable interactions.

How can we develop this in Children?

We can start developing this in children by remembering to always be an example through your actions and interactions!

- Teach them how to listen, react, and interact with their peers through your modeling of the expected behavior.
- Encourage children to explore, try, and challenge themselves.
- Acknowledge your child's feelings while showing your feelings.
- Provide positive social-emotional opportunities for your child to help them feel good about themselves and develop confidence.

Why is this so important?

As children grow and develop they are learning the tools to successfully communicate and navigate social situations by having interactions with you and their peers. The more opportunities that children have to engage in these types of interactions, the more their skills will grow.

Come up with two ideas (a lesson, activity, interaction) to help grow a child's Socio-Emotional Development:

3.11 Continuous Quality Improvement

Continuous Quality Improvement is the system that provides the foundation for the consistent measurable growth and improvement of professionals working with children from birth to age 5 in the preschool setting.

This professional is motivated to create optimal learning experiences for children through planning and implementing lessons utilizing differentiated instruction and creative curriculum.

What does this look like?

- Consistently observe children to identify needs, learning styles, socio-emotional development, etc.
- Understand that every interaction between the teacher and student, or student to student, needs to be effective for everyone, not just specific learners.
- Will utilize tools necessary to provide quality instruction and opportunities for children to develop a love of learning and the skills needed to engage in a classroom setting.

It is important that as we grow and utilize the Continuous Quality Improvement initiative in our preschools, we make sure we are being systematic and intentional about the actions and procedures we implement.

Come up with two ideas (a lesson, activity, interaction) that follow the guidelines for Continuous Quality Improvement:

1. _____

2. _____

3.12 Mini-Lesson Activity

You will be asked to complete a Mini-Lesson to check your understanding of the content reviewed in this Module. Make sure to complete each section below. Please wait till your Facilitator instructs you to complete this section.

Lesson Topic/Subject:

Activity:

Materials Needed:

Engagement (Child and Teacher):

Assessment:

Differentiated Instruction (for all types of learners):

3.12 Trainer Note (Module 3)

What You Should Know

In this section, participants are learning all about the Curriculum and Philosophy utilized in our Preschool Programs. This is what should lay the foundations for all their choices, interactions, and their mindset as a Y Staff Member within our Preschool. It is important that participants understand and agree with our philosophy and our aim for continuous quality improvement amongst all our preschools.

Participants are asked to come up with/develop multiple examples for the different curriculum components highlighted in this Module. This is not only for participants to start thinking within our Preschool Mindset, it is for us to be able to assess if the activities/ideas they are developing are truly aligned with our goals and philosophy. This is why it is so important to review these answers to start understand the current skills and areas of development for our new staff member.

What You Should Do

As participants take the eLearning, "Preschool (Mod 3): Curriculum & Philosophy", instruct them they are expected to follow along in their Participant Guide and answer the questions after each section.

Make sure you are available for any clarification/questions a participant may have during this time.

Have Participants plan a "mini lesson" or activity that incorporates the following tools: sensory play, child-directed learning, and open ended questions. Give participants ~ 10 minutes to create this lesson, then participants will explain their lesson to you, what their role would be, what the child's role would be, etc. for further assessment and understanding.

Assessment/Knowledge Check

When participants are done, review their answers with them, having them explain the activities/ideas/examples they came up with. Remember, when a participant has to explain their answer, it helps us gain insight in to their understanding of the topic (i.e. child-centered learning) through their reasoning of why their answer is appropriate.

Have Participants complete the "Mini Lesson" Challenge and review their answer with you. Make sure to ask any questions for further clarification if needed.

Participants will also be required to answer assessment questions during the eLearning module, and will only receive a passing grade on their transcript if they receive an 80% or higher.

If participants pass the eLearning and their discussion answers with you are sufficient, have participants check off Module 3 on their Training Check list.

Module 4:

Preschool 101

4.1 Module Four (4): Preschool 101

In this next Module, Preschool 101, you will be learning all about the different policies and procedures we have in place to keep our Preschool Programs safe at all times.

We are given a great responsibility when we get to care for children. That is why these policies and practices have been adopted to make sure we are effectively and efficiently keeping all children safe and engaged throughout their time in our Preschool Programs.

What you will be learning:

- Day in the Life
- Child Sign In/Sign Out Procedures
- Engagement: Parents & Children
- Curriculum Implementation
- Child Abuse Prevention
- Dress Code
- Breaks and Meal Break Periods
- Proximity & Supervision
- Head Counts
- Transitions
- Confidentiality
- Medication & IMS
- Snack Time
- Handwashing

4.2 Day in the Life

Working in a preschool is a rewarding experience because you are helping shape and mold the children of tomorrow. As you work with children, make sure you remember your role and that YOU are the example these children are learning and growing from. Below is an example of the "Day in the Life" at a Preschool and the steps/actions you will perform during certain activities. However, it is important to note that with children, we always have to remain flexible to make sure we are meeting their needs at all times.

Morning Routine:

- a. **Clock In/Wash Hands:** After you have clocked in to your shift for the day, immediately wash your hands. This is for your help and safety as well as the children.
- b. **Greet Children:** Enter the classroom/playground/morning area and begin greeting children who have already been checked in. Remember to continuously engage with children in meaningful ways to help build strong relationships.
- c. **Sign In & Health Checks:** Greet parents and children as they are being signed in. As you greet the children, make sure to perform a health check before the parent leaves. Also, please make sure the parent signs the child in using their full signature.
- d. **Breakfast/AM Snack:** Have students wash hands thoroughly before enjoying any breakfast and/or snack.

Naptime Routine:

- a. **Clean Up/Set Out Mats:** Have students help clean up their lunch and wash their hands again. Mats should be set out so they are not touching another mat, and there is adequate space between children on their mats.
- b. **Prep Mats:** Depending on the age of the children, they may help prep mats to learn responsibility and care. Check with your supervisor for specific procedures.
- c. **Bathroom/Diapering:** Take your children to the bathroom/change diapers following the standard ratios and transition procedures to prep for naptime.
- d. **Naptime Atmosphere:** To help the children be able to rest effectively, create a relaxing atmosphere with the blinds closed and lights off, and appropriate music playing. The teacher(s) need to keep in mind their proximity to make sure they are supervising all children at all times. Teachers may not be on their phone during naptime.
- e. **Wake Up/Clean Up:** The way the mats are stored is dependent on the branch. Check with your supervisor for specific clean up/mat procedures.

Afternoon Routine:

- a. **PM Snack:** Have children wash their hands before and after having their PM snack. Make sure to follow food handling procedures outlined by your branch to ensure the safety of all children with regards to allergies that may be present.

- b. **Activity:** Plan a child-centered activity that allows children the opportunity to engage in meaningful ways, explore their interests, and be able to develop social skills in a safe and nurturing setting.
- c. **Outside Play:** This is the children's opportunity to explore the outdoors and direct their choices based off their interests. Make sure you are maintaining proximity and visuals and all your children. This is not a time to socialize with other teachers, but to keep moving and engaging the children to build strong relationships.
- d. **Sign Out/Parent Pick Up:** Parents/Authorized Adult(s) will come to pick up their child. During this time, inform them of how their child's day was, and take the opportunity to build a strong relationship with the parents of your children.

The structure of a "Day in the Life" at your branch may look a little different, but the procedures and guidelines outlined in this section should be followed with regards to child safety, procedures for the numerous activities during the day, as well as the expected structure of the day within the Y Preschool setting.

What do you feel are/is the most important parts of our Preschool Routines?

4.3 Child Sign In/Sign Out

Knowing which specific children are in our care at any point in time is extremely important. Just as important, is ensuring that they go home with the right people.

- All children must be signed in and out of each program each day.
- It must be a full, legal signature (not initials)
- It must be by an adult (18 years old or older)
 - Sign-in can be any adult
 - Sign-out can only be authorized adults
- There must be an in/out time
- The time must reflect the actual time (e.g. cannot put 6:00 PM, if it is actually 5:15 PM.)
- Once the child is signed in, they must stay at the program. (e.g. cannot then go with their parent to)
- Once the Child is signed out, they must stay with the authorized adult until they depart. (e.g. cannot go back and continue to participate in the program)

Child may not be dropped off in front of the program area and allowed to walk into the program area alone. Child are never allowed to sign themselves out to meet their parent/guardian in the site parking area or walk themselves home, unless a permission to walk has been agreed upon and approved by your Program Director (these are only for very extreme circumstances when all other options are not available.)

Sign In:

1. Parents/guardians are to sign in their children when they first arrive using full signature
2. You should greet the parent and child, and perform a Health Check of the child as they are being signed in.
3. Provide an opportunity for parent/guardians to discuss any comments, concerns, questions they may have before walking away and returning to supervising the children.

What is a “Health Check”?

As parents/guardians are dropping off their child, it is important that we perform a health check on them to make sure they are being taken in to our care as healthy children. This means we do a visual inspection of the child for any signs of bruising/injuries, evidence of a runny nose, fever, temperature, etc. while verbally checking in with them. If you feel the child is sick or is in need of care, it may be a good idea for the parent to take the child home for them to get better, and protect the other children in our care from becoming sick as well.

Sign Out:

1. When the parent/guardian comes to pick up a child, make sure they are on the designated sheet for the child before released the child from the program in to the parent/guardians care.
2. Take a moment to discuss the child's day with the parent/guardian, inform them of any incidents/injuries/accidents that may have occurred (and provide them with the correct documentation if applicable).
3. Make sure the parent/authorized adult signs their full legal signature and states the correct time of pick up before leaving with their child.

IMPORTANT THINGS TO REMEMBER:

1. You must check all IDs of individuals that are unknown to you and make sure that they are listed on the child's authorized pick up list. It needs to be a photo ID.
2. If the individual's name is not listed as an authorized pick up, immediately inform your supervisor. An individual not authorized in writing to pick up a child or has no identification to verify their identity may not be allowed to take the child from the preschool.
3. The registering parent/guardian can make changes to the authorized list in person.
4. If the registering parent/guardian would like to make changes not in person, it should be done in writing, signed, and with a copy of their government issued photo ID. Copies of ID's must be shredded after receipt.
5. In emergency situations, verbal phone authorization can be given once the person on the phone has been verified as the registering parent/guardian through a series of correctly answered interview questions based on the child's enrollment information. This conversation needs to be documented.
6. Siblings under the age of 18 cannot be authorized to pick up a child without prior approval from a Program Director. These should be very rare and only authorized in extreme circumstances when all other options are not available. Written authorization from both the parent/guardian and Program Director is required.

Why do you think these policies are in place? What is our goal with having these explicit procedures in place?

4.4 Engagement: Parents and Children

Parent Engagement:

It is important, as professionals working with children and families, that we understand the importance of building strong foundations with the families we serve. Parents leave their children in our care, and it is important to respect how that requires high levels of trust. There are numerous ways to engage parents and/or provide parents with opportunities to engage with the children in the preschool setting.

Sometimes the only time to effectively engage with parents is during the sign in/sign out procedures and/or communication through emails. It is important to respect parent's schedules and needs, and build a relationship when/how you can. Asking parents how they are doing, how their time with their child was ("Did you guys do anything fun this weekend?" or "Chris was telling me about going to the pool this past weekend, did you guys have a great time?") to show you care and are invested in their child and family.

Another way to build strong relationships with parents of the children you care for is to provide opportunities for them to engage and/or be a part of the preschool day. This could be as a volunteer during a project/activity at the preschool, having them come read a story to the children before taking their child home (if at an applicable time), etc. There are numerous ways to engage parents, but a great place to start building that relationship is through conversation and showing genuine interest.

Child Engagement:

Engaging children is a critical part of being a Preschool Teacher/Staff Member. It is important to note and understand that child engagement could mean a variety of things, and the length of time in which a child is able to stay actively engaged is very dependent on their age and individual needs.

When you are engaging with children, that could mean you are actively asking children Open-Ended Questions, getting down on their level and playing with them, engaging with them through various activities, learning centers, one-on-one or group activities, etc.

Child can also be actively engaged, even if it is not with the teacher or a staff member. Children can be actively engaged while playing with each other, playing individually, participating in an activity, and much more. The goal for having children actively engaged is that we are making sure we are providing them with ample opportunities to find what sparks an interest in them, providing them with the tools and skills to engage in a variety of contexts, as well as learning about their individual needs and interests to help them become engaged and learn how to seek out that engagement.

Can you provide one example of how to effectively engage children in an activity they are not interested in?

4.5 Curriculum Implementation

Centers of play are amazing tools that help engage children based on their specific interests and allow them opportunities to connect to the content being focused on in valuable ways. When developing Centers, keep in mind the age level and abilities of the children so they can direct their learning in meaningful ways, without it being strictly teacher-directed or teacher-led. Our goal is for there to never be “produced art” where it all looks the exact same for every child. Our goal is to give children the materials and allowing them to create what speaks to them. This helps keep children engaged while allowing them to work on essential development and will continue to help them develop their socio-emotional skills.

Examples of Centers

(These could all be occurring at the same time, and children would move to different centers throughout the designated time or be an activity all children are doing together as a group/at the same time):

1. Sensory Activity Center: Children are given an opportunity to explore by utilizing their senses. This could mean putting shaving cream on the tables for children to play, draw, smell, touch, or, gather rocks and tooth brushes for the children to practice “cleaning” the rocks. Provide children with a bowl of water for them to dip the brush in and to also observe the change in the color of the rock when it is wet vs. dry.

2. Explore and Play Center: This center is structured to provide children the opportunity to explore and use their imagination to create and play. When children are not confined with how something should look, they will use their previous knowledge to create and make sense of the tools you provide. This could simply be having children use blocks and watch as some build towers, others pretend a block is a car, another student could create train tracks, etc. It allows a child to use their imagination to build connections between what engages them and the tools at hand. However, of course, this is not a free for all. Children can also learn how to socialize, communication and engage with other children through play and exploration.

3. Arts and Crafts Center: This center should be geared towards allowing children to explore different arts and crafts materials. This does not mean children are always using just crayons, or are switching from painting to drawing on construction paper (unless that is something they love to do, then provide them with opportunities to do this while encouraging them to explore other activities as well).

4. Imagination Station Center: This center is formed to give children an opportunity to learn something new while combining it with their imagination and funds of knowledge (the information they already know walking in to the preschool). This could mean they learn about rocket ships and are able to use tools (such as tissue boxes and cardboard pieces) to “create” their own rocket ship.

Can you come up with an example for each type of center based off your experience/prior knowledge? If you are new to working at Preschools, what do you think could be a fun type of activity for each center that isn't listed?

Sensory Activity Center:

Explore and Play Center:

Arts & Crafts Center:

Imagination Station Center:

4.6 Child Abuse Prevention

In order to make sure children are staying safe under our care:

- Remember the rule of three! Make sure you are never alone with a child. You may be with at least two children, or two adults helping one child.
- Always have sight on every child under your care.
- Make sure to always be within the appropriate ratios
- Respond to all children with respect and consideration for their individual needs.

Sunscreen/Diapering

Sunscreen and diapering ointments, though considered non-prescription medications, are the only exceptions to the policy on not accepting non-prescription medications.

It is recommended that parents/guardians provide their own sunscreen and diapering ointments for their child. Sunscreen and diapering ointments provided by families for their child need to be only utilized on that child.

Prior to administering any sunscreen or diapering ointment, check the ingredients against the child's listed allergies, as many children have allergies to specific ingredients.

Since sunscreen and diapering ointments are medications, they must be handled in the same manner as all other medications. They need to be either locked up, or carried by a team member. Sunscreen and diapering ointments belonging to individual child should be labeled with their name.

It is the responsibility of team members to ensure the safety of children, this includes the avoidance of sunburns. When hats and clothing are impractical and/or insufficient to protect children from the sun, SPF 15+ sunscreen will need to be used. Our programs may provide a PABA free SPF 15+ sunscreen for use by children who do not bring their own. The type, brand, and ingredients for the sunscreen need to be made available for parents on a posting or a permission to administer form.

For licensed programs, prior to administration of either parent/guardian or program provided sunscreen a permission to administer sunscreen/diapering ointment form must be on file for that children.

As part of our job in keeping the children safe, we may encounter enough information that a reasonable suspicion of abuse may present itself. In this situation, it is vital that you are aware of your legal responsibilities.

All persons who work directly with children are considered mandated reporters. As a mandated child abuse reporter you are legally required by the State of California to report all suspected cases of child abuse to Child Protective Services (CPS). The YMCA has very specific recommended guidelines for making this report.

Follow these steps when making any report:

- The person who suspects the abuse is the one who must make the call to CPS.
- It is recommended that you make the report with the support of your Program Director.
- Fill out and fax over the required form from CPS (available from your Supervisor and/or Program Director).
- Complete a YMCA incident report.
- Copies of these forms must be submitted to the CPS worker within 24 hours.
- Copies should be made and submitted to your Program Director as well.

Reports must be made immediately after suspected abuse has occurred, or reasonable suspicion is acquired.

What is our role in preventing child abuse? Why is this so important?

4.7 Dress Code

At every Y Preschool, it is important we adhere to the outlined dress code. Your branch may have site specific rules and procedures to follow (for instance, if there is a pool and/or gymnastics at your branch). As with all Y jobs, all staff needs to wear their nametag at all times. This is for members/parents to designate us as staff at all times and understand that we are here to help and can be a resource for them to use if needed.

It is also important to:

- Make sure to wear appropriate attire that allows you to stand, kneel, sit, crouch, and maneuver freely and comfortably.
- Please make sure no under garments, midriff, or inappropriate tattoos are visible (appropriate tattoos are allowed to be visible).
- Wear closed toed shoes and/or shoes that protect you at all times.
- Not wear any dangly earrings (if applicable) because young children tend to like to pull and tug on these types of earrings and we want to avoid our staff being inadvertently injured while caring for the children
- Not wear any shirts with distinct logos on them (such as a band name/album cover, a phrase or saying, etc.).



4.8 Breaks and Meal Break Periods

During your work day, you will get designated breaks and a meal break period. When you are taking any kind of break, you need to remove yourself from supervising the children. This means leaving the classroom, outdoor area, etc. You will only leave when a fellow staff member comes to take over for you during that time frame.

Procedures for switching Staff for Breaks:

If you are breaking a fellow staff member, or are being relieved to take your designated break, it is important that the following steps are taken:

- a. You greet the staff member
- b. Tell/Ask the staff member the number of children being supervised
- c. Tell/Ask the staff member about any other information they need to know while supervising the children (i.e. "Sam's mom is supposed to pick him up in 5 minutes", "Shannon and Claire got in a little incident earlier, please watch to see if they start arguing again over that toy again.").
- d. Come back in a timely manner (if you are the one taking the break).

It is important to make sure you are maintaining the correct ratios at all times, and following the proper procedures and guidelines at all times if you are breaking the staff member and supervising the children.

Please keep in mind:

- During your designated meal break period, you must leave the classroom setting and are not allowed to be in charge of supervising children at any time.
- You are free to leave the facility during your designated meal break time, but MUST be able to return and clock back in on time.
- Be careful when eating in front of children (due to allergies, keeping children safe, and teacher staying engaged). If consuming a hot beverage, it must be out of the reach of children at all times.
- Please check with your supervisor for any food restrictions/regulations.

When returning from a Break or Meal Break Period, always greet the children:

A teacher should greet the children whenever she or he enters the classroom space, even when returning from breaks and/or lunch. This process alerts the other teachers that you have returned to the group as well as shows respect for the children and their classroom space.

4.9 Proximity & Supervision

Proximity

Proximity is crucial for active supervision. Your position and proximity to the children will determine how well you can observe the children and ensure their safety.

What should be considered to ensure you are in proximity and positioning yourself effectively to the children playing in the activity?

- When supervising children, make sure you are engaging with children while positioning yourself so you are able to see as many children as possible.
- Make sure that all children are being supervised at all times. If they are not, reposition yourself to view all children.
- Keep In Mind: If a child is behind you, they are not being supervised. Change your positioning to make sure that child is staying safe and supervised.
- Make sure to maintain viable proximity to other teachers. Do not gather or “clump” together. Instead, stay separated to make sure all children are visible and being properly supervised.

Each team member who is on-site during a program must be aware and conscious of their positioning within the program. It is expected that team members position themselves so they can see a maximum number of children from their vantage point. Additionally, team members are to be spread out such that all children can be observed overall. Team members should be positioned such that, in an emergency, they can react swiftly and efficiently. Therefore, team members standing in groups, facing away from the children, or not within an adequate distance of the children is unacceptable.

When children need one-on-one or small group attention, that conversation/first-aid/etc. should be done in a manner where you have chosen a location and angle where you can maintain supervision of the rest of the group.

Why does “Proximity” matter? Why isn’t just making sure everyone is in view enough?

Supervision

It is impossible to ensure the safety of a child when we cannot see them. Therefore, once a child has been signed into our program, they must always be under the supervision of a team member until they are signed out by an authorized adult. Infants and Toddlers must be within sight and sound supervision at all times. Preschoolers must be within sight supervision at all times. Volunteers, parents and school teachers do not count for ensuring our supervision practices are met. Children may not be left with volunteers and parents without a team member present. Children may not utilize the "buddy system." Children must be visually supervised at all times.

All team members must know exactly how many children are in their personal care at any given time and which ones. This is done through the attentive use of group "live" rosters and head counts. Group "live" rosters should always exactly match the children present. Additionally, head counts should be performed before, during, and after any transition or activity to ensure that the number of children matches the roster (see Transitions/Live Roster for more information).

What are some tools/techniques you can follow to make sure you are supervising children efficiently and effectively?

Whose responsibility is it to make sure all children are safe at all times? Why?

4.10 Head Counts

Head counts are essential and one of the top priorities for all staff members in charge of supervising children. You should be conducting Head Counts constantly to make sure all your children are safe and accounted for, especially during transitions, activities, and at least every 15 minutes if not sooner. Make sure you are practicing Face to Name head counts with the Live Roster whenever possible, and not just only counting the number of children to ensure you always have all your children with you.

Please Note:

- It is **essential** that you perform continual head counts of your children.
- You should be performing head counts beginning, during, and after all activities, transitions, changes, events, etc.
- When in doubt, head count it out! Perform head counts at any time you feel it is necessary or feel it would be beneficial.

This is one of the most important steps as a Preschool Staff. Our number one primary responsibility is the safety of the children in our care.

When should you perform a head count?

- At least every 15 minutes for the child's safety
- Before, during, and after EVERY transition. The "after" means you perform a head count as children enter the new space, and again after the door/gate to the new space has been closed.
- When coming back from breaks and are in charge of the children's safety and supervision again.
- Whenever else you think is necessary to ensure the safety of all the children.

What are the benefits of conducting head counts? Can you name three?

1.

2.

3.

4.11 Transitions

Often, the difference between chaos and harmony in a program is our ability to anticipate and sidestep problems. With thought, planning, and preparation of the environment, you can move the children smoothly throughout the day. When developing your schedule, have as few transitions as possible. An ideal routine revolves around quiet events that alternate with more active events if applicable. Strive for a gradual increase or decrease in the pace.

Verbal announcements should be provided before clean up time or an activity ending: one at ten minutes, one at five minutes, and finally, at one minute. If you give the children time to find a comfortable stopping point in what they are doing, they will be more ready to clean up when it is time to do so.

To get child's attention, use consistent methods that allow for variation to help keep it interesting and keep everyone engaged.

Ways to get children's attention:

- A "call and response" attention getter
 - o These should be continually practiced so that children know the appropriate response.
- Use a clapping pattern
- Music (e.g. consistent song that signifies cleaning up, transitioning, lining up, etc.).

Tips for Smooth Transitions

Not all activities require the same amount of time to clean up. Plan appropriately, so that you are not rushed.

- o Clearly designate meeting places for transition times. Example: "We meet by the door when it is time to go outside."
- o Avoid long waiting lines when possible
- o Divide children in to smaller groups to move from one area to another when applicable.
- o Do not make children wait to start activities
 - Have supplies ready before you start a craft or art project
 - Start projects as children arrive in the area
- o If children must sit and wait, team members should be engaging them in songs and games until it is time to do the next activity.
- o When lined up for a longer period of time than desired, have a list of activities at your disposal.
 - Ex: Line up by birthday, first name, or height
 - Ex: While in line, draw a picture on your partner's back; have him/her guess what it is such, then switch roles.
 - Ex: Play the telephone game

- Ex: With larger groups of children, dismiss or line up for calling fun things (If you are wear two different colored socks, line up!)
- Ex: Say, "How fast can we line up?"
- Ex: Say, "Can we beat the clock and do it as fast as we did it the last time?"

Line Transitions

It is a regular part of each program day that we move the children from one location for an activity to the next location for an activity. This should not simply be a boring walk in a line from Point A to Point B. We have an opportunity here to make it fun and enjoyable. In doing so, you will also have fewer behavior challenges along the way.

All line transitions should either include a song that we are singing as we walk, or a line game that we are playing. Walking does not need to be a silent activity, unless there are noise considerations that we need to be respectful of.

- During transitions, make sure to continuously do head counts (before, during, and after the transition)
- Teachers should be in the front and at the end of the line of children transitioning. If you are transitioning the children without another teacher, walk backwards to maintain a visual of all children during the transition.
- Teachers should be in the classroom to observe children as they walk in the door should not be closed until a final head count has been conducted.

Why do you think transitions are so important?

How would you effectively transition? Take us through an example of the tools and techniques you would use to transition from the classroom to the bathroom to the playground:

4.12 Confidentiality

The confidentiality of all our children is essential. We should never give out ANY information about a child or share a child's involvement (with regards to an accident and/or incident occurring) to anyone other than that child's parent/guardian.

For Example:

A child named Patty is playing in the sandbox when another child, Sarah, gets mad that Patty does not want to play with her. Sarah walks over to a wooden block, picks it up and throws it at Patty, hitting her in the arm. After tending to Patty and writing up the correct reports, you call Patty's mom to let her know what happened since a big bruise has formed. Immediately, Patty's mom asks which child threw a block at her daughter. In this situation, you cannot tell Patty's mom that it was Sarah, but should simply say, "That isn't information I can share, however, I want to reassure you that I have talked with the child extensively and are informing their parent to help prevent this from happening again."

*Please note that Patty may tell her mom that it was Sarah who threw the block at her which is completely acceptable. We would never want to tell Patty that she can't tell her parents who threw the block at her. The main piece of this is that Staff cannot be the one informing parents of another child's actions or giving out any information.

Confidentiality isn't just for the children, it is for the Staff as well. Staff should NEVER give their personal information (such as cell phone number, email, address) to any parent and/or member. This is imperative to protect you and make sure your time and hours where you are not working are being respected and parents are not trying to contact you after hours and through personal communication.

Please Note:

All communication between staff and parents should be in person and/or through work phones and emails. We should never use our personal phones or emails to communicate with parents.

Why is confidentiality so important? For children? For staff?

4.13 Medication & IMS

In order for program team members to administer medication to a child while the child is attending the program, the parent/guardian must complete a Permission to Administer Medication Form or similar, program specific, authorization (this is LIC 9221 for Licensed programs). This form requires that the following information be provided:

- Name of the child
- Expiration date
- Type of medication
- Purpose of medication
- Time and dates that the medication is to be administered
- Dosage to be administered
- Signed permission for YMCA team members to administer the medication.

In addition, licensed program supervisors must complete form LIC 622.

-Over the counter medication such as aspirin, cough medicines, etc. will only be administered when accompanied by a doctor's written prescription. All medications must be in the original container, as dispensed, with an unaltered label. The label must include the child's first and last name, prescription date, health care provider, medication name, dosage, time to be given, administration directions, storage instructions, and medication expiration date. All medications must be stored in a locked box marked "Medications" and placed out of reach of children. Medications are never to be left with a child at any time, for any reason.

-Medications that need to be near a child at all times (e.g. epi-pens and inhalers) will need to be in the possession of the team member who is supervising that child. It must always be in contact with that team member (e.g. in a backpack, crossover bag, or fanny pack).

-Medicine requiring refrigeration will be stored in the refrigerator. Either the refrigerator itself or the container in the refrigerator must be locked. Permission to administer a medication that is given over the phone cannot be accepted. If a team member uses medication, it is to be stored separately and kept out of reach of children.

-Whenever a child receives a medication during program, it must be recorded on a Medication Administration Log. (This is on the LIC 9221 for Licensed programs.)

The following types of medication require additional team member training prior to acceptance into a Licensed Program (outlined in the YMCA's IMS Plan of Operation):

- Blood-Glucose Monitoring
- Inhaled Medication
- Epi-Pen & Jr. Epi-Pen
- Glucagon Administration
- Gastronomy Tube Care

4.14 Snack Time

Most programs have an opportunity to provide snack or meals to the children. Any snacks provided by the Y must include 2 food groups with water. One food group must be a fruit or vegetable.

Since our Preschool Programs provide their own snacks, we must meet minimum California nutrition standards listed on: <http://www.cde.ca.gov/ls/nu/as/afterschoolnutstan.asp>.

In support of our efforts to create healthy lifestyles, absolutely no sugary snacks, treats, or drinks are permitted. If there is a lunch time and a child forgot to bring one, it is our responsibility to ensure that they do not go hungry.

- Call their parent/guardian and see if they can bring it.
- Have basic supplies on hand to create a lunch for the child.

A child's food may never be used as a threat or disciplinary measure. Each child has a right to receive snack or meals at the same time as all the other children.

Parent Provided Food

It is common for programs to have special events where parents/guardians will bring food to share within the program. This may be for potlucks, birthday parties, holidays, or other special events. When food is provided in this manner, it must:

- Either be store bought, in its original store packaging, so that the ingredient list is readily available and readable.
- Or a list of all ingredients included in the item is provided by the parent/guardian along with the food item.
- Additionally, a YMCA team member must read through all ingredient lists for items that child in the program are allergic to.

Team members should also consider the following recommendations:

- Encourage parents/guardians to bring healthy foods and healthy options.
- If you are partnering with a school district, know the wellness guidelines for food brought in this way during the school day. We should mimic this system unless it is less strict than the YMCA criteria above.

We take allergies very seriously, as they can be life threatening. All team members need to be aware of which children have allergies and the information about medications for those allergies. If a child in your program has any allergy to a food or material, that food or material cannot be used in the program by the team members.

(adapted from CFOC [4.2.0.10](#))

When children with food allergies attends your program, the following should occur:

- Each child with a food allergy should have a care plan prepared for the facility to include:
 - Written instructions regarding the food(s) to which the child is allergic and steps that need to be taken to avoid that food;
 - A detailed treatment plan to be implemented in the event of an allergic reaction, including the names, doses, and methods of administration of any medications that the child should receive in the event of a reaction. The plan should include specific symptoms that would indicate the need to administer one or more medications;
- Based on the child's care plan, the child's team members should receive training, demonstrate competence in, and implement measures for:
 - Preventing exposure to the specific food(s) to which the child is allergic;
 - Recognizing the symptoms of an allergic reaction;
 - Treating allergic reactions;
 - EpiPens: please watch the video on www.epipen.com
 - <https://www.epipen.com/en/about-epipen/how-to-use-epipen>
 - Never use a child's EpiPen on a different child.
 - Parents/guardians and team members should arrange for the facility to have necessary medications, proper storage of such medications, and the equipment and training to manage the child's food allergy while the child is at the facility (see Medications).
 - Team members should promptly and properly administer prescribed medications in the event of an allergic reaction according to the instructions in the care plan;
 - The facility should notify the parents/guardians immediately of any suspected allergic reactions, the ingestion of the problem food, or contact with the problem food, even if a reaction did not occur;
 - The program Director needs to be contacted.
 - Recommend to the family that the child's primary care provider be notified if the child has required treatment by the facility for a food allergic reaction;

- The facility should contact the emergency medical services system (911) immediately whenever epinephrine has been administered;
- Parents/guardians of all children in the child's class should be advised to avoid any known allergens in class treats or special foods brought into the early care and education setting;
- Individual child's food allergies should be readily accessible where team members can review the information;
- The written child care plan, a mobile phone, and the proper medications for appropriate treatment if the child develops an acute allergic reaction should be routinely carried on and field trips.

If a child has an acute allergic reaction:

- Use that child's epi-pen, if provided
 - Remove the cap
 - Jab the point into the child's upper thigh through their clothes.
 - Hold Epi-Pen on the spot for one minute and rub upper thigh.
- Call 911
- Call the Program Director
- Call their parent/guardian
- A team member should be tending to the child at all times.

NUTS & PEANUT BUTTER

Due to the increasing number of children with peanut allergies many programs do not allow peanuts or peanut butter in the program. This includes food brought in by other children. Please do your part in respectfully informing our families of our efforts to keep children safe.

Other programs do not limit what other children can bring, this is more common. However, these programs often have a nut free table or area during meal times. Any children can sit in these areas as long as they do not have any nuts or nut products with them. Team members are responsible for ensuring the other children truly do not have any nut products. It is very important that the entire meal area is cleaned after the meal to ensure that no nut products remain at the other tables.

Nut allergies are becoming extremely prevalent in children. Therefore, in all YMCA programs it is important that any food provided by the Y is free from nuts or being processed in a factory with nuts. If the school district provides snacks, all food needs to be inspected prior to serving it to see if it includes nuts or was processed in a factory with them. These items can still be

served, but not to any children with nut allergies. An alternate snack must be available for those children.

When handling food, remember to always:

- Wash hands thoroughly before handling foods and wear food handler gloves on both hands.
- Utensils should be used in a proper manner.
- Cut away from body.
- Carry in a safe fashion.
- Wash and store all equipment properly.
 - Knives and sharp utensils need to be stored in locked location
- Place items away from counter or table edges.
- Discard and replace broken utensils.
- Wash and sanitize food preparation surfaces with dish soap and hot water if available.
- Do not prepare and serve food when ill or with a communicable disease.
- Store and cook food at proper temperatures. Refrigerator temperatures are to be between 35 and 40 degrees.
- All food stored out of its original package must be dated with an expiration date.
- All opened food must be stored in air tight containers to keep out pests.
- Any food served, including food placed in cups, bowls, and/or plates, which has not been consumed must not be put back in its packaging. Instead it must be thrown away.

4.15 Handwashing

Hand washing is the single most important infection control measure. When team members, children, and parents wash their hands at the proper times and with the proper technique, the amount of illness in our programs can be drastically reduced. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others. Staff assists children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands: on arrival for the day; when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos. This chart outlines when children and adults must wash their hands

BEFORE and AFTER	Preparing and serving food, feeding children, and eating/drinking Taking or giving medication Doing mouth or eye care and special medical procedures
AFTER	Toileting, diapering, assisting a child at the toilet, and handling soiled clothes Touching blood, skin lesions, eye discharge, saliva, vomit, urine, stool, and mucus (including wiping noses) Playing or working outdoors Handling animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals Handling garbage or cleaning Playing in water that is shared by two or more people

Proper hand-washing procedures are followed by adults and children and include: using liquid soap and running water; rubbing hands vigorously for at least 20 seconds including back of hands, wrists, between fingers under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above. Staff wear gloves when contamination with

blood may occur. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol may be an alternative to traditional hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present. If alcohol-based sanitizers are used, the manufacturer's instructions must be followed. For visibly dirty hands, rinsing under running water or wiping with a water-saturated towel should be used to remove as much dirt as possible before using a hand sanitizer. Supervision of children is required to monitor effective use and to avoid potential ingestion or inadvertent contact of hand sanitizers with eyes and mucous membranes. For children 24 months and under, soap and water should be used and alcohol-based hand sanitizers should not be used. Since the alcohol-based hand sanitizers are toxic and flammable, they must be stored and used according to the manufacturer's instructions. In small quantities hand sanitizers do not need to be stored off-site, but must be kept out of reach of children. (adapted from CFOC [3.2.2.2](#))

Please remember:

- The use of alcohol based hand sanitizers as an alternative to traditional hand washing with soap and water may not be utilized in licensed programs.
- For children up to twenty-four months, baby wipes may be utilized as an alternative to routine handwashing.
- All children and team members should wash their hands using the following method:
 - Check to be sure a clean, disposable paper (or single-use cloth) towel is available;
 - Turn on warm water, between 60°F and 120°F, to a comfortable temperature;
 - Moisten hands with water and apply soap (not antibacterial) to hands;
 - Rub hands together vigorously until a soapy lather appears, hands are out of the water stream, and continue for at least twenty seconds (sing Happy Birthday silently twice). Rub areas between fingers, around nail beds, under fingernails, jewelry, and back of hands. Nails should be kept short; acrylic nails should not worn;
 - Rinse hands under running water, between 60°F and 120°F, until they are free of soap and dirt. Leave the water running while drying hands;
 - Dry hands with the clean, disposable paper or single use cloth towel;
 - If taps do not shut off automatically, turn taps off with a disposable paper or single use cloth towel;
 - Throw the disposable paper towel into a lined trash container; or place single-use cloth towels in the laundry hamper; or hang individually labeled cloth towels to dry. Use hand lotion to prevent chapping of hands, if desired.

4.16 Trainer Note (Mod 4)

What You Should Know

In the next eLearning, "Preschool (Mod 4): Preschool 101", participants will be learning about all the different procedures and processes we have within our preschools to make sure all children are safe, supervised, and engaged at all times. This Module will be covering the following topics:

- Day in the Life
- Child Sign In/Sign Out Procedures
- Engagement: Parents & Children
- Curriculum Implementation
- Child Abuse Prevention
- Dress Code
- Breaks and Meal Break Periods
- Proximity & Supervision
- Head Counts
- Transitions
- Confidentiality
- Medication & IMS
- Snack Time
- Handwashing

What You Should Do

Instruct Participants to complete the eLearning, "Preschool (Mod 4): Preschool 101" and answer the questions in the Participant Guide in order to complete this Module.

After Participants complete the Module, review their answers to the various questions to check for further understanding. It is important that you take this time to make sure our new staff members are knowledgeable and ready to implement these procedures effectively when they are supervising and engaging with children in our Preschool Programs.

Make sure to explain the policies and procedures for Medications & IMS, as well as snack and food handling more in depth while demonstrating where the medications are located at your site in particular (since this will be the site the staff is working at). Staff need to be aware of where children's medications are at all times, as well as the medications they are required to have on hand at all times in case a child needs it.

Assessment/Knowledge Check

Facilitate a group discussion with the participant based off their answers to the questions listed throughout this module. Participants also have to complete an assessment on the eLearning, "Preschool (Mod 4): Preschool 101" and pass with at least 80% to continue.

If participants pass the eLearning Module, and you are comfortable with their answers/group discussion based on the content covered in this module, you may have them check off this module in their Training Check List.

Module 5:

Emergency

Procedures

5.1 Module Five (5): Emergency Procedures

General Safety Information

To ensure the safety of everyone, it is important to be prepared prior to an emergency occurring.

- Ensure an emergency drill is practiced at your site at least once per month. Vary the type of drills practiced.
- Know where the emergency equipment is located (i.e. Fire Extinguisher, Fire Alarm, First Aid Kit).
- Know where emergency supplies are located for your site and how to gain access to them.
- Be aware of the evacuation route from the different locations your programs uses. Know where you would evacuate to and what you would need to bring with you.

5.2 Evacuation

If the emergency requires evacuation and it is safe to do so, ensure you take the following items with you:

- All Child and employees
- Sign in sheet and live rosters
- Children's Medical Information Sheet (also called a Medical)
- First Aid Kit & Medications (such as inhalers)
- Cell Phone

Emergency drills should be practiced:

- Monthly
- Every other month
- Each semester
- Once a year

Procedures:

If an evacuation is necessary:

- If possible, with no risk to personal safety, take:
 - First aid kits
 - Sign-in/out sheets
 - Children's medical information
 - Children's medications
 - Mobile phone
- Proceed to the planned emergency assembly area in an orderly fashion.
- If safe, take attendance and ensure all children and team members are accounted for prior to departing.
- Either way, take attendance and ensure all children and team members are accounted for when safely at the assembly area.

5.3 Missing Child Procedures

In your Preschool 101 eLearning, you reviewed the importance of head counts and matching the head count with the live roster. If once you complete a head count and you are missing a child, the following steps should be taken:

1. Recount to ensure you didn't make a mistake. Double check your program space.
2. If still missing a child, notify Site Supervisor.
3. Ensure your group is supervised and retrace your steps to check your last location.
4. If you still haven't found them, enlist the help of other employees.
5. Share as much detail regarding the description of the child with others as possible.
Height, age, hair color, style of clothes, etc.

The most important safety principle in caring for children is maintaining proper supervision. Never leave any children alone or unsupervised. Be alert and aware of any possible threats or hazards. When you are with the child at the program, or at a location away from the program, make sure you are alert to any strange or unusual activities and people around children. Any individual in the program area or who is loitering strangely in a public area should be approached and greeted. The most common approach is to ask if you can help them. This will help you assess if they are a threat to the child, as well as, let them know that you are watching them while still being polite and unassuming regarding their intentions.

Each team member should take every possible precaution to prevent a lost or missing child. These include: following proper sign in and out procedures, frequent head counts, frequent roll call, clear boundaries, and constant supervision.

However, it is possible that a child becomes lost or missing. In these circumstances, arrange for a search to begin immediately and take the following steps:

- Ask the other children if anyone knows where the missing child is.
- Look in the immediate area and obvious nearby locations.
- Check the last location you were at, the restroom, and the child's classroom.
- If the missing child cannot be found in the immediate/obvious areas, alert your program supervisor and co-workers. Tell other team members to be on the lookout for the missing child. Wait for a few minutes to see if the child is located. Provide a description of the child and the clothes they are wearing.
- Involve other facility/school faculty members in the search.
- Contact your Program Director.
- Designate a team member to check exits and parking lots.

- Notify your co-worker to take your group, and be sure that this person accepts responsibility for the supervision and safety of the additional children.
- All energies need to be devoted to finding the missing child.
- Continue to search the area, periodically checking back with your group.
- The decision to call the police and the child's parent will be made by a YMCA Program Director.
- When immediate emergency is over, immediately complete an incident report and submit to your Program Director.

5.4 Lock Down Procedures

Through lock downs are infrequent, they are the most common emergency that our after-school programs may experience. In most cases, there is a situation in the surrounding area and the police have asked us to lock down as a precaution.

- If at a school site:
 - Defer to the school's lock down procedures for when a lock down occurs
- If outdoors:
 - Go to nearest building and follow the indoor lock down procedures
- If indoors:
 - Lock down the building including windows and doors
- While securing building:
 - Move children to a secure area and follow the directions given through the emergency communication systems
- Conduct a head count:
 - Prior to transitioning to a designated lock down location, ensure you have everyone. Once safe and secure, confirm your current live roster with a face/name head count. Communicate your status to your Site Supervisor.

Procedures:

- Call 911, if it has not already taken place. (A lockdown may be police initiated.)
- If inside, lock all doors and windows.
- If outside, proceed to the nearest empty inside location and lock all doors and windows.
- Keep your walkie-talkie handy and on to receive updates and share information. Alternately, utilize an internal P/A or phone system to stay in contact with the other team members.
- Parents and families who arrive during a lockdown will have to wait to enter the program space.
- Wait for the all clear before unlocking the doors.

5.5 Fire Procedures

If a fire occurs or the fire alarm is engaged, follow the steps below.

- Notify emergency personnel
 - Call 911 to report the fire and if the fire alarm is not already engaged, pull the nearest fire alarm.
- Evacuate facility immediately
 - Evacuate facility immediately according to the evacuation plan. Proceed to the predetermined destination and, if safe, remember to take the evacuation items with you.
- Conduct Head Count
 - Before and after transitioning locations, conduct face/name head count. Do not go back into the building until cleared by Fire Department.



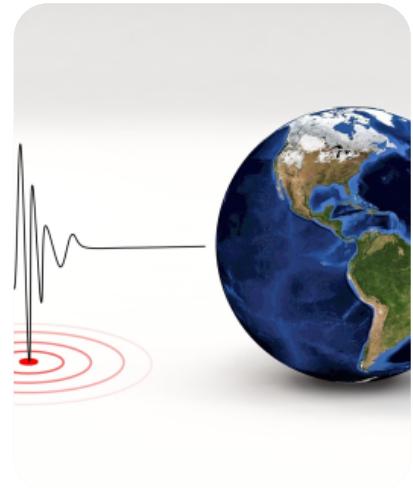
Procedures:

- Call 911 and report fire.
- Alert everyone present of fire (pull switch, air horn, etc.)
- Evacuate facility immediately according to evacuation plan to assembly area and assemble per plan.
- Make sure all doors and windows are closed after clearing an area.
- Direct Fire Department to the fire.
- Do not go back into the building until Fire Department has cleared the building.
- If safe, and children are supervised, facilitate the moving vehicles and traffic in the area.

5.6 Earthquake Procedures

Let's review the procedures in the event that an earthquake happens while you are working at your site.

- Stay calm and don't panic
 - Stay where you are. If outdoors with children, stay outdoors and if indoors with children, stay indoors.
- Based on locations
 - If outdoors, move away from buildings and utility wires. If indoors, take cover under a desk, table or against inside walls.
- Wait until over:
 - Once the shaking stops, do not move the children until all hazards and dangers are surveyed and deemed safe. Do a face/name head count to ensure all children are safe, present, and accounted for.



Procedures:

- Keep calm. Don't run or panic.
- Stay where you are. If outdoors, stay outdoors. If indoors, stay indoors. Most injuries occur as people are entering or leaving buildings.
- If the earthquake strikes when you are indoor, "duck, cover and hold." Members, participants and team members are to take cover under a desk, table bench or against inside walls or doorways as directed by team members. Stay away from glass windows and outside doors. Team members are to take up assigned earthquake positions or take cover with participants.
- Use a flashlight. Don't use candles, matches or other open flames either during or after the tremor.
- If the earthquake catches you outside, move away from any buildings and utility wires. Try to reach an open area; "drop and cover your head."
- Once in the open, stay there until the shaking stops. Do not reenter any buildings.
- Don't run through or near buildings. The greatest danger is from falling debris just outside doorways and close walls.

After the earthquake:

- Team member assignments to go into action. (listed on emergency plan)
- Check for injuries. Do not attempt to move a seriously injured person unless they are in immediate danger.
- Call 911 if needed.
- Qualified person will check utility and electrical lines and appliances only. If you smell gas, leave the building and report gas leakage to maintenance team and authorities. Don't reenter the building until a professional team members says it is safe.
- Be prepared for earthquake "aftershocks".
- Stay out of severely damaged buildings. Aftershocks can shake them down.
- Stay off the telephone, except to report an emergency. Turn on your radio or television to get the latest information. Text your Program Director with your status.
- Don't do sightseeing. Respond to requests for assistance from police, fire fighting and relief organizations, but do not go into damaged areas unless your assistance has been requested.

5.7 Chemical/Hazardous Waste Spill

This topic is specific to a major chemical/hazardous waste spill either on site or in the surrounding area; for example, a toxic cloud or leak.

If this occurs:

- Call 911
- Call your supervisor
- If safe, evacuate the immediate area
 - Do not return to area until deemed safe
- If not safe to evacuate,
 - Close windows and doors
 - Turn off all heating, ventilation and air conditioning
 - Wait for emergency professionals to give you the “all clear”



Procedures:

- If the accident does not create an emergency (e.g. no injuries or hazardous conditions), isolate the area from pedestrian traffic and contain spill. Then clean the area and be sure conditions are safe before resuming operations.
- Precautions may vary depending on the location and time:
 - Evaluating the immediate area.
 - Closing windows and doors to contain spill.
 - Turning off all heating, ventilation and air conditioning.
 - Do not return to the area until deemed safe.
 - Remember to wear goggles, mask and gloves.
- Evacuate, note wind direction, and then notify the Fire Department at 911.
- Isolate immediate area, identify substance, and deny access to only qualified personnel.

5.8 Active Shooter Procedures

Unless you have a clear and safe exit route where you can move the children away from danger, the recommended strategy is to hide.

- Know the notification system
 - Each location and school has their own notification system when an active shooter is present. Ensure you know what that system is in case of emergency. Call 911 if it has not already taken place.
- If inside
 - Unless unsafe to do so, the recommendation is to hide the children and lock all doors and windows. Ensure you are conducting head counts as needed and all cell phones and walkie-talkies are on silent.
- If outside
 - Immediately direct children to a secure, safe enclosure or building to hide. Ensure you are conducting face/name head counts and all cell phones and walkie-talkies are on silent.

Procedures:

- Know what the notification for active shooter is for your location. (e.g. a code word or phrase over the walkie-talkies)
- If inside, and it seems reasonably safe to do so, immediately evacuate the premises with the children and proceed to a safe location. Otherwise, lock/barricade all doors and windows and prepare to fight with whatever can be utilized as a weapon.
- If outside, and it seems reasonably safe to do so, immediately evacuate the premises with the children and proceed to a safe location. Otherwise, proceed to the nearest empty inside location and lock/barricade all doors and window and prepare to fight with whatever can be utilized as a weapon.
- Hide children and all persons from sight.
- Call 911, if it has not already taken place.
- Ensure all cell phones, walkie-talkies, etc. are on silent.
- Wait for an all clear before unlocking the doors.

5.9 Bomb Threat Procedures

Bomb threats should be taken seriously. If you receive a bomb threat over the phone:

- Be calm and courteous
- Gather as much information as you can including the location of the bomb
- Do not interrupt the caller
- Listen closely to voice, background noise, etc.
- Call 911 immediately and prepare to evacuate the site.
- After extracting information or if you are notified there is a threat:
 - Notify the most senior employee immediately
 - Evacuate the site (Ensure you are conducting head counts)
 - Note any new, unfamiliar or suspicious items as you evacuate
 - Do not investigate the items or re-enter the building



Please Note:

- All bomb threats should be taken seriously. When a caller provides information concerning the instrument, its composition, size, method of detonation and possible location, the probability of a bomb in the building is great.
- The team member receiving the phone call must note all comments supplied by the caller. Be calm and courteous. Do not interrupt the caller. Keep the person on the line as long as possible. Ask questions to delay the caller, including why they are doing this, their name, and location of the bomb and the time of possible detonation. Record every word spoken by the caller. Listen closely to the voice, background noises, etc. After extracting the maximum amount of information from the caller, the team member should notify the most senior team member immediately. Call 911 and prepare to evacuate the site as a precaution. All team members must note any new or unfamiliar items that are in their offices or surroundings. Give such information to the Bomb Squad. Do not investigate the items yourself. After police or fire personnel give all clear, only then should the building be reentered.



During an active shooter situation, once we are hidden and the room is secured you should:

- Call your supervisor to let them know you're safe.
- Read a story to the kids to keep them calm.
- Silence all phones, walkie-talkies, etc.
- Look for the threat so you know how to close it is to the Child.



When an emergency occurs you should:

- Grab as many children as you can then follow the appropriate procedures for that emergency.
- Calmly but quickly gather the entire group and do a head count, follow the appropriate procedures for that emergency and then do a name to face count once safe.
- Wait for further direction from your supervisor.
- Have the children follow you while you ensure your own safety.



If you are notified of a lock down situation and you are outdoors, what should you do?

- Evacuate the facility
- Take the children to the playground to keep them engaged during the emergency.
- Find the nearest unoccupied indoor space to lock down inside of
- Go back to your main program space to combine with the rest of the program group

5.10 Water Outage Procedures

A water outage, while not necessarily an emergency, may require a change in operations depending on the length of the outage.

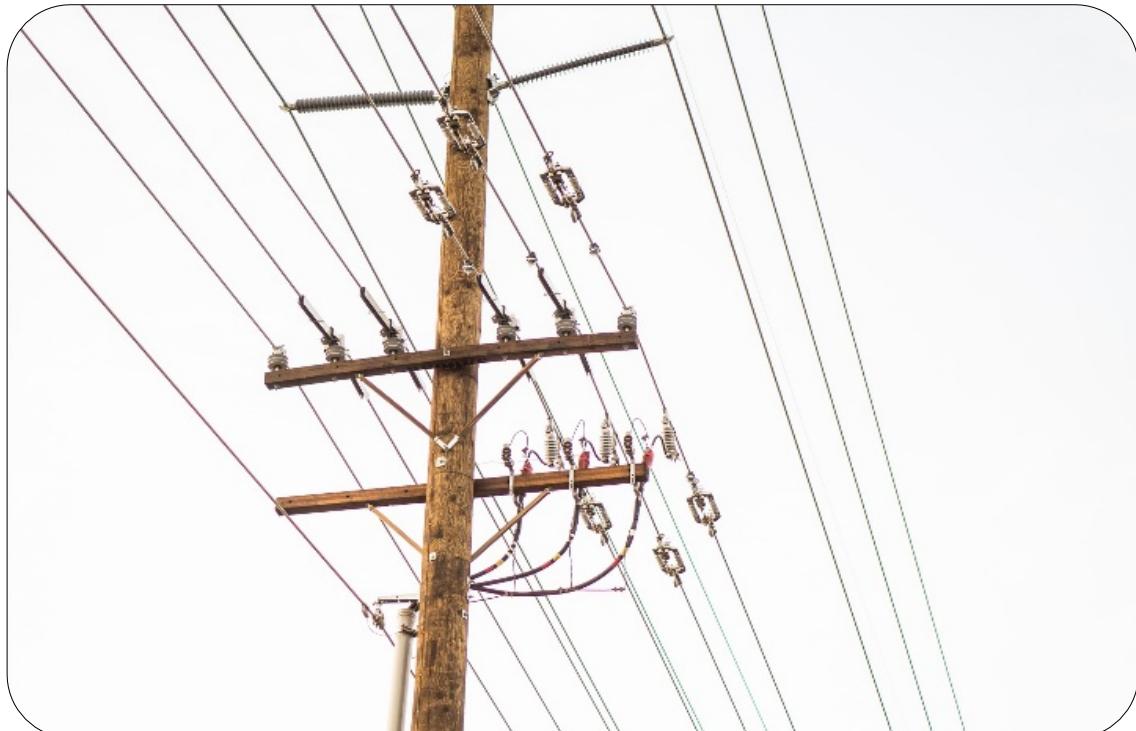
- Notifications
 - Notify the facility and your Site Supervisor/Program Director
- Site Supervisor Determines Next Step
 - If the water outage is for a long enough period of time, it may require the parents pick up the children early
- Notify Parents
 - Contact the parent/guardian to pick up the child early if no accessibility to working restrooms or no available drinking water. Your program director will make this call.



5.11 Power Outage Procedures

A power outage, while not necessarily an emergency, may cause you to change your lesson plan and ensure that the children are safe during the outage.

- Notifications
 - Notify the school and your Site Supervisor/Program Director.
- Site Supervisor Determines Next Step
 - If the power outage is for a long enough period of time, it may require the parents pick up the children early.
- Notify Parents
 - Contact the parents to pick up the child earlier if there is insufficient light available to operate safely.



5.12 Heat Wave Procedures

If the weather is unusually hot, ensure you are following the procedures to ensure the children are safe.

- Ensure that you and the children are drinking plenty of water and staying hydrated. Observe for signs of heat exhaustion and heat stroke.
- Reduce or eliminate outdoor play from the lesson plan and use shaded areas.
- If indoors does not have air conditioning, keep indoor play to a low level of activity



5.13 Media Coverage

Whether there is an emergency or not, if the media unexpectedly shows up at your site, take the following steps.

- Immediately contact your direct supervisor as this information needs to be shared with your Branch Executive Team
- Employees and children are not to make a statement or interview with any representatives of the media without prior approval
- If approached by members of the media for comment, say "I'm sorry, my focus is on our children, please contact the main office of the YMCA of San Diego County for an official statement."

There are times when the media may come out to visit one of our programs. This is hopefully because of something great where we our programs are being highlighted.

Sometimes, something may not have gone according to plan, or may simply be occurring near where we are operating. Either way, our priority and our job is to work with the children. We have support within the YMCA with team members whose job it is to work with the media and it is our responsibility to leave any media contact up to them.



Therefore:

- If unscheduled media are present at an event, location or program, contact your Program Director immediately, as this information needs to be shared with your Executive Director.
- Team members are not to make a statement or interview with any representative of the media without prior approval.
 - If approached by members of the media for comment on any incident, just say, "I'm sorry, my focus is on our children; please contact the main offices of the YMCA in San Diego for an official statement."
- In an emergency situation, the President/CEO of the YMCA will either act as, or designate a spokesperson for communicating with the media.

- Media folks are experts at getting information any way they can. Be polite and apologetic, but persistent and firm.
- Lastly, keep all children away from the media. Your children will be willing to give interviews for the media if given the chance. You are the “acting parent” and you have every right to require that the media leave them alone.

5.14 Trainer Notes (Mod 5)

What You Should Know

The Participants will be taking the eLearning, "Preschool (Mod 5): Emergency Procedures" and will be required to answer assessment questions to pass the training. They should also be instructed to follow along in this training and answer the questions in this Participant Guide as well to check for understanding.

All content in this Module has been written, approved, and are the required practices to follow in the event of every emergency. **HOWEVER**, there are always site specific information that may not be addressed in this module. As the Facilitator, it is your responsibility to provide the participant with any SITE SPECIFIC information they are required to know in the event of one of these emergencies occurring during Preschool hours.

What You Should Do

Review participant answers to the questions listed in this training. Make sure participants understand what is expected of them in each specific emergency situation, and their role in keeping our children safe at all times.

If participants have not sufficiently answered the questions in this Participant Guide/ on the eLearning, it is critical that we review the content until they properly understand what is expected of them.

Assessment/Knowledge Check

Participant answers to the questions in this Module in their Participant Guide as well as passing the eLearning, "Preschool (Mod 5): Emergency Procedures" with at least an 80% or higher.

If participants have sufficiently answered the questions in this guide, have demonstrated a strong understanding of emergency procedure protocols, and have passed the eLearning for this module with an 80% or higher, have participants check this module off on their Training Check List in their Participant Guide.

Module 6:

Reporting Procedures

6.1 Module Six (6): Reporting Procedures

Introduction

Module 4 taught us about the importance of ensuring the safety of our children at all times. However, we work in dynamic environments. We also work with children, and children can be both unpredictable and uncoordinated in their actions. Despite our best efforts accidents, injuries, and incidents are bound to happen. The idea is for these to be minimal and the result of elements that are out of our control.

When they do happen, we often need to document what occurred and why. This helps us understand how we can do better and/or why the situation was unavoidable. Depending on the situation different forms may be used for these processes.

6.2 Types of Reports

There are 6 types of reports that the Preschool Programs utilize. Some reports are used for Accidents, others for Incidents and some for both types of situations.

The types of reports we use are:

- a. Ouch Report**
- b. YMCA Accident/Incident Report**
- c. Licensing Unusual Incident/Injury Report**
- d. Suspected Concussion Notification Report**
- e. Suspected Child Abuse Report**

6.3 Difference between an Accident & Incident

Let's define what accidents and incidents are for the YMCA:

An Accident is:

- Any injury to a child participant or employee that occurs.
- For example: A child falls while playing and sustains an injury.

An Incident is:

- Anything that occurs that needs to be documented that is NOT an injury.
- For example: A child takes money from another child.

Example of Both an Accident and Incident is:

- A child physically harms another child leaving a bruise.
- This would be an accident because there was an injury and an incident because there was a physical conflict.

6.4 Ouch Report

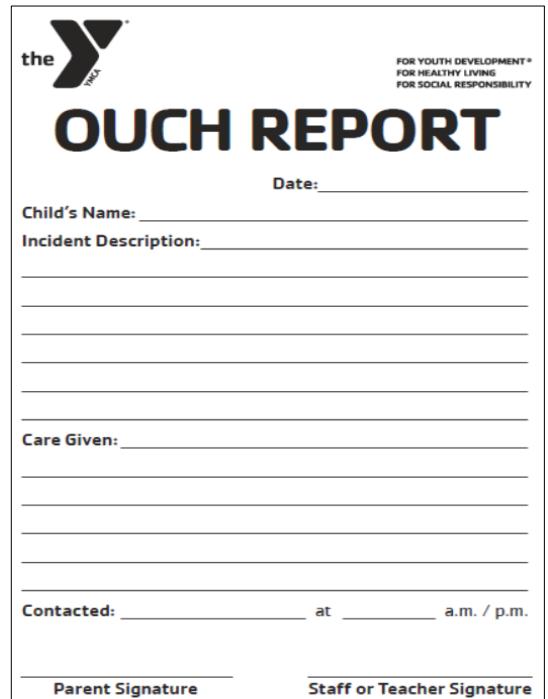
The first report we will be reviewing is the Ouch Report.

What is the purpose of this report?

The purpose of the report is to:

- Ensure that the parent or guardian of the child is informed about an injury and the care we provided.

An "Ouch Report" is to be written for each injury incurred by a child. The purpose of these reports is to ensure that the parent/guardian of the child is informed about the incident/injury that occurred and how we cared for their child. These reports are to be given to that child's parent/guardian when that child is next picked-up or dropped-off at the center. When in doubt, call the parent/guardian to notify of the incident, just in case they would like to pick-up their child early.



The form is titled "OUCH REPORT" in large, bold, uppercase letters. At the top left is the YMCA logo with the words "the YMCA". At the top right is the tagline "FOR YOUTH DEVELOPMENT*, FOR HEALTHY LIVING, FOR SOCIAL RESPONSIBILITY". Below the title are fields for "Date:", "Child's Name:", and "Incident Description:". There are several blank lines for writing. At the bottom are two signature fields: "Parent Signature" and "Staff or Teacher Signature".

Who receives the report and who should be notified?

- This report is given to the parent or guardian at pick-up
- More serious injuries may also need additional forms and a call home
- When in doubt, call home to see if the parent/guardian would like to come pick-up the Child early

How do you use the report?

This report is used when:

- A child has an injury that was treated
- It is used for any injury regardless of severity

Who completes the report?

It is filled out by the employee who directly supervised the accident

6.5 YMCA Accident/Incident Report

The second report we will be reviewing is the YMCA Accident/Incident Report.

What is the purpose of the report?

The purpose of the report is to:

- Allow the YMCA to document, record and track major risks within our programs.
- Both accidents and incidents utilize that same form but you may complete different sections of the form based on what occurred.

How do you use the report?

Examples of Accidents:

- An injury that requires medical attention
- Ice is required
- An injury that requires child to be picked up from the center
- Head injuries
- Other happenings that you feel need documentation

Examples of Incidents:

- Emergency Situations
- Severe behavior
- Any time Child Protective Services is contacted
- Sever bleeding

Who completes the report?

- These reports are typically completed by the Site Supervisor, with employees assisting with the information
- When assisting with these reports, it is important to remember to be as objective as possible and to report only the facts

Who receives the report and who should be notified?

- These reports are for internal YMCA use only and are NOT to be given to the parents/guardians

- This report is given to the Site Supervisor who will turn it into the Program Director within 24 hours
- Please note: whether an accident, an incident or both occur, you will always use this form to report it internally
- An accident report is to be written for more serious injuries. Any injury that requires the use of ice, has severe bleeding, involves hitting their head, or requires the child to be picked up from the center should be considered serious.
- Accident reports are internal forms to the YMCA. They are for the purpose of documenting exactly what occurred and what was done about it so that the YMCA has a record on file in the event that questions are raised in the future. Any situation necessitating an accident report also requires an immediate phone call to the parent informing them of the situation. In addition, a follow-up phone call needs to be made within 24 hours after pick-up to assess the child's condition.
- A parent cannot see these reports and they may not receive a copy. If they would like more documentation other than an Ouch Report please ask them to contact your Program Director/Coordinator.
- Any injury involving the head must be reported to the parents immediately. This may require an additional Head Injury Report depending on your program. If the child is showing signs and/or symptoms of a concussion, an immediate call to 911 is necessary.
- Accident reports need to be followed up on and turned in to your Program Director within 48 hours of the accident and copy of the child's waiver form must be attached.
- The Y utilizes the same document for incidents and accidents on an Incident/Accident report. Please use it as appropriate for the current situation. In addition, licensed programs have an unusual incident report that may also be needed.
- An incident report is to be written for odd happenings or behavior problems. Incident reports must be written for emergency situations, severe behavior issues with team members, parents or child, or any other happening that you feel needs documentation.
- Incident reports must be turned in within 48 hours of the incident and your Program Director must be notified of the incident immediately.

When filling out any of the above reports:

- Be as objective as possible.
- Report only the facts – not your opinions.
- Use clear and concise English.
- Fill out the report completely.
- Do not include your own personal information (e.g. phone number, address) please use the program site information instead.

The Y utilizes the same document for incidents and accidents on an Incident/Accident report. Please use it as appropriate for the current situation.

6.6 Suspected Concussion Notification Form

The fourth report we will be covering is the Suspected Concussion Notification Form.

What is the purpose of this report?

The purpose of this report is to ensure a parent/guardian is promptly informed of any potentially serious head injury that could lead to a concussion.

How do you use the report?

This report is used when:

- A Child sustains an injury to the head and is showing any signs or symptoms of a concussion.

Remember, if a child has a head injury and shows a sign or symptom of a concussion, you need to immediately:

1. Remove them from the activity or sport
2. Call 911
3. Call and inform the parent/guardian

Additionally, an Ouch Report and an Accident/Injury Report needs to be completed.

Who completes the report?

This form is to be filled out by the employee present, who is aware of the situation.

Who receives the report and who should be notified?

- If you have access to a copy machine, make a copy of the form to include internally with the other reports.
- If you do not have access to a copy machine, tear off the bottom portion of the document and keep the sign off portion and give the parent the top portion.

6.7 Suspected Child Abuse Report

The fifth report we will be covering is the Suspected Child Abuse Report.

What is the purpose of the report?

- Ensure the state of California Child Protective Services agency is aware of the suspected child abuse.
 - Completing the Suspected Child Abuse Report is a legal requirement of the state of California.

Print		SUSPECTED CHILD ABUSE REPORT		Reset Form	
To Be Completed by Mandated Child Abuse Reporters				CASE NAME _____	
Pursuant to Penal Code Section 11166				CASE NUMBER _____	
PLEASE PRINT OR TYPE					
A. PARTING REPORTING PARTY	NAME OF MANAGED REPORTER		TITLE		
	REPORTER'S BUSINESS ENTITY NAME AND ADDRESS		State	City	Zip
REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		DAYTIME DATE	
()					
B. REPORT NOTIFICATION	NAME OF VICTIM		PRIMARY LANGUAGE		
	ADDRESS		State	City	Zip
	CITY/TOWN/COUNTRY		STATE/PROVINCE/COUNTRY		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE		TELEPHONE		()	
NAME (LAST, FIRST, MIDDLE)		STATE/PROVINCE/AGE		SEX	
ADDRESS		State	City	Zip	
PRESENT LOCATION OF VICTIM		SCHOOL		GRADE	
PRIMARY LANGUAGE		SECOND LANGUAGE		THIRD LANGUAGE	
DEVELOPMENTALLY DISABLED		OTHER DISABILITY (SPECIFY)		OTHER DISABILITY (SPECIFY)	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
INFANT/CHILD		IF YES, AGE & BIRTH DATE		NAME OF GATEKEEPER	
ADULT		IF YES, AGE & BIRTH DATE		TYPE OF ADULT (SPECIFY ONE OR MORE)	
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
GROUP HOME OR INSTITUTION		RELATIVES HOME		RELATIVES HOME	
RELATIONSHIP TO VICTIM		PHOTO TAKEN		DOES THE INCIDENT RESULT IN THIS VICTIM DEATH? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
1. NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____		3. NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____			
2. NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____		4. NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____			
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE/DOB/PROV/AGE		SEX	
ADDRESS		State	City	Zip	
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE/DOB/PROV/AGE		SEX	
ADDRESS		State	City	Zip	
HOME PHONE		WORK PHONE		CELL PHONE	
RELATIVES NAME (LAST, FIRST, MIDDLE)		BIRTHDATE/DOB/PROV/AGE		SEX	
ADDRESS		State	City	Zip	
RELATIVES HOME PHONE		RELATIVES WORK PHONE		RELATIVES CELL PHONE	
OTHER RELATOR INFORMATION					
<input type="checkbox"/> IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input checked="" type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER _____ DATE / TIME OF INCIDENT PAGE OF INCIDENT					
NARRATIVE COMMENT: Briefly describe the mandated reporter's claim of what person(s) accompanying the victim(s) assisted or just ended (including the victim(s)) or assisted					
DEFINITIONS AND INSTRUCTIONS ON REVERSE					

How do you use the report?

This report is used:

- Any time an employee has reasonable suspicion that a Child has been abused.
 - Your supervisor will need to ensure a YMCA Accident/Incident Report and Unusual Incident/ Injury Report is also completed.

Who completes the report?

- This report is always to be filled out by the employee who has the suspicion of abuse.
 - CPS/CWS needs to be called as soon as you suspect abuse, and within 24 hours. The Child Abuse hotline number is 858-560-2191.

Who receives the report and who should be notified?

- This report is faxed directly to the CPS/CWS. This report does NOT go to the parent/guardian
 - It is highly recommended to let your supervisor know that a report needs to be made.

6.8 Unusual Incident / Injury Report (Licensing)

The sixth report we will be covering is the Licensing Unusual Incident/Injury Report.

What is the purpose of the report?

- The definition of Incidents and Injuries is similar to the previous definitions for an accident and an incident.
- Your supervisor will notify California State Licensing within 24 hours when certain incidents or injuries occur
- This report is required to be faxed to California State Licensing within 7 days of the incident.

UNUSUAL INCIDENT/INJURY REPORT

INSTRUCTIONS: NOTIFY LICENSING AGENCY PLACEMENT AGENCY AND RESPONSIBLE PERSON(S) IN WRITING BY NEXT WORKING DAY. SUBMIT WRITTEN REPORT WITHIN 7 DAYS OF OCCURRENCE. RETAIN COPY OF REPORT IN CLIENT'S FILE.

NAME OF FACILITY	ADDRESS	PHONE NUMBER	FACILITY NUMBER	REPORT DATE	REPORTER SIGNATURE
CLIENTS/RESIDENTS INVOLVED	DATE OCCURRED	AGE	SEX	DATE OF ADMISSION	
TYPE OF INCIDENT					
Alleged Client Abuse	Alleged Client Abuse	Rape	Injury-Accident	Medical Emergency	
Aggressive Action	Sexual	Pregnancy	Injury-Unknown Origin	Other Severe Incident	
Aggressive Act/Another Client	Physical	Suicide Attempt	Injury-From another Client	Theft	
Aggressive Act/Staff	Psychological	Other	Injury-From behavior episode	Fire	
Aggressive Act/Harming Visitors			Emergency Room	Hospitalization	
Alleged Violation of Rights	Neglect			Other	

Events that are required to be reported:

- Change in typical operation
- Violations of Personal Rights ([LIC 613A](#)) or Parents Rights ([LIC 995](#))
- Death of any child from any cause
- Any injury to any child that requires medical treatment
- Any unusual incident or child absence that threatens the physical or emotional health or safety of any child
- Any suspected physical or psychological abuse of any child
- Epidemic outbreaks
- Poisonings
- Catastrophes
- Fires or explosions that occur in or on the premises

Information needed when reporting incident/injury to CCL:

- Child's name, age, sex and date of admission
- Date and nature of event
- Attending physician's name, findings, and treatment, if any
- Disposition of the case

Steps to follow when reporting:

- Day of incident: Program Director should inform an Association Specialist/Association Director by calling and sending written documentation of the

occurrence. When you complete a LIC incident/ accident report you must complete our YMCA of San Diego accident/Incident report.

- Within 24 hours: Call the on duty analyst at CCL (San Diego: 619-767-2248; Riverside: 951-782-4200), to report the incident/injury (CCL business hours 8-5pm). Be sure to document the full name (first and last) of the individual you spoke with. If there is no answer, leave a voice message on the CCL line describing incident/injury as well as your name and facility number.
- Within 48 hours: Email the completed Unusual Incident/Injury Report ([LIC 624](#)) document to your Association Specialist with a CC to the Association Director for approval.
- Within 5 days: Our Association Specialist and/or Association Director will give feedback and approval. Once approval has been given, the program will submit the unusual incident/injury report to CCL by fax to San Diego: 619-767-2203; Riverside: 951-782-4985.
 - The program must keep record of the completed unusual incident/ injury report and the fax receipt.
 - Licensing requires that the unusual incident/injury report (LIC 624) be completed and submitted no later than 7 days.
 - The program must keep their Association Specialist and Association Director updated of all licensing communications regarding the incident.

Who completes the report?

This report is filled out by the Site Supervisor or Program Director, with the employee assisting with the information.

How do you use the report?

This report is used when there is:

- Change in typical operation
- Violation of Personal Rights or Parent Rights
- Death of any child from any cause
- Any injury to any child that required medical treatment
- Any unusual incident or child absence that threatens the physical or emotional health or safety of any child
- Any suspected physical or psychological abuse of any child
- Epidemic outbreaks
- Poisoning
- Fire or explosions that occur in or on the premises

Who receives the report and who should be notified?

- This report requires an immediate call from the Site Supervisor to the Program Director
- The report is sent to Licensing by your Program Director, who has to call Licensing within 24 hours.

6.9 Reports Associated with Accidents vs. Incidents

Let's review the reports associated with an accident versus an incident and when it is used for both.

	Ouch Report Accident/ Incident	YMCA Unusual Incident/ Injury	Licensing Incident/ Injury	Suspected Concussion Notification	Suspected Child Abuse Reporting	Behavior Report
Accident	X	X	X	X		
Incident		X	X		X	X

Who needs to complete the form and make the report to Child Protective Services?

- Mandated reporting who has suspicion
- Site Supervisor
- Program Director
- Principle of School

Who needs to be notified and by when in the event something happens requiring an Unusual Incident/Injury Report?

- Another Child Development Teach within one week
- Immediate supervisor within 24 hours later
- Parent within an hour
- Immediate supervisor immediately
- Principal by next school day
- Behavior Report



A parent receives a Suspected Concussion Notification whenever their child:

- Has been removed from play due to a suspected concussion
- Doctor determines a Child received a head injury resulting in a concussion
- Is nauseous or is vomiting
- Complains when their head hurts

6.10 Scenarios

Let's review the reports associated with an accident versus an incident and when it is required for both.

 A parent is upset over something that happened in the program. As you are discussing this with them they begin to present a threatening posture and start using profanity. With the assistance of the Site Supervisor you are able to calm them down. Which form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Licensing Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

 A child is upset because another child is choosing not to share a game with them. The child then picks up a large wooden block and throws it at the other child. It hits the child in the arm, causing a minor bruise. What form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

 A child slips while playing on the blacktop and skins their knee. Their injury is easily washed and patched up with a Band-Aid. The child returns to the activity after 5 minutes. Which form(s) should you use?

- Ouch Report
- YMCA Accident/Incident Report
- Licensing Unusual Incident/Injury Report
- Suspected Concussion Notification
- Suspected Child Abuse Report
- Behavior Report

6.11 Trainer Notes (Mod 6)

What You Should Know

The Participants will be taking the eLearning, "Preschool (Mod 6): Reporting Procedures" and will be required to answer assessment questions to pass the training. They should also be instructed to follow along in this training and answer the questions in this Participant Guide as well to check for understanding.

All content in this Module has been written, approved, and are the required practices to follow to properly report all accidents and incidents that occur during/at our Preschool Programs. **HOWEVER**, there are always site specific information that may not be addressed in this module. As the Facilitator, it is your responsibility to provide the participant with any SITE SPECIFIC information they are required to know with regards to reporting procedures for your Preschool Program in particular.

What You Should Do

Review participant answers to the questions listed in this training. Make sure participants understand what is expected of them for accurately reporting all incidents and accidents that occur during Preschool, and understand who needs to know/receive the report in every situation that may occur.

If participants have not sufficiently answered the questions in this Participant Guide/ on the eLearning, it is critical that we review the content until they properly understand what is expected of them.

Assessment/Knowledge Check

Participant answers to the questions in this Module in their Participant Guide as well as passing the eLearning, "Preschool (Mod 6): Reporting Procedures" with at least an 80% or higher.

If participants have sufficiently answered the questions in this guide, have demonstrated a strong understanding of reporting procedure protocols, and have passed the eLearning for this module with an 80% or higher, have participants check this module off on their Training Check List in their Participant Guide.