



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Health, Safety & Nutrition

**UNIT:** 6 – Program Policies & Procedures



## INTRODUCTION

### Annotation:

There are three levels (or categories) of standards associated with policies and procedures in a child care setting. 1) State licensing requirements serve as a minimum standard of health, safety, and care. 2) The nationally recognized ECERS and ITERS (Early Childhood Environment Rating Scale and Infant/Toddler Environment Rating Scale) are designed to provide child care providers with standards to achieve an environment worth of an "excellent" rating. The book of standards to follow when participating in ECE: Industry Certification in the state of Georgia. 3) NAEYC (National Association for the Education of Young Children) has established a national accreditation system to set professional standards for early childhood education programs, and to help families identify high quality programs. The robust and rigorous national standards on education, health, and safety give providers the guidelines for offering the highest-quality program for young children.

### Grade(s):

|   |                  |
|---|------------------|
| X | 9 <sup>th</sup>  |
| X | 10 <sup>th</sup> |
| X | 11 <sup>th</sup> |
| X | 12 <sup>th</sup> |

**Time:** 8 hours

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**Additional Author(s):** Landis Hicks & Amy Bergman

**Academic Reviewer:** Sharon Bickford

**Special Education Reviewer:** Holly Spivey

**Resources:** All About ECERS-R

### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU- HSN 3 –

**Students will provide a safe environment for children.**

- e. Describe use of approved safety restraints when transporting a child.
- g. Describe safety procedures for arrival, departure, loading, and unloading of children.

#### EDU- HSN 4 –

**Students will provide a healthy environment for children.**

- b. Research and demonstrate an understanding of standard health practices in an early childhood care and education setting.
- c. Describe appropriate methods of distributing and storing medications.
- h. Describe and discuss proper procedures for hand washing, diapering and toileting, limiting cross infections in the childcare setting.

#### EDU- HSN 8 –

**Students will apply procedures to reduce the infectious process.**

- d. Develop and implement exclusion policies for sick children in group settings.
- e. Develop and maintain procedures for maintaining health and immunization records.
- g. Practice universal precautions.

#### EDU- HSN 9 –

**Students will identify components of a quality environment.**

- a. Discuss appropriate staffing ratios and group sizes for the child care industry.
- d. Create an Emergency Preparedness Plan, including procedures for emergency drills.

#### EDU- HSN 10 –

**Students will plan for children's health and safety education.**

- d. Discuss OSHA requirements for early childhood care setting.

### GPS Academic Standards:

- *SCSh 2*. Students will use standard safety practices for all classroom laboratory and field investigations.
- *MM2P1*. Students will solve problems (using appropriate technology).
- *MM2P3*. Students will communicate mathematically.
- *ELA11W3*. The student uses research and technology to support writing.



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the importance of following health and safety policies when caring for children in a daycare setting.

### Essential Questions:

- How do you determine which safety restraint is appropriate for transporting children?
- What are the procedures for safely loading and unloading children for transportation?
- What is a healthy childcare environment that allows children to thrive?
- What are the appropriate procedures to follow when storing medications for children in day care? <http://www.daycare.com/georgia/state11.html>
- In what situation is a child no longer able to remain at the center? What are the stipulations for that child's return?
- What are the steps for proper hand washing as approved by the state licensing in a day care center?
- What constitutes an emergency at a center?
- What is your center's emergency action plan? Where is it located?

### Knowledge from this Unit:

- The students will learn how to transport children and which safety restraint is appropriate.
- The students will learn what precautions need to be taken and when to perform them to ensure a healthy and safe environment.
- The students will be aware of the infectious disease and how to prevent them.
- When developing a quality environment the students will learn to consider the following areas: hand washing, diapering, meals, toys, special needs students and activities to be performed.
- Which O.S.H.A. rules pertain to the childcare field or specific situation you are working with?

### Skills from this Unit:

- To create a healthy and safe environment.
- To be able to see hazards in the classroom.
- To install a child's safety restraint and know which one is appropriate for each child.
- BE able to perform the diapering procedure from B.F.T.S. (Bright From the Start)
- To understand and demonstrate the technique of proper hand washing.
- To understand the B.F.T.S (Bright From the Start) ratio of teacher to students.
- To be able to successfully develop a fire route, tornado drill, or implement a weather plan.
- To become familiar with the O.S.H.A. laws that pertain to the child care field.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☒ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):**



# LEARNING EXPERIENCES

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.

|                                        |                           |                        |           |
|----------------------------------------|---------------------------|------------------------|-----------|
| Age appropriate care safety restraints | Standard health practices | Universal precautions. | emergency |
| Immunization Records                   | OSHA                      | Infectious diseases    |           |

## Lesson 1 – Car/Van Safety Restraints and Procedures for Arrival and Departure

EDU- HSN 3 - **Students will provide a safe environment for children.**

- e. Describe use of approved safety restraints when transporting a child.
- g. Describe safety procedures for arrival, departure, loading, and unloading of children.

### PART I: Car/Van Safety Restraints

**Essential Question:** How do you determine which safety restraint is appropriate for transporting children of different ages and weights?

NOTE: There is information in the *Working With Young Children* textbook from 1994 to 2008 editions about car seats.

**ACTIVITY: GUEST SPEAKER:** Invite an expert to come in and discuss car seat safety.

**Your local Red Cross and/or Police/Sheriff Departments have great training on car seat safety. This training includes day care transportation.**

### PART II: Arrival and Departure, Load and Unload Procedures

#### Essential Question:

Discuss procedures for safely loading and unloading children for transportation.

**NOTES:** Research indicates that children thrive in a predictable and safe environment. That is why routines are vital to quality care and education. Arrival and dismissal procedures are created for safety and predictability. Day care centers develop procedures for arrival in order to assure that the child/adult ratios are in compliance and provide enough supervision for safety. The same is true for dismissal. Day care licensing requires day care centers to know who is picking a child up if it is not the custodial parents. Safety is the key reason for loading and unloading children on vehicles owned and operated by the day care.

**ACTIVITY: A.** Discuss the arrival and dismissal procedures for your on-site or off-site lab. Include times and who can pick the child up and what to do if someone other than the parent comes to get the child. Have students to identify the safety issues involved with these rules and regulations.

- B. Discuss the following website that is a training for child care workers and transportation:  
Great resource:

[http://www.healthykids.us/chapters/transportation\\_pf.htm](http://www.healthykids.us/chapters/transportation_pf.htm)

## **Lesson 2: Standard Health Practices in Child Care**

EDU- HSN 4 - Students will provide a healthy environment for children.

- b. Research and demonstrate an understanding of standard health practices in an early childhood care and education setting.
- c. Describe appropriate methods of distributing and storing medications.

EDU- HSN 8 - Students will apply procedures to reduce the infectious process.

- d. Develop and implement exclusion policies for sick children in group settings.
- e. Develop and maintain procedures for maintaining health and immunization records.
- g. Practice universal precautions.

### **Essential Question/s:**

- Describe a healthy childcare environment that allows children to thrive.
- What are the appropriate procedures to follow when storing medications for children in day care? <http://www.daycare.com/georgia/state11.html>
- In what situation is a child no longer able to remain at the center? What are the stipulations for that child's return?
- List the steps for proper hand washing as approved by the state licensing in a day care center.

**NOTES:** Promoting the health and welfare of the child requires protection from harm, provision of nutritious food, appropriate opportunities for rest, and secure relationships characterized by trust and respect. Day care centers implement a full range of policies and procedures to prevent the spread of infectious diseases, reduce exposure to environmental hazards and stress, and deal effectively and efficiently with medical situations that may arise.

**This will be a three-four period activity.**

- 1) Divide the class into five groups. Assign the following topics to each group.
- 2) They are to prepare a presentation on their topic.
- 3) Each group must provide a handout to the rest of the class.
- 4) They must use props/visuals and demonstrations.

**Group 1:** How do daycares centers deal with illness, and infectious diseases?

- Policies and procedures
- Informing parents and families
- Informing other relevant adults (e.g., volunteers, students, etc.)
- Sanitation of center

**Group 2:** Develop and implement exclusion policies for sick children in group settings.

- Policies and procedures
- Provision of a quiet, comfortable location
- Contacting parents
- Accessible and up-to-date contact information

**GROUP 3:** Research and develop a procedure for maintaining up-to-date health and immunization records.

**GROUP 4:** Research and demonstrate universal precautions for infectious diseases. The Center for Disease Control is a great resource. <http://www.cdc.gov/>

**GROUP 5:** What are the appropriate procedures to follow when storing medications for children in day care? Good resource: <http://www.daycare.com/georgia/state11.html>

\*Use the attached Oral Presentation Rubric to grade groups.

### **Lesson 3: Licensing & Accreditation comparisons & Policy and Procedures Program Manual**

EDU- HSN 8 - **Students will apply procedures to reduce the infectious process.**

- d. Develop and implement exclusion policies for sick children in group settings.

EDU- HSN 9 - **Students will identify components of a quality environment.**

- a. Discuss appropriate staffing ratios and group sizes for the child care industry.
- d. Create an Emergency Preparedness Plan, including procedures for emergency drills.

#### **Essential Questions:**

Why is it important to have an adequate number of staff to oversee and teach a group of children?

How does having an Emergency Preparedness Plan create a safer environment?

- 1) Review the Licensing Standards for Day Care attachment
- 2) Go to <http://www.naeyc.org/accreditation/> to retrieve information about NAEYC.
- 3) Give each student a copy of the Contrast Comparison handout and help them fill in the pertinent information. (It's advised that the instructor do these themselves BEFORE they teach this unit!)
- 4) Using either your own program manual or the attached Example Policy & Procedures manual have students review it and then answer questions similar to those listed on the attached Questions over Policy Manual.
- 5) The goal is for the students to understand that each program must have policies and procedures in place to help the program run safely for everyone involved.
- 6) A culminating activity for this section may be to write specific emergencies on a piece of paper (i.e. fire drill, tornado drill, lice, flu, broken bone, playground injury, stranger safety, non-guardianship parent picking up from preschool, etc.- some may be used more than once) enough for each student to have one. Accommodate lower functioning students by using peer groups.

- 7) Have each student “draw” an emergency from the “hat” and have them utilize the knowledge obtained from the policy and procedure manual as well as the licensing standards and NAEYC to create an Emergency Preparedness plan for that specific Emergency.
- 8) Each plan should be written neatly with graphics or printed on a single sheet of computer paper.
- 9) After the teacher grades each Emergency Plan, post them, along with the standard and teacher comments, in the classroom.

#### **Lesson 4: Personal Care Routines**

EDU- HSN 4 - **Students will provide a healthy environment for children.**

h. Describe and discuss proper procedures for hand washing, diapering and toileting, limiting cross infections in the childcare setting.

**Essential Question:** What health benefits are there to having guidelines for hand washing, diapering and toileting in a childcare setting?

- 1) Give each student a copy of the Personal Care Routine Notes Page (May use the All About ECERS-R book to help find the answers).
- 2) Also give each student a copy of the Personal Care Routines Student PowerPoint Questions. There is a teacher copy with the answers.
- 3) Show the PowerPoint – Personal Care Routines (Written by Landis Hicks)
- 4) You may either post, show on overhead, or make a copy of the Dear Parents letter for students to review regarding hand washing and the preschool classroom.
- 5) Give the Personal Care Routines Quiz to check student understanding of this section.

#### **Lesson 5: OSHA**

EDU- HSN 10 - **Students will plan for children’s health and safety education.**

d. Discuss OSHA requirements for early childhood care setting.

**Essential Question:** Why do organizations, such as OSHA, exist to oversee industry safety?

- 1) Schedule a guest speaker, such as school nurse, local OSHA representative, or safety related military personnel.
- 2) Have each student create specific interview questions for the speaker, related to safety requirements.

#### **Attachments for Learning Experiences:**

- Contrast comparison licensing and accreditation
- Dear Parents letter
- Personal Care Routines Note Page
- Personal Care Routines PowerPoint
- Personal Care Routines Teacher Notes
- Personal Care Routines PowerPoint Student Questions
- Personal Care Routines Quiz
- Example Policy and Procedures Manual
- Questions over Policy Manual
- Licensing Standards for Day Care Centers
- Oral Presentation Rubric





## CULMINATING PERFORMANCE TASK

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### Culminating Unit Performance Task Title:

- Group Presentations
- Student Emergency Preparedness Plan
- Personal Care Routine Quiz



## UNIT RESOURCES

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### Web Resources:

- [http://www.healthykids.us/chapters/transportation\\_pf.htm](http://www.healthykids.us/chapters/transportation_pf.htm) Transportation procedures.
- <http://www.daycare.com/georgia/state11.html> Georgia Day Care Licensing Regulations
- Bright from the Start [www.decal.state.ga.us](http://www.decal.state.ga.us) rules for childcare, hand washing ,diapering handouts
- American Academy of pediatrics [www.aap.org/family/carseatguide.htm](http://www.aap.org/family/carseatguide.htm) car seat info.
- [www.freeoshainfo.com](http://www.freeoshainfo.com)
- [www.environments.com](http://www.environments.com) 1-800-342-4453 Safety/Health checklist
- <http://www.cdc.gov/>
- <http://www.naeyc.org/accreditation/> (NAEYC Accreditation)

### Materials & Equipment:

- Textbooks and computers

### What 21st Century Technology was used in this unit?:

|                                     |                         |                                     |                    |                          |                                 |
|-------------------------------------|-------------------------|-------------------------------------|--------------------|--------------------------|---------------------------------|
| <input checked="" type="checkbox"/> | Slide Show Software     | <input type="checkbox"/>            | Graphing Software  | <input type="checkbox"/> | Audio File(s)                   |
| <input type="checkbox"/>            | Interactive Whiteboard  | <input type="checkbox"/>            | Calculator         | <input type="checkbox"/> | Graphic Organizer               |
| <input type="checkbox"/>            | Student Response System | <input type="checkbox"/>            | Desktop Publishing | <input type="checkbox"/> | Image File(s)                   |
| <input type="checkbox"/>            | Web Design Software     | <input type="checkbox"/>            | Blog               | <input type="checkbox"/> | Video                           |
| <input type="checkbox"/>            | Animation Software      | <input type="checkbox"/>            | Wiki               | <input type="checkbox"/> | Electronic Game or Puzzle Maker |
| <input type="checkbox"/>            | Email                   | <input checked="" type="checkbox"/> | Website            |                          |                                 |