Vermont Child Care Regulations Required Orientation

Employer Offered Training Template

Child Care Licensing Regulations Center Based Child Care and Preschool Programs (CBCCPP) rule 7.1.3, Family Child Care Home (FCCH) rule 7.1.3, and/or Afterschool Child Care Programs (ASP) rule 5.31 require an orientation to all individuals working with children. Employers have two options to ensure staff attend the orientation. The first option is to have staff take the online orientation, information on that training is available on the Division’s website: [http://dcf.vermont.gov/cdd/professional-development/requirements](https://naaweb.org/images/NAA-Code-of-Ethics-for-AferSchool-Professionals.pdf).

The second option is the employer may provide an orientation. This option provides the employee with 2.5 hours of professional development (due to the Online Mandatory Reporter training) which counts towards the annual requirement. With this option, the program may provide their own orientation, and have it meet the requirement in the licensing rule that says "as approved by" the Division, if it meets the following criteria in a document/file on-site or is accessible electronically:

* Describes the program's orientation process which includes:
  + The process in which CBCCPP/FCCH rule 7.1.3 and ASP rule 5.31 bulleted items are covered,
  + How a supervisor assesses that staff have demonstrated learning,
  + The process for staff learning the program's specific policies and procedures, and
  + Where documentation of materials and resources used within the orientation is stored and/or maintained (these materials and resources may be stored and maintained off-site if they are able to be made available within 48 hours to CDD staff upon request); and
* Uses a checklist verifying that all CBCCPP/FCCH rule 7.1.3 and ASP rule 5.31 bulleted items are covered in the orientation with documentation of the resources and materials used with each corresponding item.
  + The checklist is required to be signed and dated by staff attesting to having:
    - Completed the orientation,
    - Reviewed the program's policies and procedures, and
    - Had opportunities to ask questions.
  + The checklist is also required to be signed and dated by the supervisor attesting that the staff member has:
    - Completed the orientation,
    - Completed the on-line Child Abuse and Neglect Mandatory Reporting training (as documented in the staff's BFIS Quality and Credential account),
    - Reviewed the program's policies and procedures, and
    - Has demonstrated learning.

FYI: Employees do not need to repeat the Online Mandated Reporter training if they change employers.

This template provides a framework for the documentation required to be maintained on file for option two above.

Vermont Child Care Regulations Required Orientation: Employer Offered Training Template

**Describe the process for how the required topics are covered.** *For example, do staff watch a video, and then discuss it with a supervisor. Please outline each process, if different for the different items.*

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**Description of how a supervisor assesses that staff have demonstrated learning**, include in the description all assessments if different for the different items. *For example, an observation of a staff is used to assess learning on diaper changing, while a conversation may be used to assess learning in child development.*

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**Description of the process for staff learning the program's specific policies and procedures**

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**Where is the documentation used within the orientation stored and/or maintained** *(these materials and resources may be stored and maintained off-site if they are able to be made available within 48 hours to CDD staff upon request)?*

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**What materials and resources are used for the orientation, by topic area** *(See suggested resources listed at the end of this document. Programs can use other materials and/or develop their own materials. When using own materials, such as a PowerPoint include a citation in the list below.)*?

| **Topic** | **Material/Resources Used** |
| --- | --- |
| Basic knowledge of child growth and development |  |
| Routine and emergency health protection of children |  |
| Safety and sanitation requirements |  |
| Positive behavior management |  |
| Supervision of children |  |
| Child accident and injury procedures |  |
| Safe sleep practices |  |
| Administration of medication requirements |  |
| Emergency and evacuation requirements; |  |
| Nutrition and food safety |  |
| Recordkeeping |  |
| Transportation and child passenger safety |  |
| Release of children |  |
| Respectful engagement of families |  |
| Preventing, recognizing, and reporting child abuse and neglect; including information about the signs and symptoms of sexual abuse, sexual violence, grooming processes, recognizing the dangers of child sexual abuse, and other predatory behaviors of sex offenders |  |
| Recognition of and response to the symptoms of common childhood illnesses |  |
| Preventing the spread of infectious disease |  |
| Providing developmentally appropriate activities and experiences for children |  |
| Inclusion of children with special needs |  |
| Guidelines for volunteers, partner staff, auxiliary staff, and business managers |  |
| Responsibility to comply with current applicable licensing regulations |  |
| Staffing requirements to include opening and closing |  |
| Ensuring children have extra clothes and diapers available |  |

Staff Orientation Training Checklist

**Staff Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Position:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date of Hire:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Topic** | **Staff Initials and Date** | **Supervisor Initials and Date** |
| --- | --- | --- |
| Reviewed the program's policies and procedures |  |  |
| Completed the Vermont on-line Mandatory Reporter training (as documented in the staff's BFIS Quality and Credential account), |  |  |
| Basic knowledge of child growth and development |  |  |
| Routine and emergency health protection of children |  |  |
| Safety and sanitation requirements |  |  |
| Positive behavior management |  |  |
| Supervision of children |  |  |
| Child accident and injury procedures |  |  |
| Safe sleep practices |  |  |
| Administration of medication requirements |  |  |
| Emergency and evacuation requirements; |  |  |
| Nutrition and food safety |  |  |
| Recordkeeping |  |  |
| Transportation and child passenger safety |  |  |
| Release of children |  |  |
| Respectful engagement of families |  |  |
| Preventing, recognizing, and reporting child abuse and neglect; including information about the signs and symptoms of sexual abuse, sexual violence, grooming processes, recognizing the dangers of child sexual abuse, and other predatory behaviors of sex offenders |  |  |
| Recognition of and response to the symptoms of common childhood illnesses |  |  |
| Preventing the spread of infectious disease |  |  |
| Providing developmentally appropriate activities and experiences for children |  |  |
| Inclusion of children with special needs |  |  |
| Guidelines for volunteers, partner staff, auxiliary staff, and business managers |  |  |
| Responsibility to comply with current applicable licensing regulations |  |  |
| Staffing requirements to include opening and closing |  |  |
| Ensuring children have extra clothes and diapers available |  |  |
| Other: |  |  |
| Other: |  |  |
| Other: |  |  |
| Other: |  |  |

**Staff certification:**

I agree that I have completed the above orientation, reviewed the program’s policies and procedures and have had an opportunity to ask questions.

Staff signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervisor certification:**

I agree that the above staff has:

* Completed the above orientation;
* Has completion of the Online Mandatory Reporter training documented in the staff's BFIS Quality and Credential account;
* Reviewed the program’s policies and procedures; and
* Demonstrated learning on the orientation topics.

Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Resources to meet Vermont Orientation requirements | | |
| --- | --- | --- |
| **Topic** | **Suggested subtopics and/or talking points** | **Resources** |
| Child Development | * Infants through school-age * Gross and fine motor development * Cognitive development * Social and emotional development * Language and communication development * Inclusion of children with special or cultural sensitivity needs | * Developmentally Appropriate Practices ([https://www.naeyc.org/resources/topics/dap](https://www.naeyc.org/resources/topics/dual-language-learners) ) * Caring for Our Children, 3rd Edition ([http://nrckids.org/CFOC](https://www.fns.usda.gov/food-safety/food-safety-resources) ) * Help Me Grow: <http://helpmegrowvt.org/milestones.html> * Vermont Early Learning Standards: [http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf](http://www.afterschoolalliance.org/Special%20Needs%20IB34%20final.pdf) * Better Kid Care Vodcasts: Being There for Grieving Children; Change & Young Children; Forming a Blanket of Support; Stress: Seeing with Optimism; [https://extension.psu.edu/programs/betterkidcare/vodcasts](https://www.naeyc.org/resources/topics/dap) * SEL-afterschool [https://naaweb.org/professional-development/item/870-3-things-everyone-should-know-about-sel-in-afterschool](http://www.healthvermont.gov/environment/children/environmental-health-guide-parents-and-child-care-providers) |
| Routine and emergency health protection of children including health related exclusions | * Refer to the child care regulations for specific subtopics or talking points | * Caring for Our Children, 3rd Edition (section 3) [http://nrckids.org/CFOC/Database/3](http://labor.vermont.gov/vosha/employee-rights/) * Better Kid Care Vodcasts: Diapering 101 and Changing Pull ups and Soiled Underwear <https://extension.psu.edu/programs/betterkidcare/vodcasts> * Better Kid Care Vodcast: Handwashing 101 [https://extension.psu.edu/programs/betterkidcare/vodcasts](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf) |
| Safety and sanitation requirements including handling and storage of hazardous materials and disposal of bio contaminants | * Describe why children are more susceptible to the effects of hazardous materials * Review ‘Use’ instructions for proper use of hazardous substances as provided on the Safety Data Sheets (SDS) as well as reading labels, specifically regarding items labeled ‘keep out of reach of children’ * Identify where and how hazardous materials can be stored safely and a method to verify that all hazardous materials are stored in the safe locations. * Describe what happens when there is a spill | * Caring for Our Children, 3rd Edition ([http://nrckids.org/CFOC](https://extension.psu.edu/programs/betterkidcare/vodcasts) ) * Vermont Department of Health: Environmental Health Guide for Parents and Child Care Providers [http://www.healthvermont.gov/environment/children/environmental-health-guide-parents-and-child-care-providers](https://naaweb.org/images/NAA-Code-of-Ethics-for-AferSchool-Professionals.pdf) |
| Positive behavior management | Focus on the developmental ages of the children in care.  General expectations:   * Age appropriate guidance * Guidance/teaching not punishment * No physical aggression (grabbing an arm, etc) * Modeling healthy behaviors | * Infants and toddlers: [https://www.virtuallabschool.org/infants-toddlers/guidance/lesson-2](https://dcf.vermont.gov/prevention/stepup) * Preschool: <https://www.virtuallabschool.org/preschool/guidance/lesson-2> * Afterschool: [https://www.virtuallabschool.org/school-age/guidance/lesson-2](https://naaweb.org/professional-development/item/870-3-things-everyone-should-know-about-sel-in-afterschool) * Modeling healthy behaviors: (2.4.1.2) [http://nrckids.org/CFOC/Database/2](http://nrckids.org/CFOC/Database/3) * Help Me Grow: [http://helpmegrowvt.org/challenging.html](https://extension.psu.edu/programs/betterkidcare/vodcasts) * School age: [http://www.northstarlc.org/PDF/PositiveYouthBehaviorSupportManagement.pdf](https://extension.psu.edu/programs/betterkidcare/vodcasts) |
| Curriculum development policies and responsibilities | * Refer to the child care regulations for specific subtopics and/or talking points | Vermont Early Learning Standards: <http://vels.education.vermont.gov/>  Infants and Toddlers:   * Zero to Three: [https://www.zerotothree.org/early-learning](https://www.virtuallabschool.org/school-age/guidance/lesson-2) * Preschoolers: * Creative Curriculum: [https://teachingstrategies.com/solutions/teach/preschool/](http://nrckids.org/CFOC/Database/2) * Better Kid Care Vodcast: Curriculum Development [https://extension.psu.edu/programs/betterkidcare/vodcasts](https://teachingstrategies.com/solutions/teach/preschool/)   Afterschool/school age:  [http://www.afterschoolalliance.org/StartingaProgramDevelopmentManagementCurriculum.cfm](https://www.zerotothree.org/early-learning) |
| Supervision of children | * Staff are responsible for children at all times * Ensure all hazardous materials are inaccessible * For infants and toddlers, ability to intervene quickly * If children are released to another program or specialist, ensure sign out and other appropriate release policies | * Caring for Our Children, 3rd Edition (Sec 2.2) [http://nrckids.org/CFOC/Database/2](http://nrckids.org/CFOC) * Infants and toddlers: <https://www.virtuallabschool.org/infants-toddlers/safe-environments/lesson-3> * Preschool: [https://www.virtuallabschool.org/preschool/safe-environments/lesson-4](http://www.northstarlc.org/PDF/PositiveYouthBehaviorSupportManagement.pdf) * School age: [https://www.virtuallabschool.org/school-age/safe-environments/lesson-4](https://www.virtuallabschool.org/preschool/safe-environments/lesson-9) * Better Kid Care Vodcast: Supervision: Ratios Are Relevant; Supervision: Positioning – Where Do I Stand?; and, Supervision: What’s the Count? [https://extension.psu.edu/programs/betterkidcare/vodcasts](http://www.afterschoolalliance.org/StartingaProgramDevelopmentManagementCurriculum.cfm) |
| Child accident and injury procedures including building and physical premises safety | * Refer to the child care regulations for specific subtopics and/or talking points | * Caring for Our Children, 3rd Edition (sec 5.3 – general furnishings and equipment) [http://nrckids.org/CFOC/Database/5](https://teachingstrategies.com/solutions/teach/preschool/) * Injury prevention: <https://www.cdc.gov/safechild/index.html> * Infants and toddlers: [https://www.virtuallabschool.org/infants-toddlers/safe-environments/lesson-8](https://www.virtuallabschool.org/preschool/safe-environments/lesson-4) * Preschool: [https://www.virtuallabschool.org/preschool/safe-environments/lesson-9](http://nrckids.org/CFOC) * School age: [https://www.virtuallabschool.org/school-age/safe-environments/lesson-9](http://helpmegrowvt.org/challenging.html) * Healthy Children: [https://www.healthychildren.org/English/health-issues/injuries-emergencies/Pages/default.aspx](https://www.virtuallabschool.org/infants-toddlers/guidance/lesson-2) * National Safety Council: <https://www.nsc.org/home-safety/safety-topics/child-safety/playgrounds> * Consumer Product Safety Commission National Playground Safety Handbook: [https://www.cpsc.gov/s3fs-public/325.pdf](https://extension.psu.edu/programs/betterkidcare/vodcasts) |
| Safe sleep practices | * Refer to the child care regulations for specific subtopics and/or talking points | * Infants and young children: [https://www.virtuallabschool.org/tcs/safe-environments/lesson-4](http://nrckids.org/CFOC/Database/2) * All ages and settings: [https://www.virtuallabschool.org/fcc/safe-environments/lesson-5](https://www.virtuallabschool.org/school-age/safe-environments/lesson-9) * Caring for Our Children, 3rd Edition (3.1.4 Safe Sleep) [http://nrckids.org/CFOC/Database/3](https://www.virtuallabschool.org/infants-toddlers/safe-environments/lesson-8) * Healthy Children: <https://www.healthychildren.org/English/ages-stages/baby/sleep/Pages/A-Parents-Guide-to-Safe-Sleep.aspx> * Vermont Department of Health [http://www.healthvermont.gov/children-youth-families/infants-young-children/safe-sleep](https://www.cpsc.gov/s3fs-public/325.pdf) |
| Requirements for administration and storage of medications | *This is for orientation purposes only and does not replace the regulation requirements for those who are required to complete Medication Administration Training.*  Key points:   * No one who hasn’t taken the Vermont Medication Administration Training is allowed to administer any prescribed or over-the-counter medication * Medications must be stored in original containers and inaccessible to children at all times * Signed parental permission to administer medications is required | * Caring for Our Children, 3rd Edition (3.6.3 Medication Administration) [http://nrckids.org/CFOC/Database/3](http://nrckids.org/CFOC/Database/5) |
| Emergency Response Plan and emergency procedures, including: staffing emergencies, school closings, evaluation plans such as site evaluations in case of national or environmental emergency, lock-down procedures, responding to a sick or injured child and medical emergencies | * Refer to the child care regulations for specific subtopics and/or talking points | * Vermont Emergency Planning Guide for Child Care Providers: [http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Licensing/CC\_Emergency\_Response\_Guide\_Web.pdf](https://www.virtuallabschool.org/school-age/safe-environments/lesson-4) * [https://www.virtuallabschool.org/tcs/safe-environments/lesson-5](http://nrckids.org/CFOC/Database/8) * Program's Emergency Response Plan |
| Use of fire extinguishers | * Evacuation is the first priority * Fire Extinguishers are to be used by first responders and/or to help staff evacuate children safely * Provide an overview of how to use the fire extinguishers at the program and the location of all of the fire extinguishers | OSHA: [https://www.osha.gov/SLTC/etools/evacuation/portable\_use.html](https://www.virtuallabschool.org/tcs/safe-environments/lesson-4) |
| Nutrition and food safety including prevention and response to emergencies due to food and allergic reactions | * Cold packs are not sufficient for keeping foods cold | Food safety:   * B-5: <https://fns-prod.azureedge.net/sites/default/files/appendj.pdf> * Afterschool: [https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-after-school/ct\_index](https://www.healthychildren.org/English/health-issues/injuries-emergencies/Pages/default.aspx) * General food safety: [http://www.foodsafetysite.com/resources/pdfs/foodservice/daycare/daycarefactsheet.pdf](http://dcf.vermont.gov/sites/dcf/files/CDD/Forms/Licensing/CC_Emergency_Response_Guide_Web.pdf) * Food allergies: [http://www.nfsmi.org/documentlibraryfiles/PDF/20131022043908.pdf](http://www.healthvermont.gov/children-youth-families/infants-young-children/safe-sleep) * Food and Nutrition Services (FDA) Food Safety: [https://www.fns.usda.gov/food-safety/food-safety-resources](http://nrckids.org/CFOC/Database/3) * Healthy Kids, Healthy Choices (Nemours) <https://healthykidshealthyfuture.org/> * NAA-afterschool: [https://naaweb.org/images/NAA\_HEPA\_Standards\_new\_look\_2015.pdf](http://nrckids.org/CFOC/Database/3) |
| Recordkeeping, including daily attendance procedures | * Confidentiality * Accuracy * Review the required reports from regulations | * Staff handbook for program's specific practices |
| Transportation and child passenger safety | * Refer to the child care regulations for specific subtopics and/or talking points | * Caring for Our Children, 3rd Edition (section 6.5): [http://nrckids.org/CFOC/Database/6](https://www.osha.gov/SLTC/etools/evacuation/portable_use.html) * Caring for Our Children, 3rd Edition (1.1.1.4) [http://nrckids.org/CFOC/Database/](http://dcf.vermont.gov/protection/reporting/mandated) |
| Offsite activities (field trips) | * Review checklist of items to bring, including the list from regulations and additional items the center requires | * Child Care Licensing Regulations Guidance Manuals [http://dcf.vermont.gov/cdd/laws-regs/childcare](https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/food-safety-after-school/ct_index) |
| Release of children | * While on the premises, children are in the care of the program until officially ‘released’ * Note regulation requirements that address this issue and provide rationale as needed | * Staff handbook for program's specific practices |
| Respectful engagement of families, including daily communication with parents about their child’s activities | * Refer to the child care regulations for specific subtopics and/or talking points | * Caring for Our Children, 3rd Edition (section 2.3 Parent/Guardian Relationships) <http://nrckids.org/CFOC/Database/2> * NAEYC Code of Ethics: [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\_09202013update.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20131022043908.pdf) * National afterschool association (NAA) [http://www.afterschoolalliance.org/StartingaProgramDevelopmentManagementCurriculum.cfm](http://nrckids.org/CFOC/Database/6) |
| Preventing, recognizing, and reporting child abuse and neglect; including information about the signs and symptoms of sexual abuse, sexual violence, grooming processes, recognizing the dangers of child sexual abuse, and other predatory behaviors of sex offenders |  | * Provide information on accessing the required Online Mandatory Reporter training: [http://dcf.vermont.gov/protection/reporting/mandated](https://www.virtuallabschool.org/fcc/safe-environments/lesson-5) * Step Up – Protect Children From Child Sexual Abuse: [https://dcf.vermont.gov/prevention/stepup](https://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf) |
| Recognition and response to the symptoms of common childhood illnesses | * Refer to the child care regulations for specific subtopics and/or talking points | * Center for Disease Control: <https://www.cdc.gov/parents/infants/index.html> * Refer to Signs and Symptoms chart (Appendix A) in the regulations booklet |
| Preventing the spread of infectious diseases | * Refer to the child care regulations for specific subtopics and/or talking points | * Center for Disease Control: [https://www.cdc.gov/parents/infants/index.html](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf) * Refer to Signs and Symptoms chart (Appendix A) in the regulations booklet |
| Providing developmentally appropriate activities and experiences for children | * Refer to the child care regulations for specific subtopics and/or talking points | Infants and Toddlers:   * Zero to Three: [https://www.zerotothree.org/early-learning](http://dcf.vermont.gov/cdd/laws-regs/childcare) * Preschoolers: * Creative Curriculum: [https://teachingstrategies.com/solutions/teach/preschool/](http://dcf.vermont.gov/cdd/professional-development/requirements) * Healthy Kids, Healthy Choices (Best Practices for Physical Activity, Nemours) [https://healthykidshealthyfuture.org/](https://www.virtuallabschool.org/tcs/safe-environments/lesson-5) * Afterschool/school age:   + [http://tnstarquality.org/html/sacers\_dap.htm](http://www.afterschoolalliance.org/StartingaProgramDevelopmentManagementCurriculum.cfm)   + <http://www.cccf-fcsge.ca/wp-content/uploads/RS_23-e.pdf> |
| Inclusion of children with special needs | * Refer to the child care regulations for specific subtopics and/or talking points | * NAEYC Code of Ethics: [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011\_09202013update.pdf](https://www.zerotothree.org/early-learning) * Afterschool-NAA code of ethics: [https://naaweb.org/images/NAA-Code-of-Ethics-for-AferSchool-Professionals.pdf](http://www.foodsafetysite.com/resources/pdfs/foodservice/daycare/daycarefactsheet.pdf) * Caring for Our Children, 3rd Edition (Section 8.2) [http://nrckids.org/CFOC/Database/8](https://www.cdc.gov/parents/infants/index.html) * Managing Chronic Health Needs in Child Care and Schools: [http://reader.aappublications.org/managing-chronic-health-needs-in-child-care-and-schools/1](http://tnstarquality.org/html/sacers_dap.htm) * Better Kid Care Vodcast: Inclusion and Cultural Understanding <https://extension.psu.edu/programs/betterkidcare/vodcasts> * Afterschool: [http://www.afterschoolalliance.org/Special%20Needs%20IB34%20final.pdf](https://healthykidshealthyfuture.org/) * NAEYC resources for dual language learners: [https://www.naeyc.org/resources/topics/dual-language-learners](http://reader.aappublications.org/managing-chronic-health-needs-in-child-care-and-schools/1) |
| Guidelines for volunteers, (partner staff, auxiliary staff, business managers) | * Refer to the child care regulations for specific subtopics and/or talking points | * Review relevant program policies * Review regulations definition of ‘staff’ and who is allowed to be in ratio with children * Review regulations that pertain to volunteers * Afterschool-NAA code of ethics: [https://naaweb.org/images/NAA-Code-of-Ethics-for-AferSchool-Professionals.pdf](http://nrckids.org/CFOC/Database/) |
| Responsibility to comply with current applicable licensing regulations | * Ensure staff know where to find a copy of the regulations | * Look at the regulations booklet together, as well as the guide book and explain how they are used. * Point out the sections that are included and let the staff member have an opportunity to read through the regulations prior to working alone with children. |
| Staffing plans and definitions of related duties to include opening and closing procedures |  | * Review ratio requirements (the same throughout the day including opening and closing) * Review the staffing plan (who is in charge, who else is in the building, etc.) |
| Employee complaint and grievance procedures | * Discuss program policies and expectations | * VOSHA: [http://labor.vermont.gov/vosha/employee-rights/](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf) * US Labor Laws: <https://www.usa.gov/labor-laws> |
| Assuring children have extra clothes and diapers available. | * All children shall have the ability to participate in all program activities and should not be prohibited due to clothing concerns * Any child who wears a diaper shall have extras available as needed * Review where the extra clothes are located | * Staff handbook for program's specific practices |