



The Backyard School of Mesa Employee Handbook

FOLLOWING THE CHILD'S VOICE, NURTURED BY NATURE

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1. Facility Philosophy, Culture, and Program Goals

1.1. Program Philosophy

The program philosophy is - "Following the Child's Voice, Nurtured by Nature."

At The Backyard School, we view children as capable, competent individuals. We allow the child to guide themselves as a learner to allow natural learning. Our philosophy is rooted in the Reggio Emilia approach, where the environment acts as a third teacher. We believe that children learn best through deep, sustained, and supported play. As a staff member, your role is to facilitate this learning by being a researcher and a co-learner alongside the child, providing a framework of clear, loving limits while inspiring independence.

1.2. Culture

At The Backyard School, our most valuable "material" isn't our wooden blocks or our garden beds, it is our culture. We believe that for children to flourish, the adults around them must flourish, too. We view our teaching team as a living community where learning, growth, and joy are intentionally nurtured.

We are deeply grateful for the educators who contribute so much to our school. Your thoughtful planning, your patience, and your commitment to your own professional development are what make this program possible. We know that working in a play-based, child-led environment is as demanding as it is rewarding. There will be hard days, days of extreme heat, complex behaviors, or personal exhaustion. On those days, we want you to know that you can lean on us.

Our mission is to foster a lateral community of support:

For Each Other: We practice no-fault problem solving. If something isn't working, we brainstorm together without judgment.

For the Children: We show up with wonder and curiosity, modeling the lifelong learning we hope to see in them.

For the Families: We act as partners, welcoming them into our backyard with transparency and warmth.

We aren't just a workplace; we are a team of researchers and co-learners. Thank you for bringing your voice, your intentionality, and your heart to our community. We are so glad you are here.

1.3. Core Program Goals

We strive to move beyond traditional kindergarten readiness to foster a lifelong love of learning through four primary pillars. We expect our teachers to utilize these four pillars, as appropriate.

1. Intentional Play-Based Learning: Weaving foundational skills, such as literacy and numeracy, into child-led play.

2. Environmental Stewardship: Utilizing natural, open-ended materials that encourage creativity.
3. The Outdoor Classroom: Prioritizing the natural world as our primary learning environment, facilitating risky play to build resilience and physical confidence.
4. Equity and Inclusion: Actively practicing anti-bias and anti-racist pedagogy, ensuring every child feels represented and learns to value diverse perspectives.

2. Staff Responsibilities and Daily Operations

2.1. Supervision and Safety

2.1.1. Active Supervisions

Children must be supervised at all times. This requires being physically and mentally present, observant, and able to respond immediately. You must remain fully present in the children's play while still allowing them to lead. Trust their process and capability but know when to step in if needed. While you are not leading the play, you are not passive, either. You are a researcher of the children's learning.

2.1.2. Child to Staff Ratios

By state law we are required to maintain a strict ratio of one educator to five children. While state law applies the entire premise and the director will ensure the correct number of teachers are on the schedule, for extra precaution we try to maintain a stricter 1:5 ratio with each teacher having supervision over maximum 5 children at any given time however there may be situations where you have direct responsibility over more than 5 children at a given time. It is your responsibility to maintain the correct number of staff to children present and never leave your group out of ratio for a prolonged period of time. In the event you need to step away for a short break such as to use the restroom, inform the Director or another teacher before stepping away.

2.1.3. Environmental Safety

At The Backyard School, we distinguish between hazards, which must be eliminated, and risks, which we intentionally support. Ensure that both the indoor and outdoor activity areas are free from hazards. Maintenance of Hazards should occur before children arrive as well as throughout the day as needed. These hazards include, but are not limited to, accessible cleaning supplies, sharp objects, and broken toys. Once play begins, your role is to facilitate risky play, such as climbing or using real tools, by providing a framework of safety that allows children to test their physical limits. This requires active supervision, meaning you must maintain a clear line of sight and hearing for all children at all times, positioning yourself strategically to scan high-action zones like climbing structures and water play.

When using natural and repurposed materials, you must regularly inspect logs for stability and sticks for sharp points, ensuring the environment remains challenging but secure. To prevent drowning hazards, all water containers (buckets, troughs, sensory bins) must be emptied and stored upside-down immediately after use. You are also responsible for perimeter security,

ensuring all gates remain latched and that children stay within the designated play boundaries, maintaining our 1:5 ratio at all times.

2.2. Health and Hygiene

2.2.1. Infection Control

Follow the established hand-washing protocols for both yourself and children before handling food, after diapering/toileting, after outdoor play, and any other time necessary. Additionally, after diaper changes, follow the established sanitizing procedures for the surrounding area.

2.2.2. Health Checks

Observe children for signs of illness or infestation, such as lice or rashes, and follow the policy for exclusion or isolation accordingly. See Section 6 for further policies on health observation.

2.2.3. Abuse Prevention

Child safety and wellbeing is our top priority. In order to nurture an environment of care, The Backyard School has a zero-tolerance policy for abuse of any kind, including sexual, physical, and emotional. In order to prevent potential opportunities for abuse and for the safety of our children, staff should refrain from placing themselves in situations where abuse could arise. This includes being alone with a child in a private setting such as in the restroom. Although the children may from time to time require assistance, teachers should refrain from entering the bathroom alone with a child unless absolutely necessary. Additionally, should a teacher suspect or witness any abuse, they are required to report the suspected or witnessed abuse immediately to the director and the appropriate law enforcement agencies.

2.3. Child Guidance and Discipline

2.3.1. Positive Guidance

Use only positive and developmentally appropriate methods of discipline. Refer to Section 3 for more precise policies.

2.3.2. Prohibited Actions

Corporal punishment such as hitting or spanking, mechanical restraint, seclusion, or withholding of food as punishment, and similar actions are all strictly prohibited.

2.4. Documentation and Records

Documentation is how we make learning visible to ourselves and our families. Every teacher is responsible for the following:

Time-Keeping: Record your daily start and end times.

Attendance: Ensure that each child's daily time-in and time-out has been accurately recorded.

Weekly Observations: Capture and record high-quality observations, or learning stories, of each child and the group as a whole. These should include things such as, but not limited to, the child's progress, emerging interests, and specific questions they are asking.

2.4.1. Weekly Observation Methods

A camera and a notebook shall be used to take pictures and notes in the moment. All child records, photos, and family information are strictly confidential and must never be shared outside of official school channels.

2.4.2. Weekly Observation Delivery

Documentation Boards: Visual Displays in the classroom that tell the story of a project or interest.

Newsletters: Monthly, at minimum, updates that invite families to see into our classroom's world.

Staff Dialogue: Regular meetings to share notes and collegially plan how to extend the child-led learning.

2.5. Curriculum Structure

Emergent Curriculum: Observe children's interests and collaborate with the teaching team to develop flexible learning plans based on those observations. Learning plans should incorporate the Arizona Early Learning Standards (4th edition) covering the eight key domains.

Teacher-Led Balance: While play is the priority, you will facilitate daily intentional teacher-led time including circle time and small group projects.

No Bad Weather: You will be expected to embrace the outdoor elements and should arrive in play-ready attire. Be prepared to support children in play involving mud, dirt, and water. In the event that weather poses a threat to the safety or well being of a child or teacher, play can be moved inside until the threat has subsided. See Section 5 for heat specific protocols. The Backyard School and the Director will monitor the weather forecast and keep a general observation of weather to make advance determinations of when play should be moved inside for all students. However, the teacher remains responsible for monitoring developments of each individual child's weather-related condition or sudden changes in the weather. The teacher will use their discretion to move inside based on these observations.

2.5.1. Arizona Early Learning Standards (AzELS) Learning Objective

Social/Emotional Development: Self-awareness, emotional skills, relationships, and social skills

Approaches to Learning: Initiative, curiosity, attentiveness, persistence, confidence, resilience, creativity, reasoning, and problem-solving

Language and Literacy- Listening, speaking, vocabulary, emergent reading (print concepts, phonological awareness), and emergent writing

Mathematics: Counting, cardinality, operations, algebraic thinking, measurement, data, and geometry

Science: Scientific inquiry, physical sciences, life sciences, and earth and space sciences

Social Studies: Understanding self, family, community, culture, economics, and basic civics

Physical Development, Health, & Safety: Gross motor skills, fine motor skills, health knowledge, and self-care skills

Creative Arts: Music, movement, visual arts, and dramatic play.

2.5.2. Daily Flow

2.5.2.1. Morning/Start of Day

Safety Sweep: Inspect the outdoor classroom for hazards such as weather debris, animal activity, or other hazardous items.

Learning Provocations: Based on the previous day's observations, set up intentional arrangements of materials to invite discovery to provoke further learning and inquiry. Example: magnifying glass next to a bird's nest.

Nutrition: Prepare fresh, whole-food snacks following ADHS sanitation rules including the ½ inch rule for choking prevention.

2.5.2.2. Afternoon/End of Day

Resetting the Space: Sanitize mouthed toys and high-touch surfaces. Organize material so the play environment feels cared for and ready for a fresh start the following day.

Finalize Records: Ensure attendance, health checks, and learning stories are completed before clocking out.

3. **Child Behavior Guidance and Management**

As a staff member at The Backyard School, your primary goal is to guide children toward self-regulation through mutual respect. *We do not discipline to punish; we guide to teach.* Our boundaries are always centered on three things: Safety for self, safety for others, and safety of property.

3.1. Required Guidance Techniques

Staff are required to use the following positive redirection methods

Positive Direction: Always tell a child what to do, rather than what not to do. Example: Say "please use walking feet" instead of "do not run."

Eye-level Communication: Always physically lower yourself to the child's level and use a calm, firm, and respectful tone.

Natural Consequences: Use logical results for actions. If a child misuses a material, that material is put away for a set time before they are invited to try again.

Conflict Resolution: Act as a facilitator. Ensure immediate physical safety, then help children use their words to express feelings and find a shared solution.

3.2. Separation

We do not use time-outs or demeaning language. If a child becomes overwhelmed and their behavior compromises safety, they may be separated from the group to a quiet area to regain calm.

A child in a calm-down space must never be left alone. You must remain with them to provide emotional support and co-regulation. Physical restraint is strictly prohibited unless a child is in immediate danger of hurting themselves or others.

3.3. Prohibited Practices

The following actions are **strictly forbidden** and are ground for immediate termination

Corporal Punishment: Spanking, hitting, shaking, or physical retribution

Emotional Abuse: Ridiculing, shaming, or yelling

3.4. Mandated Reporting

Arizona statutes (*A.R.S. § 13-3260*) designate that you are legally required to report any suspicion of physical or emotional harm to the Director and the appropriate state authorities.

4. **Professional Partnership and Communication**

Our relationship with families is a partnership. You are expected to maintain strict confidentiality regarding all children's behaviors and family matters and adhere to the following procedures.

Addressing Concerns: Sensitive discussions regarding a child's behavior must happen in private, away from the children, and only when you are not responsible for active supervision.

Conflict De-escalation: If a parent becomes disrespectful or uses abusive language, do not engage. Politely refer them to the Director immediately.

Grievances: If a parent approaches you with a formal complaint, encourage them to follow the Parent Grievance Procedure - Initial discussion → Director Review → Written Statement).

To protect child safety, The Backyard School uses a Multi-Factor Identifier System. Upon enrollment, parents provide specific identifiers, such as authorized pick-up names and healthcare providers. If a caller requests sensitive information from an unrecognized number, staff will ask for a combination of these identifiers. If the caller cannot verify their identity, staff will end the call and immediately dial the parent's primary number on file.

5. Sun Safety and Heat Management

Safety is the foundation that allows for risky play to happen successfully. To protect children during extended outdoor exploration, staff must ensure that every child has a signed Sunscreen & Repellent Authorization form on file before any topical products are applied. You are responsible for reapplying the specific, labeled bottles provided by each family to prevent cross-contamination of allergens. You must wash your hands between applications for different children and never share products between students.

In our Arizona climate, you must be hyper-vigilant regarding heat and UV exposure. Water must be accessible at all times, and you are expected to move play provocations into shaded areas during peak UV hours. If the National Weather Service Heat Index reaches “danger” levels as reflected in the heat index chart in Section 12.6 or if a child or teacher shows signs of heat distress such as unusual flushing or lethargy, you must immediately transition the group to the indoor classroom to ensure the comfort and safety of all students. The Backyard School and the Director will monitor the weather forecast and keep a general observation of weather to make advance determinations of when play should be moved inside for all students. However, the teacher remains responsible for monitoring developments of each individual child’s weather-related condition or sudden changes in the weather. The teacher will use their discretion to move inside based on these observations.

6. Health Observation and Illness Recognition

Every staff member must perform a discreet health check as each child arrives. This isn't a medical exam, but a quick observation of their appearance and behavior. Look for the following:

Skin: Rashes, unusual spots, or flushing/paleness.

Eyes/Nose: Redness, discharge, or glassiness.

Behavior: Lethargy, unusual irritability, or clinginess.

Breathing: Heavy breathing, persistent coughing, or wheezing.

6.1. Signs of Illness - Exclusion Criteria

If you observe any of the following, the child must be separated from the group and the Director notified immediately to arrange for pickup:

Fever: 100.4°F or higher

Gastrointestinal: Vomiting, diarrhea, or severe nausea.

Respiratory: Persistent cough or difficulty breathing (monitor for distress).

Skin/Eyes: Jaundice (yellowing), pink eye (discharge), or unidentified rashes.

Behavioral: If the child cannot participate in outdoor play or requires 1-on-1 care that compromises the safety of the group.

6.2. Recognition of Infestations - Head Lice

Because we spend a significant amount of time outdoors and in close play, staff must be vigilant for head lice. What to look for:

Behavior/Identifiers: Frequent head scratching or red bumps on the scalp/neck.

Identification: Look for nits (tiny white or yellowish eggs) firmly attached to the hair shaft, usually near the ears or nape of the neck.

Action: If suspected, notify the Director privately. Do not shame the child. A notice will be sent to all families in the cohort regarding exposure.

6.3. Safety Protocol

In the event of an injury or medical crisis, follow the "Assess, Act, Report" workflow:

Assess: Stabilize the child. For life-threatening emergencies (difficulty breathing, loss of consciousness, severe bleeding), call 911 immediately.

Act: Use the comprehensive emergency kit, which must stay with the group at all times (indoors and outdoors).

Report: Notify the Director immediately.

6.4. Injury Log

Record every minor injury (scrapes, small bumps) in the daily log. For any injury requiring anything other than a Band-Aid, a formal incident report must be written by the witness and signed by the parent at pickup. For confidentiality purposes, discuss injuries only with the child's own guardians and the Director.

6.5. Medication Protocol

General Medication Rule: We are a non-medication facility. Do not accept or administer antibiotics, cough syrups, or fever reducers.

Emergency Medications: Only staff trained in Arizona licensing standards may administer EpiPens or inhalers. This is strictly for life-threatening emergencies with a signed physician's authorization on file.

6.6. Confidentiality and Reporting

Privacy: If a child is sick, do not discuss their diagnosis with other parents.

Exposure Notices: If a communicable disease is reported (e.g., Strep, COVID-19), the Director will post an anonymous exposure notice.

7. **Field Trips and Transportation**

The community is an extension of our classroom. We frequently venture off-site to local spots like parks and libraries using walking paths and school wagons. For full-day off-site school days, parents are responsible for drop-off and pick-up directly at the site. **Staff members are strictly prohibited from transporting children in personal vehicles at any time.** This is a

non-negotiable safety and liability standard; all excursions from the facility must be walking-based or parent-transported.

7.1. Safety & Documentation

No child may leave school property without a trip-specific, signed consent form. During any excursion, staff must maintain a staff-to-child ratio of no more than 1:5 and carry the emergency go-bag containing a first aid kit and every child's Emergency, Information, and Immunization Record card. You are required to perform a **face-to-name attendance count** at four critical points: when leaving the school, upon arrival at the destination, every hour while off-site, and immediately upon re-entering the facility.

8. **Infant Safety**

8.1. Safe Sleep

To ensure the safety of any infant on the premises, we strictly adhere to the "ABC" rules of safe sleep:

Alone: Infants sleep in a safety-approved crib free of blankets, pillows, or toys.

Back: Every infant is placed on their back for every nap.

Crib: We use only firm, flat mattresses. If an infant falls asleep in a swing or carrier, they must be moved to a crib immediately.

8.2. Development Safety

8.2.1. Tummy Time

While awake, infants must have supervised tummy time on a firm floor to build neck and shoulder strength. You must remain physically present and actively watch the infant at all times.

8.2.2. Coping with Crying

If an infant's crying becomes overwhelming and you feel frustrated, place the baby in their safe crib and step away for a few minutes to breathe. Notify the Director immediately so they can monitor the child and provide a calming break or assist with care. Never shake, jerk, or toss a child.

9. **Certification and Licensing Requirements**

The Backyard School employees are required by Arizona licensing to complete and document all training except for CPR within **10 calendar days** of their start date. CPR certification must be completed before first day of employment.

9.1. Official Certificates

9.1.1. Pediatric CPR and First Aid A.A.C § R9-3-302(E) - State Required

In-person skills check is mandatory. A copy of your current certification card must be submitted for your personnel file before you may supervise children alone.

9.1.2. Mandated Reporter Training A.R.S. § 13-3620

We prioritize child safety above all else. Under Arizona law (A.R.S. § 13-3620), all staff members are Mandated Reporters. This means you are legally required to report any suspected child neglect or abuse, including physical, emotional, or sexual, immediately to the Department of Child Safety (DCS) or local law enforcement. Our role is strictly to report observations, not to investigate; these reports are made non-judgmentally and are held in the strictest confidence. You are required to submit the certificate from the Arizona DCS online portal certifying completion of their Mandatory Reporter Training.

9.1.3. SIDS and Safe Sleep A.A.C § R9-3-302(A)(6)

Provide a certificate from a state-approved source, like the Arizona Early Childhood Workforce Registry.

9.1.4. Shaken Baby Syndrome/AHT A.A.C § R9-3-302(A)(10)

Provide a certificate from a state-approved source, like the Arizona Early Childhood Workforce Registry.

9.1.5. Food Safety/Handler Card A.A.C § R9-3-302(A)(7) - State Required

Must pass a test through an ANSI-accredited provider and receive a physical card. Physical card must be provided to the Director.

9.2. Internal Trainings/Sign-Offs

9.2.1. Handwashing and Sanitation A.A.C § R9-3-302(A)(4)

Cleanliness is our first line of defense against illness. Hands must be washed by wetting hands with warm running water, applying soap, and lathering vigorously for at least 20 seconds (scrubbing backs of hands, between fingers, and under nails). Rinse and dry with a single-use paper towel. The proper hand-washing technique must be followed in the following situations:

Upon arrival and before leaving for the day.

Before and after preparing or serving snacks.

After using the restroom, assisting a child with toileting, or diapering.

After outdoor play or handling natural materials (dirt, sand, water).

After wiping a nose or coming into contact with any bodily fluids.

9.2.2. Signs of Illness and Infestation A.A.C § R9-3-302(A)(9)

You are responsible for the daily discreet health check of children.

Illness: Look for lethargy, flushed skin, glassy eyes, or persistent coughing. If a child presents with a fever of 100.4°F or higher, vomiting, or diarrhea, they must be isolated and sent home.

Infestations: Be vigilant for head lice. If a child is scratching their head excessively, discreetly check for nits at the nape of the neck or behind the ears. Notify the Director immediately and maintain the child's privacy.

9.2.3. Integrated Pest management (IPM) A.R.S. § 36-898

Pesticide Rule: Per Arizona law, parents must be notified 48 hours before any pesticide is applied on the property. Staff are prohibited from using over-the-counter sprays while children are present.

The Backyard School uses an Integrated Pest Management (IPM) approach to minimize the use of chemicals.

Prevention First: We manage pests by removing their food and water sources (cleaning crumbs and emptying water bins).

Reporting: If you see any pests (ants, spiders, rodents), record the sighting in our Pest Log immediately.

9.2.4. Emergency Procedures and Drills A.A.C § R9-3-504

The Backyard School maintains a rigorous emergency readiness program. We conduct and document monthly fire and emergency drills involving all children and staff.

Fire/Evacuation: Know the exit routes for both the indoor and outdoor classrooms. You must participate in these drills at varying times of the day to ensure we can evacuate or shelter-in-place within three minutes.

Documentation: Every drill must be recorded in our Fire & Emergency Drill Log, noting the date, time, number of children present, and the duration of the evacuation.

Weather: Monitor the Arizona heat index; move children indoors if temperatures become unsafe.

9.2.5. Safe Diapering Techniques A.A.C § R9-3-302(A)(5)

Follow proper diapering techniques and ensure the diaper is changed as soon as it is soiled.

9.2.6. Annual Ongoing Training A.A.C § R9-3-302(A)

12 or more hours of ongoing professional development training are required every 12 months.

10. Academic Calendar

The Backyard School follows the Gilbert Public Schools' yearly calendar for season and holiday breaks as well as end and start dates.

10.1. Scheduled Exchanges and Feedback Meetings

10.1.1. Guardian-Teacher

Twice a year, we hold formal conferences with each family. As an educator, your role in these meetings is to provide evidence of the child's growth.

Preparation: You will help curate the child's portfolio, selecting specific work samples, photos, and observations that highlight their developmental progress and emerging interests.

The Meeting: During the exchange, you will join the Director and parents to share insights and collaboratively set goals for the child. These meetings are a time to listen to the family's perspective and align our classroom support with the child's life at home.

Developmental Support: While we share professional observations with families, staff must never diagnose developmental delays. We provide the observations; the parents coordinate with specialists.

Confidentiality: All child records, photos, and family information are strictly confidential and must never be shared outside of official school channels.

10.1.2. All Families

These group meetings are held twice a year to build our community and review program goals. While the Director leads the agenda, staff members are present to help facilitate discussion, answer questions about daily classroom life, and help families connect with one another. These meetings often serve as a think tank for upcoming community projects or seasonal events.

10.1.3. Annual Program Survey

At the end of each year, both families and staff complete a survey. We share the summarized results with our community to identify what is working well and where we can grow. This ensures that the voices of both our educators and our families are reflected in the goals we set for the following year.

11. Educator Collaboration and Professional Growth

11.1. Weekly Collaboration Meeting

To maintain a cohesive understanding of our students and our environment, all staff participate in a mandatory Collaboration Meeting every Friday after school. This is the pulse of The Backyard School. During this time, we:

Share Documentation: We bring our notes, photos, and "aha!" moments from the week to look for emerging patterns in child-led play.

Co-Plan Provocations: Based on our shared observations, we brainstorm the materials and invitations to play we will set out for the following Monday.

Align on Support: We discuss any social-emotional challenges or specific student needs to ensure every adult is responding to the children with a unified voice.

11.2. Professional Growth Exchange

Twice a year, you will have a formal Growth Exchange with the Director. Unlike a traditional performance review, this is a two-way dialogue focused on your journey as an educator.

Reflection: You'll be invited to share which areas of the Reggio approach you are feeling most inspired by and where you feel you need more support.

Goal Setting: We will set 2–3 professional goals, such as mastering a new documentation style or deepening your knowledge of Arizona's desert ecology, to support your growth over the coming months.

11.3. Ongoing professional Dialogue

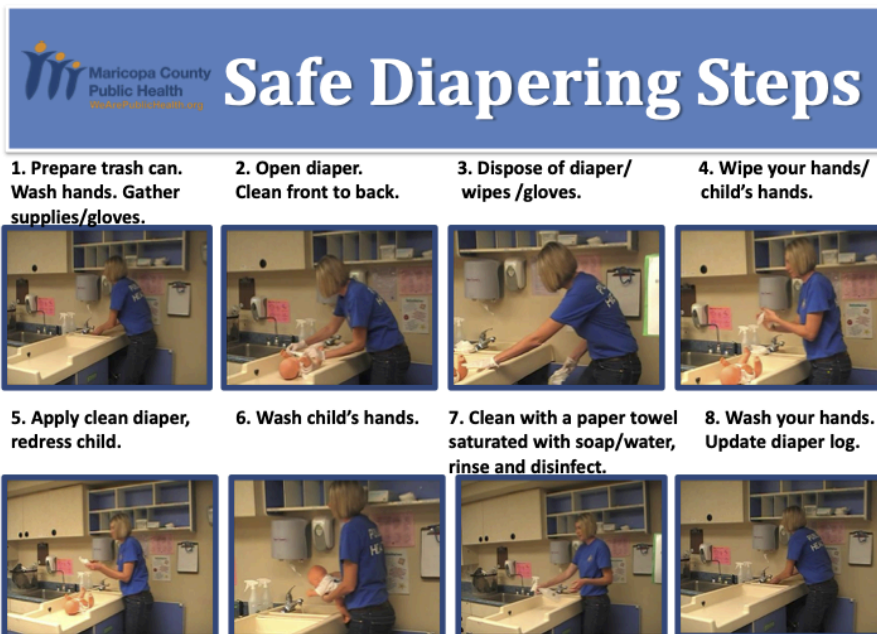
Beyond our formal meetings, we encourage a culture of reflective practice. If you see a child engage in a profound way or encounter a beautiful struggle in the classroom, don't wait for Friday! Share those insights in real-time or via our shared digital communication thread. This constant exchange of ideas is what keeps our curriculum alive and emergent.

12. Training Infographics

12.1. Handwashing



12.2. Safe Diapering



★ A child's diaper must be changed as soon as it is soiled.

12.3. Breast Milk Handling

Storage, Handling, and Preparation of Breast Milk in Early Care and Education (ECE) Programs

Follow recommended storage and preparation steps to maintain the safety and quality of expressed breast milk for the children in your care. See below for general breast milk storage guidelines and best practices for storing and preparing milk safely in the ECE setting.

Type of Breast Milk	Storage Location and Temperatures		
	Countertop 77°F (25°C) or colder (room temperature)	Refrigerator 40°F (4°C)	Freezer 0°F (-18°C) or colder
Freshly Expressed or Pumped	Up to 4 Hours	Up to 4 Days	Within 6 months is best Up to 12 months is acceptable
Thawed, Previously Frozen	1–2 Hours	Up to 1 Day (24 hours)	NEVER refreeze human milk after it has been thawed
Leftover from a Feeding (baby did not finish the bottle)	Use within 2 hours after the baby is finished feeding	Use within 2 hours after the baby is finished feeding	Use within 2 hours after the baby is finished feeding

Some state and local ECE authorities may have different rules and guidance about storage and handling of breast milk at ECE sites. Check your state/local rules and regulations and share the relevant storage guidelines and labeling policies with your staff and families.

Storing Breast Milk



- Families may bring in prepared bottles of freshly expressed or pumped milk or thawed (previously frozen) milk.
- Encourage families to provide milk in small amounts of 2 to 4 ounces to minimize wasting milk if the child does not finish a bottle.
- Bottles should be labeled with today's date and the child's name.
- Bottles should have a cap over the nipple to keep it clean.
- Store milk immediately in a refrigerator.
- Prevent milk mix-ups:
 - Assign storage bins to group each child's milk separately.
 - Use color-coded or personalized labels, stickers, or bands.
- Breast milk can also be stored in an insulated cooler with frozen ice packs for up to 24 hours.
- Keep an appliance thermometer in the refrigerator and check it regularly. The refrigerator should be 40°F or below.

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U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

12.4. Safe Sleep

Safe Sleep for Child Care



3. Safe Sleep Arrangements for Infants^{CFR 31.4.1}

- Back-to-Sleep Positioning:** Infants younger than 12 months are placed on their backs for every sleep time unless the child's health care professional completes a signed-and-dated statement that the child requires a different sleep position.
- Cribs:** Infants always sleep in a crib on a firm surface. The crib must meet current standards of the US Consumer Product Safety Commission (CPSC) and ASTM for infant sleep equipment.^{CFR 54.5.2} Infants who fall asleep outside a crib are put in their cribs on their backs to continue sleeping. Only one child may sleep in the same crib at the same time. Stackable cribs are not used.
- Crib Contents:** Except for a fitted sheet to cover the mattress and a pacifier, no other items are in an occupied crib with an infant, and nothing is attached to the crib or within reach of the child. Wedges, infant positioners, and blankets may not be used unless prescribed by the child's health care professional with a written note.^{CFR 31.4}
- Pacifiers:** Pacifier use is allowed only during sleep time while the child is in a crib. Parents provide replacement pacifiers and whenever the pacifier no longer looks the same as when it was new.
- Prohibited Bedding:** Water beds and soft bedding materials such as sheepskin, quilts, comforters, pillows, crib bumpers, and granular materials (plastic foam beads or pellets) used in beanbags are not accessible to infants.
- Preventing Overheating:** Infants sleep in rooms that are a comfortable temperature with clothing sufficient for warmth but that does not result in overheating. Blankets are not used. Infants are not swaddled in child care. Blanket sleepers or sleep sacks may be worn for warmth if sized to fit as garments that allow free movement of the legs and do not restrict chest movement.
- Preventing Strangulation:** Nothing is tied around the child's neck or attached to the child's clothing (ie, no bibs, necklaces, garment ties, hoods, pacifier strings.).

Model Child Care

Health Policies
5th Edition
Susan S. Aronson, MD, FAAP








Child Care Health Consultation Program

12.5. Diaper Sanitation

SAFE AND HEALTHY DIAPER CHANGING STEPS IN CHILDCARE SETTINGS



Keep a hand on the child for safety at all times!

	1 PREPARE	<ul style="list-style-type: none">• Cover the diaper changing surface with disposable liner.• If you will use diaper cream, dispense it onto a tissue now.• Bring your supplies (for example, clean diaper, wipes, diaper cream, gloves, plastic or waterproof bag for soiled clothing, extra clothes) to the diapering area.
	2 CLEAN CHILD	<ul style="list-style-type: none">• Place the child on diapering surface and unfasten diaper.• Clean the child's diaper area with disposable wipes. Always wipe front to back!• Keep soiled diaper/clothing away from any surfaces that cannot be easily cleaned. Securely bag soiled clothing.
	3 REMOVE TRASH	<ul style="list-style-type: none">• Place used wipes in the soiled diaper.• Discard the soiled diaper and wipes in the trash can.• Remove and discard gloves.
	4 REPLACE DIAPER	<ul style="list-style-type: none">• Slide a fresh diaper under the child.• Apply diaper cream, if needed, with a freshly gloved finger.• Fasten the diaper and dress the child.
	5 WASH CHILD'S HANDS	<ul style="list-style-type: none">• Use soap and water to wash the child's hands thoroughly.• Return the child to a supervised area.
	6 CLEAN UP	<ul style="list-style-type: none">• Remove liner from the changing surface and discard in the trash can.• Wipe up any visible soil with damp paper towels or a baby wipe.• Wet the entire surface with disinfectant; make sure you read and follow the directions on the disinfecting spray, fluid, or wipe. Choose disinfectant appropriate for the surface material.
	7 WASH YOUR HANDS	<ul style="list-style-type: none">• Wash your hands thoroughly with soap and water.

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12.6. Heat Index

Heat Index Chart with Health Effects and Safety Recommendations

How to use the chart: 1. Go to www.wrh.noaa.gov/psr and select your location to obtain the local temperature in Fahrenheit and relative humidity (RH) 2. Find the corresponding temperature and RH on the chart. The box that connects the two numbers will contain the current heat index (HI) Notice the color of this box. 3. Find the box with the same color and read about the health effects of the Heat Index and safety recommendations to follow.

		RELATIVE HUMIDITY (%)																				
°F	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	
140	125																					
135	120	128																				
130	117	122	131																			
125	111	116	123	131	141																	
120	107	111	116	123	130	139	148															
115	103	107	111	115	120	127	135	143	151													
110	99	102	105	108	112	117	123	130	137	143	150											
105	95	97	100	102	105	109	113	118	123	129	135	142	149									
100	91	93	95	97	99	101	104	107	110	115	120	125	132	138	144							
95	87	88	90	91	93	94	96	98	101	104	107	110	114	119	124	130	136					
90	83	84	85	86	87	88	90	91	93	95	96	98	100	102	106	109	113	117	122			
85	78	79	80	81	82	83	84	85	86	87	88	89	90	91	93	95	97	99	102	105	108	
80	73	74	75	76	77	77	78	79	79	80	81	81	82	83	85	86	86	87	88	89	91	
75	69	69	70	71	72	72	73	73	74	74	75	75	76	76	77	77	78	78	79	79	80	
70	64	64	65	65	66	66	67	67	68	68	69	69	70	70	70	71	71	71	71	71	71	72

Heat Index: 130+ degrees F	Health Effect: Heatstroke/sunstroke is highly likely with continued exposure Recommendations: Avoid strenuous outdoor activity. Stay indoors in an air conditioned facility. Stay well-hydrated. Drink 10 gulps every 20 minutes. Check on your family, friends, and neighbors.
Heat Index: 105-129 degrees F	Health Effect: Sunstroke, heat cramps and heat exhaustion are likely. Heat stroke is possible with prolonged exposure and/or physical activity Recommendations: Avoid strenuous outdoor activity; Stay indoors in an air conditioned facility; Stay well-hydrated. Drink 10 gulps every 20 minutes.
Heat Index: 90-104 degrees F	Health Effect: Sunstroke, heat cramps and heat exhaustion are possible with prolonged exposure and/or physical activity Recommendations: Limit strenuous outdoor activity; Limit your time outdoors; Stay well-hydrated. Drink 10 gulps every 20 minutes.
Heat Index: 80-89 degrees F	Health Effect: Fatigue is possible with prolonged exposure and/or physical activity Recommendations: Limit your time outdoors; Stay well-hydrated. Drink 10 gulps every 20 minutes.



ADHS 2011, <http://wf.ncdc.noaa.gov/oa/climate/online/ccd/avgrh.html>