

Business Plan for

ABC Child Care Center

123 Main Street
Charleston, WV 25301

Written by: Dana Director

EXECUTIVE SUMMARY

This section of the business plan will provide a brief overview of the child care program, highlighting and summarizing the primary elements of the business plan's contents. The purpose of a business plan is to describe the child care center, explain who the center will serve, and outline its competition. In addition, it lays out the center's marketing strategy (how the center will maintain full occupancy), and explains the financial operations of the center. The business plan should provide the reader the ability to understand the child care industry itself, as well as the details about your specific child care center.

The business plan should be credible, clear, and authoritative. It should site specific "sources" of information that are within the plan. Business plans are usually 10-15 pages in length (excluding the introduction and any supporting documents) and it should be typed (single or double spaced) without grammatical or typographical errors.

The sections of a child care center business plan include:

- The Business Introduction
- The Business Organization Section
- The Management/Operations Section
- The Marketing Section
- The Financial Section
- Supporting Documents

Simply stated, in developing a Child Care Center Business Plan, you are developing a "road map" for your center. You are defining where you are going, and how you will get there.

BUSINESS INTRODUCTION

- ❖ Provide a history and description of the business
 - How and why did you enter the child care field?
- ❖ Mission Statement
 - Who are you and what do you do?
 - What services do you offer?
 - Who do you serve?
- ❖ Research market feasibility
 - Is there a need for child care in the area where your business will be located?
 - How much of a need is there and how much of it will you serve?
- ❖ Competition
 - Who is your competition?
 - What services do they offer; what are their strengths and weaknesses?
 - Are they a threat to your business?
- ❖ Industry trends
 - What does the child care industry itself look like at this time: is it stable or declining?
- ❖ Potential market
 - Given what's known about the above issues, what is the potential demand/need for your facility?

BUSINESS ORGANIZATION

❖ Legal

- Will the center be a sole proprietorship, a partnership, or a corporation?
- Will it be profit making or a non-profit organization?
- Will it have a board of directors?
- Will it be employer sponsored or supported, or funded by state or local agencies?
- Who will determine the policies and budget?

❖ Insurance

- What types of insurance will you carry (liability, fire, theft, health, accident) and through whom?

❖ Tax and bookkeeping system

- What records do you need to maintain?
- What system will you use?

❖ Regulation, licensing, and/or government issues

- What licensing regulations are there for your industry?
- What are the zoning regulations for your location?
- What local building code requirements must you adhere to?

MANAGEMENT/OPERATIONS

- ❖ Personnel/management team
 - Who are they?
 - What are their qualifications?
 - What education have they had?
 - Are they competent, capable, and experienced?

- ❖ Benefits
 - What benefits are being offered to employees, if any?

- ❖ Employee requirements and job descriptions
 - What are your hiring practices?
 - What is your wage scale?
 - What are your staffing patterns?
 - What will specific employees be expected to do?

- ❖ Business operations
 - How will you actually run your business?
 - What are your major business policies?
 - What is your schedule of daily program activities and how will they provide you with a competitive edge?
 - What are your business's goals and objectives? (include child and family outcomes)

- ❖ Suppliers
 - What equipment and materials do you need?
 - Where will they be obtained?
 - Provide breakdown of costs by supplier.

- ❖ External partners
 - Will a lawyer, accountant, or early childhood specialist's services be used?

- ❖ Technology needs
 - Do you need or will you need any technology to help you, such as computers, telephone add-ons, etc.?

MARKETING

- ❖ Describe your services
 - What do you offer and to whom?
 - Do you offer any special services that may not be offered elsewhere?

- ❖ Describe the target market for your facility
 - Who will be served?

- ❖ Identify your location
 - Where is your facility located?
 - Has it met local and state inspections and zoning requirements?
 - Does it accommodate special needs?
 - What features about your site are desirable for child care and families served?

- ❖ Pricing strategies
 - How will fees be determined?
 - Will there be late fees, paid holidays, and vacations, sick days, etc.?
 - Will you charge for special services, i.e., transportation?

- ❖ Promotional strategies
 - How will you reach your customers?
 - What advertising methods will you use?

FINANCIAL

- ❖ Start-up costs
 - If applicable, what will you need to purchase to begin?
 - What operating funds will be needed?
 - Where will this money be obtained?
 - How much, in total, is needed to successfully cover all start-up costs?

- ❖ Cash flow projection
 - Where will your income come from and where will it go?
 - Anticipate your income and expenses for a two-year period, month by month and by year.

- ❖ Income statement

- ❖ Balance sheet: assets, liabilities, net worth

- ❖ Break even analysis
 - Revenue versus expenses: how much money do you need to break even?
 - Can you make a profit?

- ❖ Financing plan
 - Will you need to borrow money? How much?
 - How will you use it and how will it be repaid?

- ❖ Identify sources of funds
 - Determine how the program will be funded.
 - Will you seek a bank loan?
 - How much money can you provide?

SUPPORTING DOCUMENTS

- ❖ Personal resumes
- ❖ Letters of reference
- ❖ Job descriptions
- ❖ Contracts, leases, licenses to operate business
- ❖ Client lists

The information provided here can be used as a tool to assist you in designing your business plan. More information can be found at:

<http://www.gvsu.edu/images/BPWORKBK.pdf>

Goals and Objectives with Child and Family Outcomes

What are goals and objectives?

Goals are broad statements that describe the overall intent of the program. They answer the question, “What does your organization hope to accomplish?” For example:

“The goal of ABC Child Care Center is to provide high-quality early care and education services to the children in X County, West Virginia.”

An objective is narrower in focus and answers the question, “How will your organization accomplish its goals?” or “What steps will you take to accomplish your goal?” Objectives are specific and measurable. Examples of objectives include:

***“To provide a safe, nurturing environment where children can develop”, and
“To teach each child so he/she may experience challenge and success”***

What are child and family outcomes?

An outcome is the actual result or consequence that will occur through the achievement of the objectives. Specifically, an outcome is defined as a benefit experienced as a result of services and supports provided for a child or family. The fact that a service has been provided does not mean that an outcome has been achieved. Likewise, an outcome is not the same as satisfaction with the services received. Outcomes should be considered desirable accomplishments of a service and/or support. Outcomes should also be connected to your program’s goals and objectives.

The following are examples of outcomes for children and families. They will vary according to your particular program and your program’s goals and objectives.

Child Outcomes:

- 1. Children have positive social relationships.***
- 2. Children acquire and use knowledge and skills.***
- 3. Children take appropriate action to meet their needs.***

Family Outcomes:

- 1. Families understand their children’s strengths, abilities and special needs.***
- 2. Families help their children develop and learn.***
- 3. Families have support systems.***

1. Frank Porter Graham Child Development Institute. FAQs on the Child and Family Outcomes measurement process. http://www.fpg.unc.edu/~eco/assets/pdfs/ECO_Outcomes101_print_version.pdf.
2. Non-Profit Capital Management. <http://www.npcm.com/AboutUs/tabid/54/Default.aspx>.
3. The Early Childhood Outcomes Center, funded by OSEP. See also <http://www.fpg.unc.edu/~eco/pages/overview.cfm>.

PROJECTED CHILD CARE CENTER ANNUAL OPERATING COSTS
Example – Somewhere, Mississippi

This operating statement is based on 9 infants and 51 preschoolers each day, 5 days per week, 52 weeks per year.

Income

Registration fee @ 60 x \$100/yr.	<u>\$ 6,000</u>
Tuition @60 x \$75/wk.	<u>\$ 234,000</u>
Supply fee @ 60 x \$25/semester x 2 semesters	<u>\$ 3,000</u>
TOTAL GROSS INCOME	<u>\$ 243,000</u>

Operating Expenses

Director	<u>\$ 20,000</u>
Caregivers/Instructors * 6 @ \$14,500/yr. (40 hrs./wk.) 4 @ \$6.00/hr. (20 hrs./wk.)	<u>\$ 87,000</u> <u>\$ 24,960</u>
Support Staff (cooking/cleaning) 1 @ \$5.75/hr. (30 hrs./wk.)	<u>\$ 8,970</u>
Subtotal Salaries	<u>\$ 140,930</u>
Fringe Benefits/Cost of Employees @ 20% (a full benefits package would need to be calculated using a higher fringe %)	<u>\$ 28,186</u>
Total Salaries	<u>\$ 169,116</u>

Rent (@ \$1,000/month)	\$ 12,000
Licenses/Permits	
\$50 application fee (one time fee)	
\$150 Licensure fee	
\$30 business permit	\$ 230
Advertising/Promotion (@ \$10/month)	\$ 120
Utilities/Telephone	
Utilities @ \$400/month	
Telephone @ \$50/month	\$ 5,400
Professional Services	
Accountant/Attorney (@ \$100/month)	\$ 1,200
Supplies/Equipment (@ \$50/month/classroom)	\$ 3,000
Insurance	\$ 2,400
Maintenance/Repair (@ \$100/month)	\$ 1,200
Food Costs (@ \$3,570/month) **	\$ 42,840
Miscellaneous (@ \$100/month)	\$ 1,200
Other - \$7,500 Building Renovation Loan	\$ 1,069
Total Operating Expenses	\$ 70,659
TOTAL EXPENSES (SALARIES + OPERATING)	\$239,775
TOTAL NET INCOME (LOSS)	\$ 3,225

* Number of teachers required will vary depending on number of children, ages of children, and group sizes. Refer to the Mississippi Regulations Governing the Licensure of Child Care Facilities for grouping and caregiver variations and ratios listed below.

** Food costs are calculated using current USDA food reimbursement figures @ \$2.09 per hot meal and 57¢ per snack. Does not include food costs for staff and infants. Based on 1 hot meal and 2 snacks per day per child.

Rosa Simone Velasquez

14 Meadowlark Rd Apt. 2C

Grafane, Vermont 05799

Home Phone: 802.802.8020

Email: buonavista@source.net**BACKGROUND**

I started a Family Child Care Home nine years ago when I had the first of my three children. I expected to close my program when my youngest child went to school; however, I realized I enjoyed it and was providing an important service to the community. My goals are to specialize in providing child care to traumatized children and to maintain my professional credential.

WORK HISTORY

1993 – present *Owner – Director* *Rosa’s Nest (Grafane, VT)*

Own and operate a licensed Family Child Care Home for seven children ages 3 months – seven years. Responsibilities include: enrollment, curriculum, teaching, book-keeping, and working with parents and school staff.

1990 – 1993 *Assistant Teacher* *Smiling Rainbow Playschool (Oslo, VT)*

Worked with the three-year olds in a licensed morning preschool. Assisted the teacher with preparing materials, planning activities, and teaching.

1985 – 1990 *Home Visitor* *Southern Vermont Head Start (Jackson, VT)*

Conducted weekly visits to nine families with preschool children to address education, social services, health, and parent involvement issues. Developed activities for children and parents. Maintained thorough, confidential records.

EDUCATION

1998 Child Development Associate credential

1991 Courses taken in Child Development and Early Childhood Education (CCV)

1982 Diploma (Easton High School; Easton, NH)

INTEREST AND ACTIVITIES

CPR and Advanced First Aid certification, gardening, playing the piano for church choir, member of Starting Points Child Care Network.

REFERENCES WILL BE FURNISHED UPON REQUEST

ADMINISTRATOR JOB DESCRIPTION

TITLE:	Center Director
RELATIONSHIP:	Direct responsibility to the Associate Director and the Executive Director
GENERAL QUALIFICATIONS:	<ul style="list-style-type: none"> • Teaching and administrative experience • Master Degree preferred or BA in Child Development or Early Childhood. Other relevant experience and academic qualifications considered. • Be registered with WV STARS State Training and Registry System.
SPECIFIC DUTIES: STAFF	<ol style="list-style-type: none"> 1. Supervise all staff at child care center. 2. Interview candidates for new child care employees and make recommendations of most qualified to River Valley Associate Director and Executive Director. 3. Arrange monthly center-wide staff meetings. 4. Evaluate all staff using formal evaluation forms once a year, or more frequently for new employees and those requiring improvement. 5. Consult with staff regarding concerns. 6. Assist in planning in-service. 7. Schedule all volunteers and education students. 8. Schedule substitutes. 9. Provide staff development opportunities. 10. Assist staff in planning and follow through on ISDP process. 11. Approve memos and flyers distributed to parents and others. 12. Maintain a parent information board and/or center.
PARENT:	<ol style="list-style-type: none"> 1. Organize parent advisory committee or maintain ongoing committee. 2. Assist parent advisory committee in planning parent meetings at least four times a year. 3. Monitor enrollment and maintain waiting list. 4. Orient new families. 5. Conference with parents about concerns as needed. 6. Communicate with parents about past due fees, late pick-up fees, required records and changes in family data. 7. Coordinate quarterly newsletter. 8. Prepare memos to parents. 9. Maintain a parent information board and/or center.

CHILDREN

1. Regularly monitor children's activities.
2. Monitor and update children's records
3. Coordinate curriculum development and selection of materials.
4. Monitor lesson plans.
5. Assess classroom space and assist in needed improvements.
6. Assist staff in solving child management problems.
7. Monitor assessments of children's development.

RECORD KEEPING:

1. Complete all forms required by West Virginia Child Licensing Regulations, Child Care and Adult Food Program, and DHHR Child Care Eligibility.
2. Keep ongoing records of information required for River Valley Child Development Services annual report (see Child Care Policy and Procedure Manual).
3. Review monthly budget and remain within supply/equipment/food allocations.
4. Approve all supply and equipment requests.
5. Arrange for necessary upkeep and repairs.
6. Collect child care fees, prepare receipts and deposits, and follow through on past accounts.
7. Assist with updating manuals of policies and procedures, parent handbook, job descriptions, evaluation forms, and other forms as needed.
8. Assemble monthly reports for office use, including DHHR per diem and Child Care and Adult Food Program reports.
9. Maintain accurate time sheets on staff.
10. Maintain inventory.
11. Submit reports to other agencies as required (Foster Grandparents, etc.)
12. Maintain all data programs through computer link.

OTHER DUTIES:

1. Know and understand WV Child Care Licensing Regulations.
2. Know and understand CACFP requirements and reimbursement process.
3. Know and understand Department of Health and Human Services per diem (Title XX) process.
4. Assist representatives from licensing, health department, fire marshal, or food program monitor the center.
5. Prepare necessary correspondence.
6. Write narrative and prepare child care section of annual report.
7. Secure all monies and checks. Make weekly deposits and maintain accurate records of parent fees, late fees, activity money, fundraising and donations.
8. Order classroom and maintenance supplies.
9. Monitor delivery of supplies and equipment.
10. Attend monthly directors meeting.
11. Participate in agency approved staff development plan.
12. Maintain the physical appearance and condition of the center.
13. Produces a quarterly program newsletter.
14. Able to lift 40 pounds.
15. Work successfully in a team environment.
16. Other duties assigned by Associate Director or the Executive Director.

ESSENTIAL FUNCTIONS:

- Ability to compose written materials.
- Ability to organize and be self-directed.
- Ability to evaluate program and staff.
- Ability to communicate with staff, families, children and community organizations.
- Ability to foster a cohesive and supportive staff.
- Ability to evaluate financial statistics and reports.
- Have knowledge of computer systems and/or willingness to learn.
- Ability to compile documentation as required by licensing authorities.
- Complete First Aid and CPR training.

SALARY/BENEFITS:

Based on academic qualifications and experience. Fringe benefits include vacation, sick, personal leave, short term paid disability leave, eight paid holidays.

3000000



LICENSE
STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES

This Certifies that

ABC Child Care Center

is hereby granted a **Regular License** to operate a
Child Care Center

Located at:

Charleston

Kanawha County

West Virginia

to conduct child care services under the provisions of West Virginia Code, Chapter 49, Article 2B, subject to the standards of child care formulated pursuant to the provisions of said code. This certificate shall be in effect until date of expiration hereinafter set out unless revoked or modified for due cause by the Secretary, West Virginia Department of Health and Human Resources. This license is not transferable.

Capacity/Age: 4 / 0 Yrs 2 Mnth - 2 Yrs 0 Mnth

03/01/2008

Date of Issuance

Capacity/Age: 36 / 2Yrs 0 Mnth – 13 Yrs 0 Mnth

Capacity/Age:

08/31//2010

Date of Expiration

Summer Recreation/Day Camp Capacity:

By:

Secretary

West Virginia Department of Health and Human Resources

ABC Child Care Center Parent Handbook



Revised January 2008

Hours of Operation: The center is open Monday through Friday, including all holidays except Thanksgiving Day and Christmas Day. The center opens at 6:00 a.m. and closes promptly at 6:00 p.m.

Attendance Policies: All parents are required to check in upon arrival at the Center and check out their children on their way out of the building to ensure compliance with West Virginia licensing codes. Additionally, parents must make verbal contact with a staff person upon arrival or departure to assure that the transfer of responsibility for the child has taken place.

Attendance will be monitored to determine compliance with enrollment contracts. Full-time is defined as 5 days per week and no more than 10 hours on any given day. Part-time contracts will be for specific days and times and be for 2 or 3 full days (up to 10 hours). Part-time contracts will only be offered such that it does not create a vacancy to do so.

Items Supplied by Center:

- A selection of baby foods and baby cereals.
- Breakfast, lunch and afternoon snack based on USDA guidelines and on a 3-week rotating menu, including whole milk to children 1 to 2 years old, 2% milk to children older than 2 years, and juice and water as indicated on menu.
- Sheets changed on cribs daily, on nap mats weekly.
- Diapers, wipes, gloves as available through the storeroom.
- Specific brands or particular items must be supplied by parents and labeled with child's name.

Items Supplied by Parents: Parents of infants not yet drinking whole milk supply bottles of either formula or breast milk, or any combination thereof. Diaper cream, sunscreen, or any medications or topical ointments must be supplied by parents and accompanied by a consent form (stored at front desk).

Parents are encouraged to dress their children in seasonally suitable play clothes that are appropriate for inside and outside play. Please realize that the hands-on way in which children learn can result in messy clothes! Each child should have a complete change of clothes at the Center at all times, including underwear and socks. Children who are beginning toilet training must have 3 extra changes in their cubbies each day. Parents should check every day for soiled clothing to be taken home, and periodically to make sure that the clothes still fit and are appropriate for the season. All clothing left at the Center must be labeled to help avoid loss.

Children may bring a special blanket and security toy. Parents should check with the staff for their child's group concerning policies for bringing other toys and/or items for sharing. Weapons and "fighting toys" may never be brought to the center. Parents and children should be aware that when toys and items for sharing are brought to the Center, there is an increased chance of breakage and/or loss. The Center cannot assume responsibility in the case of breakage or loss.

Communication: We ask that you supply Center administration and teachers with all contact information as it changes after receipt of your initial registration form. In addition to telephone numbers, we ask that you supply the Center with your email address if you wish to

receive information. If we do not have your email address, you will find copies of necessary information at the front desk and/or posted on the parent bulletin board.

Center visitations: The center operates with an open door policy and custodial parents of enrolled children are welcome to visit anytime. Mothers should feel free to visit according to their schedules in order to breastfeed. If parents wish to participate in particular activities, however, it is important that staff be notified before making a visit, as activities vary from day to day.

Emergency Communication and Contacts: Parents are expected to provide the Center staff with any and all contact numbers we might need in order to reach you. This includes home, work, pager, and cell phone numbers as well as email addresses. In addition, the Center should have names and numbers of other people who might be able to locate you if you are out of your office. We require parents to provide names, complete addresses, and phone numbers of at least 2 people from different households who could pick up their child in an emergency. Please be advised that Center staff are authorized to call your emergency contacts to pick up your child if we are unable to reach you in a reasonable amount of time depending on your child's condition.

Holidays and Vacations: The center will be closed on Thanksgiving Day and Christmas Day. Parents will not be charged for those days. Parents will be charged for all other holidays that fall on a regularly scheduled day of attendance for their children, regardless of attendance.

Accurate information regarding planning attendance for holidays is essential to ensure appropriate staffing at the Center. Therefore, the following procedures for scheduling a child's attendance are in effect:

- Parents will provide a schedule of attendance for their children by the deadline indicated on the Holiday Forms and Vacation Forms to be distributed regularly and before each Holiday. The forms will also be distributed via email to those who have given their email address to the Center. They are also available at the front desk.
- Attendance will not be permitted on holidays without the required registration for attendance.
- Vacation days when the child does not attend the Center will not be refunded or "swapped" for other days when the child is not scheduled to be present.

Parent Participation Policy: Periodic classroom and Center-wide events are held. Parent workshops are offered as needed. All parents are welcome to attend monthly Parent Group meetings to become involved in Center fund raising, events, staff appreciation efforts, etc.

There are many opportunities for parents to participate directly with children by volunteering in the classroom or helping with special activities. Parents can also provide support by doing things such as collecting materials or items requested by teaching staff, helping to construct needed equipment, repairing broken toys or torn books, making learning games for children to use, loaning educational materials, etc. All efforts benefit the children and are greatly appreciated by the staff.

Health Policies: The center attempts to maintain an environment as free of infectious agents as possible. Special housekeeping and staff procedures are key parts of this effort, but parents play a critical role in maintaining the health of the children at the center. All

parents should familiarize themselves with the following health policies so as to ensure that children receive proper immunizations and that sick children do not expose others to illness.

Prior to enrollment, parents must submit a West Virginia State Health Form, completed by a health care practitioner, including proof of recent physical examination and up-to-date immunization records, except in cases where there is a parental objection on religious grounds.

Upon arrival at the Center, parents are asked to wash their children's hands with liquid soap and running water. The Health Dept. also recommends that children's hands be washed before leaving the Center at pick-up as well.

Parents are required to inform the Center within 24 hours if their child develops a communicable disease.

Infants must accept formula or breast milk from a bottle prior to enrollment, in order to ensure that proper feeding can be provided by our staff.

Diaper Changing and Toileting Policies: Toilet training for an individual occurs over a period of time that can range from a few weeks to several months and include several stages of development. Regressions are not unusual during the process, particularly if the child is affected by such things as illness, a move to a new home or child care center, or a new baby in the family. Accidents are to be expected and never met with disapproval.

Because of the complexity of a child's learning to successfully and consistently use the toilet and the intense emotional relationship between the parents and the child about the process, the Center will not initiate toilet learning. Staff will, however, keep parents informed of any signs of readiness observed by the Center. Parents should keep Center staff aware of child's movement through the developmental stages at home and may request a formal conference at such time the switch from diapers to pants is to be attempted. This will help ensure that staff are supportive and consistent with parental efforts with the child. Center staff will be supportive of parental efforts to assist the child with toilet training and will never show disapproval when accidents occur. Success will be met with encouragement. After the switch from diapers is agreed upon between staff and parents, parents are responsible for always maintaining at least 3 pairs of underpants and changes of clothes in the child's cubby. Clothing should be easily removable, such as elastic waist pants, to help eliminate frustration when the child attempts to use the toilet without help. Because accidents will occur and regression is possible, patience is necessary as the child learns to use the toilet.

Transitioning of Children between Groups: Children are transitioned between groups in the Center to ensure that individual developmental needs are met and NOT strictly according to chronological age. The classroom placement of children is determined by administration, based on a number of factors, one of which is parent input regarding their child's needs. Conferences are scheduled prior to all transitions to discuss the child's readiness for transitioning and familiarize the parents with day-to-day routines in the child's new group. On occasion, staff may recommend that outside assessments be made to obtain a clearer description of the child's development and appropriate program content to meet the child's particular needs. Such assessments will only be done with parental consent. Assessment reports will be shared with parents, but otherwise will be kept confidential. If an assessment is done at parent initiative, the Center requests a copy so that we can better meet the child's

needs. (For more information on our Transition Policy and Procedures, see the attached West Virginia Early Childhood Transition Checklist.)

Child Assessment: Assessment services must be provided as indicated according to the individual assessment plan, including time frames. When any assessment results in a recommendation for further or additional services, the individual assessment plan must be reviewed and appropriately updated. Changes must be reviewed and approved by the person responsible for assessment services and any other medical or professional staff involved in the assessment and/or assessment plan. Assessment services are intended to provide an initial evaluation of the appropriate placement for the child.

Discipline: The primary goal of discipline at the Center is to help the child develop self-control and assume responsibility for his/her actions. It is crucial to this effort that parents and staff maintain an on-going dialogue about all aspects of the child's development and behavior.

Positive reinforcement and redirection are two important tools to be utilized in encouraging acceptable behaviors. Negative behaviors will be handled in a developmentally appropriate manner. Neither corporal punishment nor verbal abuse is tolerated in the Center. Respect for children is central to our discipline philosophy.

Parents will be kept aware on an on-going basis of unusual behaviors or behavior patterns (both positive and negative) that develop, and as warranted, conferences shall be scheduled. Parents are encouraged to bring any questions or concerns that they have to staff's attention.

Conferences: Orientation meetings are held prior to a child entering a new classroom. After that point, parent/teacher conferences are held periodically or as needed to assure on-going communication. Conferences will always occur prior to the transitioning of a child to a new group. Parents are encouraged to request a conference whenever they would like to discuss something at length with staff. Staff will do the same. Daily communications are encouraged to discuss routines and incidental matters.

Child Abuse Policy: All center staff are mandated child abuse reporters in accordance with WVA Health System policy.

Diapering Policy

Reason this policy is important: Children's diapers, staff involved in changing diapers, and the diaper changing area/supplies have the potential to spread germs and disease. Following proper procedures and room set up will reduce the contamination of the setting (hands, furnishings and floors) and decrease the risk of the spread of illness.

Procedure and Practices, including responsible person(s):

- Diaper changing table is sturdy, a convenient height (28" – 32") with a water proof pad in good repair (no cracks,) and placed on a floor surface that can be cleaned and sanitized (tile, linoleum). Carpet should not be used.
- Diaper changing is only done in designated area, positioned to allow for supervision of all children, and not located in food preparation areas.
- Diaper changing supplies that may present a hazard shall be stored in an area inaccessible to children except during diaper changing.
- Diaper changing tables will not be used to store items other than diaper changing items (toys, papers, etc., will not be placed on surface.)
- A sink is within reach of diaper changing table to allow for proper hand washing immediately, and a tightly covered, plastic lined, hands-free diaper pail is available next to diaper area.
- The child will not be left along on changing table. Safety belts will not be used.

_____ (staff title/name) will be responsible for maintenance and organization of diaper changing area/supplies.

Diapering Procedures (http://www.healthychildcarenc.org/training_materials.htm)

Step 1: Get Organized: gather supplies needed before bringing child to diaper area:

- Paper liner to cover changing surface from shoulders to feet.
- Fresh diaper
- Plastic bag for soiled cloths and clean cloths (if needed.)
- Wipes
- Diaper cream, if appropriate, squeezed on to a tissue.
- Disposable gloves (if used, put on before touching soiled clothing/diaper and remove before touching clean diapers and surfaces.)

Step 2: Place child on changing table and clean child's diaper area.

- Always have one hand on child.
- Unfasten diaper, lift child's legs to clean child's bottom.
- Remove stool and urine from front to back and use a fresh wipe each time.

Step 3: Remove soiled diaper and discard.

- Put soiled wipes in soiled diaper; fold forward without touching any surface and place in plastic-lined, covered, foot operated garbage can.
- If gloves are used, remove them and place in garbage can.
- Use a disposable wipe to wipe staff hands.

Step 4: Put on clean diaper and dress child.

- Slide fresh diaper under child.
- Use tissue to apply diaper cream, if necessary.
- Fasten diaper and dress.

Step 5: Wash child's hands and return child to play area.

- Use soap and water to wash child's hands.
- If child is too heavy to hold or cannot stand at sink:
 - wipe hands with damp, soapy paper towel –
 - Wipe hands with clean wet paper towel –
 - Dry hands with clean paper towel.

Step 6: Clean and sanitize diaper area.

- Disposal of paper liner and clean visible dirt from changing table with soap and water.
- Wet entire surface with disinfecting solution (¼ cup bleach to 1 gallon water).
- Let stand for at least two minutes. Let air dry or wipe with clean paper towel.

Step 7: Wash hands and record diaper change in child's daily log.

- Wash hands with soap and water for 20 seconds – turn off water with paper towel. Record in child's log (family/caregiver information exchange form.)

ABC Child Care Center Diaper Changing Checklist

Instructions: Examine all areas of the classroom (including bathrooms and outside areas used by children in the classroom) for equipment, materials, health, and safety criteria listed on this checklist. For materials and equipment, place a check in the box corresponding to the classroom if all items listed are observed. Use the notes column to record items missing.

Name	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
1. Equipment and Furnishings for diaper changing and changing soiled underwear or other clothing located away from food prep area. (9.A.01)		
2. Changing area is separated by a partial wall or located at least 3 feet from other areas that children use. Changing procedures are posted. (5.A.08)		
3. Hand washing sinks within arm's length of diaper changing table. (9.A.01)		
4. A chair with a back and a seating height that allows a child to sit with his or her feet on the floor or ground (for each child older than 12 months). (9.A.01)		
5. Tables at a height that allows a child to sit comfortably with the table between underarm and waist. (9.A.01)		
6. At least one cot, crib, mat, sleeping bag or pad for each child who spends more than four hours a day in the program (<i>not required for Kindergartners</i>). No child is allowed to sleep on the floor without using rest equipment. (9.A.01)		
7. Daily record documenting the type and quality of food consumed by all infants and children with special feeding needs (5.B.04) <i>Note: the specific information in the record need not be visible to observers for privacy, but the mechanism for providing such information to families should be apparent.</i>		

Name	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
<p>8. Information is posted about child food allergies in food preparation areas and areas of facility that child with allergies uses. (5.B.05) <i>Note: not applicable if no children with food allergies OR if parents do not give consent to post information. The specific information posted may be covered for privacy as long as all food preparation and teaching staff are aware of how to access the information.</i></p>		
<p>9. Clean, sanitary drinking water is available to children throughout the day (not including breast-fed infants) (5.B.06)</p>		
<p>10. Liquids and foods hotter than 100 degrees Fahrenheit out of children's reach (5.B.07)</p>		
<p>11. Sinks are accessible to children; stools may be used to provide access. (9.C.05)</p>		
<p>12. Program excludes baby walkers. (9.C.08)</p>		
<p>13. No choking hazards are in proximity or within reach of infants and toddler/twos. (9.C.16)</p>		
<p>14. Bathrooms have barriers to prevent entry by unattended infants and toddlers/twos. (9.C.17)</p>		
<p>15. Infants and toddlers/twos do not have access to large buckets of liquids. (5.A.15)</p>		
<p>16. Room temperature and humidity is maintained by heating, cooling or ventilating to meet national standards. (9.D.05) <i>(Documentation of heating, cooling and ventilation included in program portfolio)</i></p>		
<p>17. Fully working fire extinguisher and fire alarm in each classroom are tagged and serviced annually. (9.C.11) <i>(Check date on tag: if the program is located in school or other large building, fire alarm information may be kept in the office rather than tagged.) Fire extinguishers not needed in with build in sprinkler systems.</i></p>		

Name	Check if item fully met or mark NA if not applicable	Notes (list portions of item not met or add other notes)
18. Fully working carbon monoxide detectors are tagged and serviced annually. (9.C.11) <i>(Not required if facility includes no fuel-burning equipment and does not include an attached garage.)</i>		
19. Written evacuation plan is posted (10.D.08)		
20. Emergency telephone numbers are posted (10.D.08)		
21. Normal conversation can be heard without raising one's voice. (9.D.04)		
22. Adaptations, when needed, allow children with disabilities and other special needs to fully participate in the program. (9.A.01)		
23. Individual space is provided for each child's belongings (9.A.02)		
24. Non-disposable materials are durable and in good repair. (9.A.03)		
25. Equipment, materials, and furnishings are available that provide access for children with disabilities to the program's curriculum and activities. (9.A.03)		
26. The classroom is designed so that staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. (9.A.05) <i>(See guidance for 3.C.02 and 3.C.03 for infant sleep supervision.)</i>		

WV Early Childhood Transition Checklist

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**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONS TO THE SCHOOL SYSTEM
(PRESCHOOL, KINDERGARTEN, OR OTHER PROGRAM
FOR CHILDREN WITH AND WITHOUT DISABILITIES)**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

These activities are appropriate for ALL children transitioning TO or FROM ANY setting, including school settings for students with and without activities.

Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to present staff a) To follow appropriate procedures and b) To support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) To advocate for children b) Communicate with personnel in the next service setting.	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service for children, families and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

Completed	Activity	Timelines
	Receive referral demographic information from family or agency from which child is transitioning.	10 months prior to 3 rd birth date (if transitioning from WV Birth to Three)
	Participate in meeting with parents and referring agency (example: 90 day face-to-face for WV Birth to Three or meeting with Head Start, Child Care, Private School or Other Community Agency)	



West Virginia Department of
Health and Human Resources

Tiered Reimbursement Class Ratio Form



For use in Section I. Program Management – Documentation #3

Directions: Fill in the table for each classroom in your program.

Classroom	# of Teachers	# of Children	Age Group
1. Infants 1	1	4	6 wks - 1 year
2. Infants 2	2	8	6 wks - 1 year
3. Toddlers 1	3	12	1 - 2 years
4. Toddlers 2	2	14	2 - 3 years
5. Preschool 1	3	20	3 - 4 years
6. Preschool 2	3	20	4 - 5 years
7. School-age	2	20	5 - 12 years
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			