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|  | Family and Consumer Sciences-Connecticut Understanding by Design (UbD)  (FCS area of study) Model Curriculum Unit |

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| FCS Area of Study  Unit Title | CHILD DEVELOPMENT  Keeping Children Safe | Possible  Course(s)  When during course? | Child Development II, Advanced Child Development, Early Childhood Education  \_\_beginning\_\_x\_middle\_\_\_end |
| Designed by | Dolores Walsh, CFCS  FCS Educator | Unit Length/  Time Frame | \_\_X\_ 90-minute block classes |

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| |  | | --- | | BIG IDEAS  The primary responsibility of child care staff is to provide a healthy and safe learning environment for young children. Programs for young children must establish policies and procedures that protect young children in their care. Government regulations (through the Connecticut Office of Early Childhood)and professional organizations (NAEYC, OSHA, CDC) provide guidance in establishing appropriate health and safety practices. Some of the common health and safety policies include, but are not limited to the following: first aid, CPR, and universal precautions; supervision of children and staff-to-child ratios; developmentally appropriate guidance; classroom and outdoor space; medical, fire, and evacuation procedures; and suspected child abuse and neglect. These policies help staff handle various situations, should they arise. |  |  | | --- | | CTE Standards:  L.40 Describe methods to manage physical space, maintaining a safe and healthy learning environment.  L.41 Describe and implement strategies to teach children health, safety and sanitation habits.  L.43 Describe the process for recognizing and reporting suspected child abuse and neglect.  L.45 Demonstrate security and emergency procedures  M.46 Identify and implement developmentally appropriate guidelines for behavior.  FCS National Standards:  4.4 Demonstrate a safe and healthy learning environment for children.  4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.  4.4.2 Apply safe and healthy practices that comply with state regulations.  4.4.3 Implement strategies to teach children health, safety, and sanitation habits.  4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.  4.4.7 Demonstrate security and emergency procedures.  4.5 Demonstrate techniques for positive collaborative relationships with children.  4.5.1 Apply developmentally appropriate guidelines for behavior.  Common Core Standards:  Reading  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  Writing  Literacy WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy.WHST.9-10.2d Use precise language, domain-specific vocabulary to manage the complexity of the topic convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  Literacy.WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and anthology to manage the complexity of the topic;convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  Literacy WHST.9-10.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience  Literacy WHST.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Literacy WHST. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Literacy WHST. 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience  Speaking and Listening  Literacy.SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal task.  .  Language  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | ENDURING UNDERSTANDINGS:  *Students will understand that…*  Keeping hands clean through improved hand hygiene is one of the most important steps to avoid getting sick and spreading germs to others.  Young children need to be continually supervised to prevent accidents and injuries.  Anticipating and planning for common emergencies prepares an individual to handle emergencies.  Positive guidance helps children develop positive traits and tells children what they can do instead of what they can’t do.  The physical environment varies from one early childhood program to the next. However, the physical environment should be a safe place where children are protected and supervised and where play, eating, toileting, hand washing, and sleep take place.  Respect for children and childhood is destroyed when adults violate children through neglect and abuse. | ESSENTIAL QUESTIONS:  *Students will keep considering...*  Why must anyone working with children (teachers, aides, bus drivers, cooks, etc.) be concerned about a child’s health and safety?  ct policy.  As a early childhood professional, how do I keep children safe?  What health and safety measures must be considered when planning an early childhood environment?  Why do children behave the ways they do?  What are some effective ways to deal with behavior problems?  Why do experts say spanking is harmful to children?  What criteria would you use to determine the quality of an early childhood program’s environment?  Who are mandated reporters and what are their responsibilities? | PERFORMANCE TASKS:  Summative Assessments  Prepare a sample child care center policy for hand washing.  Prepare a sample child care center supervision plan for one of the following: emergency plan for medical, fire, weather and evacuation; supervision of children; floor plan for indoor space; arrangement of outdoor space; or discipline plan.  Complete DCF Mandated Reporter On-line training.  Prepare a sample child care center plan for abuse and neglect. | | |

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| |  |  |  | | --- | --- | --- | | Learning Task Calendar | Family & Consumer Sciences  Unit Title:  *Keeping Children Safe* | Designed By: Dolores Walsh, CFCS |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | DAY 1  Activity 1 -Introduce Hand washing regulations  DOK Level 1  Activity 2 - Re-read and annotate complete hand washing regulation.  DOK Level 1  Activity 3 - Share/model annotation  DOK Level 1  Activity 4 - Identify key criteria for hand washing policy DOK Levels 2,3  Activity 5 - Comparing hand washing policies  and draft a sample hand washing policy as a class  DOK LEVEL 4 | DAY 2  Assign individually or in groups of 2 students to read various CT regulations for:  Emergencies;  Physical/outdoor space;  Discipline;  Supervision of children  Students will develop a written plan for their assigned regulation  DOK LEVEL 1, 2, 3, 4 | DAY 3  Continue from day 2  DOK LEVEL 1, 2, 3, 4 | DAY 4  Buffer day for presentations | DAY 5  Activity 1 -On-Line Mandated Reporter Training  DOK LEVEL 1, 2 | | DAY 6  Activity 1 - Identify guidelines that must be included in a child abuse/neglect policy.  DOK Level 1  Activity 2 -  Performance Task:  Write a sample child care center abuse and neglect plan that meets state statutes and regulations  DOK LEVEL 3, 4 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |  |  |  |  |  | | --- | --- | --- | --- | | Materials Needed:  The following textbook were used in the development of this unit.  Gordon, Ann Miles and Kathryn Williams Browne, Beginnings and Beyond: Foundations in Early Childhood Education: Thomson Delmar Learning, 2014.  Other resources used and referenced:  The Connecticut Office of Early Childhood provides a wealth of information regarding the health and safety of young children, including but not limited to family child care and child care center statutes and regulations, sample center policies, use of hand sanitizers, disinfecting and sanitizing, evacuations, first aid training, etc.  <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636>  CT Office of Early Childhood -Emergency Care Guidelines  <http://www.ct.gov/dph/lib/dph/daycare/pdf/dph_Emer_guide_eng.pdf>  Center for Disease Control and Prevention has information on hand washing [www.cdc.gov/hand washing/when-how-hand washing.html](http://www.cdc.gov/handwashing/when-how-handwashing.html).  DCF Mandated Reporter Training for school employees<http://www.ct.gov/dcf/cwp/view.asp?a=3483&Q=413540>  [www.virtuallabeschool.org](http://www.virtuallabeschool.org/) provides some scenarios  Occupational Safety and Health Administration - provides some additional resources and training videos  <https://www.osha.gov/>  NAEYC Resources  <https://www.naeyc.org/files/naeyc/Resources_Health_Safety_ECC.pdf>  A training checklist which aligns with NAEYC Accreditation and National Standards for Health and Safety  <http://health.hawaii.gov/cshcn/files/2013/05/Health_Safety_Facility_Checklist.pdf>  Access to computers and internet | Formative Assessment:  Annotation of excepts of Connecticut Statutes and Regulations for Licensing Child Care Centers  Entrance and Exit Activities/questions  Identifying key criteria for sample policies and procedures  First drafts of sample policies  DCF online Mandated Reporter training - quizzes  Day Care Scenarios | Teacher Notes:  This unit may be implemented a number of ways:  Child development II students might work in pairs and each pair developing a single sample policy and procedure using child day care licensing regulations and other professional sources.  College Career Pathway students in early childhood education may be required to independently review a number of health and safety regulations and prepare a sample policy and procedure for each.  This unit lesson may be adapted to include other health and safety policies such as well/sick child, administration of medication; pet care; diapering plan; closing time plan; etc. | Key Terms/Vocabulary  Academic Vocabulary  Policy  Statute  Regulation  Endorsement  Investigate  Prevention  Physical plant  Content Vocabulary  Pathogens  Universal precautions  Child abuse  Child neglect  Corporal punishment  Risk management plan  Safety policy  Mandated reporting  Supervision Plan |  |  | | --- | | Alternative Options and/or Extended Learning Options:  Guest Speaker from the Department of Children and Families, attorney who practices family law, or family court judge may be able to provide valuable information.  This is a good opportunity to offer the high school students first aid and CPR training, if not during class time then after school. Students may need to pay for the course, as school budgets are limited. | |

*UbD Unit Planner* is adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 1 | TITLE: Keeping Children Safe: Health and Safety Plans,  Hand washing |
|  | SUBJECT: Child Development II; Advanced Child Development, Introduction to Early Childhood Education |
|  | AUTHOR: Dolores Walsh, CFCS DATE: April 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | CTE Standards:  L.40 Describe methods to manage physical space, maintaining a safe and healthy learning environment.  L.41 Describe and implement strategies to teach children health, safety and sanitation habits.  L.44 Identify basic health practices and disease prevention procedures for workers and children regarding childhood illness and communicable diseases.  FCS National Standards:  4.4 Demonstrate a safe and healthy learning environment for children.  4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.  4.4.2 Apply safe and healthy practices that comply with state regulations.  4.4.3 Implement strategies to teach children health, safety, and sanitation habits.  4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.  **Common Core Standards:**  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Writing**  Literacy WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy.WHST.9-10.2d Use precise language, domain-specific vocabulary to manage the complexity of the topic convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  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Literacy WHST. 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening**  Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal task.  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can describe how child care professionals can limit the spread of contagious diseases.  I can demonstrate universal precautions to protect myself from infectious diseases and to limit its spread.  I can demonstrate proper hand washing. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | * Previous child development course information on common childhood illnesses (communicable and non-communicable illnesses) * Connecticut regulations of teacher to staff ratios for infants/toddlers, birth to three and preschoolers 3-5. * Knowledge of different early childhood programs..such as family child care, center based care, Head Start, preschool programs, etc. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  Why must anyone working with children (teachers, aides, bus drivers, cooks, etc.) be concerned about a child’s health and safety?  What are common health concerns for teachers and early childhood programs? |
|  | FORMATIVE ASSESSMENTS:  (learning tasks)  Annotation of the hand washing/hygiene State of CT Child Care Statutes and Regulations  Assignment: create a draft of a sample hand washing plan. |
|  | SUMMATIVE ASSESSMENTS:  (performance task)  Day Care scenario - “Find the Violations”  Child Study Lab Experiences  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION: You may either write out or draw the sequence of steps to properly wash hands. Set aside for later  ACTIVITY 1- Whole Class  Use an excerpt from the CT State Statutes and Regulations for Licensing Child Day Care Centers on hand washing. Cut the policy into sections of one to two sentences/statements. Distribute one per student. Students are to move around the room so each student shares his/her statement with everyone in the class. Discuss what they learned about the hand washing policy.  ACTIVITY 2 - Independent Work  Distribute the complete State of Connecticut Day Care Regulations and Center for Disease Control handout on hand washing. As students read they should be annotating the text. They may need to read the text multiple times for comprehension.   1. Have students read first to identify words and phrases they don’t understand (Circle) 2. Read and Identifying information they know (place a ✔) 3. Read the regulation again for key or important aspects of the policy (place a Star ☆). 4. Read a fourth time to identify questions they have about sections of the regulation (write a question).   ACTIVITY 3 - Whole Class  Project the CT Day Care hand washing regulation on the whiteboard. Once students have finished their annotation, have them share their annotations with the class. Teacher writes the annotations on the whiteboard as the students share. Discuss and clarify information.  ACTIVITY 4 - Think - pair- share.  Teacher should explain that early childhood programs have supervision plans (i.e.policies, plans and procedures) in place to provide guidelines on appropriate ways staff should handle various situations.  Individually students should identify what key information should be included in a hand washing supervision plan then share with a partner.  Using padlet.com have pairs of students share with the class their list of what should be included in a hand washing supervision plan  (Padlet.com is a free on-line virtual bulletin board, where students and teachers can collaborate, reflect and share links and pictures in a secure location. Padlet allows users to create a hidden wall with a custom URL. Padlet creators can moderate posts, remove posts and manage their board 24/7).  Teacher-led discussion on what similarities and differences do they see in the responses.  ACTIVITY 5 - Whole  Additional resources may be used such as Centers for Disease Control and Prevention “When and How to Wash Your Hands,” and sample hand washing policies. Compare these resources to the state statute. What do they have in common? What is different?  Summarize: A policy should include a statement of purpose/justification, outline specific staff responsibilities, detailed procedures for the children, etc.  The policy should be written clearly and succinctly. Bullets or numbering of steps is appropriate.  Students will create, under teacher guidance, a sample hand washing policy for the child study lab program.  CLOSURE:  Exit Slip or Task - Using your entrance slip description or drawing of hand washing, how does your description compare to the state regulations and/or sample policies? Is there anything that should be added to your description or drawing?  If time permits, share with the class. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | The Office of Early Childhood provides a wealth of information regarding the health and safety of young children, including but not limited to family child care and child care center statutes and regulations, sample center policies, use of hand sanitizers, disinfecting and sanitizing, evacuations, first aid training, etc.  <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636>  Sample Hand washing policies:  Torrington Y Childcare Center Policy Handbook <http://nwcty.org/forms/childcare-handbook.pdf>  Model Health Care Policies, 5th edition - Presented by the American Academy of Pediatrics - Hand washing, Section 7, page 39.  <http://www.ecels-healthychildcarepa.org/publications/manuals-pamphlets-policies/item/248-model-child-care-health-policies>  Sample Hand washing Policy - State of Indiana  [https://www.iidc.indiana.edu/styles/iidc/defiles/ecc/ccr-hand washingpolicy.pdf](https://www.iidc.indiana.edu/styles/iidc/defiles/ecc/ccr-handwashingpolicy.pdf)  CDC - “When and How to Wash Your Hands”  [http://www.cdc.gov/hand washing/when-how-hand washing.html](http://www.cdc.gov/handwashing/when-how-handwashing.html) |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Whole class instruction  Independent Work  Think-pair-share |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through product- The initiation gives students a choice students in how to respond to the question.  Differentiation through process- students have access to different resources regarding hand washing. |
| INTERDISCIPLINARY CONNECTIONS: | Technical Writing  Social Studies - State Laws and Statutes |
| TEACHER REFLECTIONS: | This is a good opportunity to offer first aid and CPR training, if not during class time then after school. Students may need to pay for taking the course, as school budgets are limited. |

Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample Hand Washing policy for the Child Study Lab.

HAND WASHING / HYGIENE

Connecticut Statutes and Regulations, March 2013

19a-79-6a Health and Safety pages 16 and 17

Under Food Service

“(7) Separate hand washing facilities shall be located convenient to the room where food is prepared in child care centers.

(11) Children and staff shall wash their hands with soap and water before eating or handling food.

19a-79-7a Physical Plant, pages 20

(11) Toilets and washing facilities

(A) Where toilets and sinks are shared by children and adults, a written policy shall be

developed and implemented that requires supervision of children when using the

shared toilet room.

(B) Omitted for clarity

(C) For programs serving children under six (6) years of age there shall be at least one

(1) toilet and one (1) sink with hot and cold running water for every sixteen (16)

children, or fraction thereof….

(D) Omitted for clarity

(E) Sinks with running water shall be readily accessible to the toilet rooms if not located

within them. Toilet tissue, soap, single use disposable towels and a waste

receptacle shall be accessible to the toilets and sinks. Staff and children shall

wash their hands with soap and water after toileting.

19a-79-10 Under three endorsement

(d) Special equipment

Each child day care center and group day care home shall have equipment and furniture to meet the developmental needs of the children served.

1. Sinks
2. In child day care centers there shall be a sink with hot and cold running water designated for diaper changing and hand washing of staff and children. This sink shall be located in the program space. Visual contact with other children shall be maintained while changing diapers or using the sink.
3. Separate sinks shall be available for purposes other than hand washing after diaper changing within the child day care center.”

Health and Safety Policy Rubric

This rubric is designed to assess student growth through the level of performance by circling the appropriate score. A student who has met all bullets in a section earns the highest point value in that section. A score of one bullet indicates the lower point value of that section.

Health and Safety Policy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Indicator | Exemplary | | | | Proficient | | | Developing | | | Inadequate | | | No Evidence |
| Required Policy Criteria | ○ required content is thoroughly addressed,  ○ all statute/regulations requirements are thoroughly included in the policy. | | | | ○ required content is addressed,  ○ minor statute/regulations requirements are missing from the policy. | | | ○ required content is addressed,  ○ key statute/regulations requirements are missing from the policy. | | | ○ one or more required content is missing or  ○ significant and/or relevant requirements are missing for the policy. | | |  |
| Claim Rating | 60 | | 58 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 |  |
| Audience  The text anticipates the audience’s background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aid comprehension. | The text  ○ consistently addresses the audience’s knowledge level and concerns about the topic;  ○ includes effective formatting, graphics, and/or multimedia that enhance comprehension. | | | | The text  ○ considers the audience’s knowledge level about the topic;  ○ includes formatting, graphics and/or multimedia when useful to aiding comprehension. | | | The text  ○ illustrates an inconsistent awareness of the audience’s knowledge level about the topic;  ○ may include some formatting, graphics and/or multimedia that may be distracting or irrelevant. | | | The text  ○ lacks an awareness of the audience’s knowledge level about the topic;  ○ includes limited or inaccurate formatting, graphics and/or multimedia that impedes comprehension. | | |  |
| Claim Rating | 20 | 18 | |  | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |  |
| Language and Style  The text presents a formal style and objective tone and uses precise language, content specific vocabulary. | The text presents  ○ an appropriate formal and objective tone;  ○ sophisticated use of language; and  ○ content specific vocabulary. | | | | The text presents  ○ a formal, objective but inconsistent tone;  ○ precise use of language;  and  ○ content specific vocabulary. | | | The text presents  ○ a limited use of formal and objective tone;  ○ poor word choice, and  ○ some correct use of content specific vocabulary | | | The text presents  ○ an inconsistent tone;  ○ inappropriate word choice;  ○ lack of or correct use of content specific vocabulary | | |  |
| Claim Rating | 20 | | 18 |  | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |  |
| Total Score |  | | | | | | | | | | | | |  |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

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| LESSON: 2 - 3  and possibly 4 (buffer) | TITLE: Keeping Children Safe - Health and Safety Policies, Part II |
|  | SUBJECT: Child Development II; Advanced Child Development, Introduction to Early Childhood Education |
|  | AUTHOR: Dolores Walsh DATE: April 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | CTE Standards:  L.40 Describe methods to manage physical space, maintaining a safe and healthy learning environment.  L.41 Describe and implement strategies to teach children health, safety and sanitation habits.  L.45 Demonstrate and emergency procedures  M. 46 Identify and implement developmentally appropriate guidelines for behavior.  FCS National Standards:  4.4 Demonstrate a safe and healthy learning environment for children.  4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.  4.4.2 Apply safe and healthy practices that comply with state regulations.  4.4.3 Implement strategies to teach children health, safety, and sanitation habits.  4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.  4.4.7 Demonstrate security and emergency procedures*.*  **Common Core Standards:**  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Writing**  Literacy WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy.WHST.9-10.2d Use precise language, domain-specific vocabulary to manage the complexity of the topic convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  Literacy.WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and anthology to manage the complexity of the topic;convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  Literacy WHST.9-10.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience  Literacy WHST.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Literacy WHST. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Literacy WHST. 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening**  Literacy.SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal task.  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can identify and explain how to eliminate safety hazards in an early childhood environment.  I can identify and explain how to properly supervise young children in my care.  I can identify, describe, and give examples of positive discipline practices.  I can identify, describe, and give examples of prohibitive discipline practices.  I can demonstrate what should be done during a fire drill/evacuation, shelter in place and lockdown.  I can prepare developmentally appropriate activities for the children in my care to use during extended emergencies.  I can demonstrate how to arrange classroom space to aid in the supervision and education of young children.  I can demonstrate how to arrange outdoor space to aid in the supervision and education of young children. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | * Previous lesson on licensing requirements, specifically hand washing * Guiding behavior and dealing with misbehavior * Typical preschool development (physical, social, emotional and intellectual) |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  Why must anyone working with children (teachers, aides, bus drivers, cooks, etc.) be concerned about a child’s safety?  As an early childhood professional, how do I keep children safe?  What health and safety measures must be considered when planning an early childhood classroom?  What are some effective ways to deal with behavior problems? |
|  | FORMATIVE ASSESSMENTS:  (learning tasks)  In groups of 2 or 3 (depending on size of class) students will read an excerpt from licensing regulation for one of the following:   * Emergencies (Medical, Fire, Weather & Evacuation * Discipline * Physical Space * Outdoor Space * Supervision of Children   Have students identify the key policy criteria, as done previously with the hand washing policy. Students will draft a policy for their assigned safety regulation.  Assignment: create a draft of a sample policy for the assigned regulation. Be prepared to share with the class next time. |
|  | SUMMATIVE ASSESSMENTS:  (performance task)  Final draft of assigned Health and Safety Policy - use Health and Safety Policy Rubric  Day Care scenario - Find the violations  Unit Test  Child Study Lab Experiences |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Entrance Slip - What are common safety concerns for teachers and schools?  ACTIVITY 1 -  Discuss how today will deal with the following safety policies - Handling emergencies: Medical Emergency, Fire Emergency, evacuation, weather related emergency, outdoor/indoor space; supervision of children; and discipline.  Depending on the size of the class the Safety Policy Activity may be completed individually or with a partner.  Distribute and review the Safety Policy Activity, which includes excerpts of the state day care regulations, with the class. Students may select the policy they would like to work on and present to the class.  Using the Connecticut Guidelines of an Emergency Response Plan for CHILD DAY CARE CENTERS AND GROUP DAY CARE HOMES  <http://www.ct.gov/dph/lib/dph/daycare/pdf/G_C_GuideEmergPlan.pdf> and/or  Emergency Care Flip Chart  <http://www.ct.gov/dph/lib/dph/daycare/pdf/dph_Emer_guide_eng.pdf>  Resources are provided through the Connecticut Office of Early Childhood Education  CLOSURE:  Summative Assessment - Day Care Scenario - How Many Violations Can You Find? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Some useful safety videos to supplement student presentations  Fire Safety: Department of Defense - Defense Logistics Agency for Child Care Centers provided to our military families  <https://www.youtube.com/watch?v=2GNHSYA6HS8>  While this video is from the United Kingdom it has some very good safety information -Nursery Safety in No Accident  <https://www.youtube.com/watch?v=cZ5EwaiUZok>  The Connecticut Office of Early Childhood provides a wealth of information regarding the health and safety of young children, including but not limited to family child care and child care center statutes and regulations, sample center policies, use of hand sanitizers, disinfecting and sanitizing, evacuations, first aid training, etc.  <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636> |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Think -Pair -Share  Cooperative Groups  Whole Class |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through content. Students select the day care licensing regulation to read and write a hypothetical policy.  Differentiation through product. Students draft hypothetical safety policies which may be narratives or designed floor plans. |
| INTERDISCIPLINARY CONNECTIONS: | Technical Writing  Social Studies - Laws and Regulations |
| TEACHER REFLECTIONS: | See Teacher Notes for an outline of day care licensing criteria for each policy. |

Teacher Notes Regarding Health and Safety Policies

Listed below is the criteria students should include in each of the health and safety policies needed to operate a daycare center in the State of Connecticut.

The criteria required for each policy may be inserted into the Health and Safety Policy Rubric.

Hand washing Policy:

* Location of separate hand washing facilities (from food preparation)
* Designated times hands must be washed
* Techniques, time, supplies needed
* Use of sanitizers (age, times it may be used/not used)

Discipline Policy:

* The use of positive discipline
* Redirection
* Setting clear limits
* Continuous supervision by staff during any disciplinary action
* Specifically prohibiting abusive, neglectful, corporal, humiliating or frightening punishment
* Prohibiting physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people.

Emergency Plans:

Medical:

* Procedures for personal emergency
* Procedures for accident or illness
* Designation of licensed physician or hospital emergency service to be available
* Transportation to medical services
* Notification of parents

Fire:

* Identification of means of egress
* Roles and responsibilities of staff
* Designated safe place for reconvening
* Notification of parents

Weather:

* Closings
* Safe location for children
* Resources available
* Notification of parents

Evacuation:

* Transportation
* Location of an alternative shelter
* Community resources
* Notification of parents

Supervision Plan:

* Group size
* Ratio of staff to children
* Indoor and outdoor supervision
* Nap time
* Bathroom areas

Indoor Space:

* Minimum of 35 square feet of indoor space per child
* Measurement of interior walls
* The following items shall be deducted from the total indoor usable square footage of program space: bathrooms, hallways, kitchen and food service area; refrigerators; heating and cooling

units; staff desks and storage units; any space/equipment used for activities other than the that

of the children; and large indoor activity room.

Outdoor Space:

* Minimum of 75 square feet of outdoor space per child
* Measurement of the fenced in area
* Where swings, seesaws or climbing equipment is used, the surface shall be protected with a

minimum of 8 inches of impact absorbing materials (sand or equivalent).

* Nuts, bolts, and screws must be covered
* Outside equipment must be anchored for stability
* Inspected by certified playground inspector
* Outside are protected from traffic, water, gullies and other hazards
* Fences used must be at least four (4) feet in height
* Drinking water shall be available and accessible
* Equipment arranged to avoid accidents

Child Abuse and Neglect:

* A statement that the facility has a responsibility to prevent child abuse and neglect
* Definitions of child abuse and neglect (refer to Connecticut General Statute, 46b-120).
* Reporting requirements (refer to CT General Statutes,17a-101, 17a-101a,through 17a-101d).
* The Department of Children and Families Hotline telephone number to call for reporting abuse/neglect.
* Staff responsibilities should they witness, or become aware of, abuse/neglect of a child enrolled in the program.
* Administrative responsibilities to protect children (including notification of the parent/guardian)once there is an allegation of abuse or neglect of a child enrolled in the program.
* Steps to be taken to provide victims of abuse and neglect with needed medical services.
* Administrative actions (which is zero tolerance for abuse/neglect) to be implemented should there be an allegation that a staff member abused or neglected a child.
* Information that staff are protected by law (refer to CT General Statute 17a-101e) from discrimination or retaliation for reporting abuse/neglect.
* Staff training in(at a minimum) the facility’s abuse and neglect policy, prevention and detection of child abuse and neglect, and reporting requirements as a mandated reporter.
* Documentation requirements and records to be maintained.
* Provisions for informing parents of the facility’s abuse and neglect policy and procedures.

Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample policy for the Child Study Lab.

You are assigned: SUPERVISION OF CHILDREN

Connecticut Statutes and Regulations, March 2013

19a-79-4a. Staffing, pages 10 & 11

“The operator shall maintain a staff adequate for the number, ages and developmental needs of the children to be accommodated.

(1) A designated head teacher shall be on site for sixty percent (60%) of the time the child day care center or group day care home is in operation on a weekly basis.

(2) There shall be at least two (2) staff eighteen (18) years of age or older on the premises when one (1) or more children are in attendance. The staff shall be available to care for the children.

(3) All staff in the child day care center or group day care home shall have the personal qualities necessary to:

1. Care for and work with children,
2. Relate to adults , and
3. Related to the parent (s).

(4) Proper staff child ratios shall be maintained at all times.

(A) There shall be at least one (1) program staff person for every ten (10) children, or

fraction thereof in attendance.

(B) When there is a mixed age group, the lower required ratio for the age of the

Youngest child shall prevail.

(C) *Deliberately Skipped swimming regulation*

(D) The operator shall be responsible for assuring the supervision of the children at all times

while the children are at the facility, indoors or outdoors, or on field trips.

at no time shall a child be left unsupervised.

(5) Group size shall be maintained at all times.

1. The group size shall not exceed twenty children.
2. When there is a mixed age group, the smaller required group size shall prevail

(6) During nap time, when all of the children in the group are sleeping, the overall staff child ratios

Shall be maintained on the licensed premises. At no time shall a group of children be left

unsupervised.”

Identify the criteria that need to be included in the Supervision plan.

Use the criteria listed above, write a sample supervision plan for the child study lab.

[[1]](#footnote-1)Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample policy for the Child Study Lab.

You are assigned: DISCIPLINE POLICY

Connecticut Statutes and Regulations, March 2013

19a-79-3a Administration, pages 7-8

“(d) The operator shall implement and annually review specific written policies, plans and

procedures required by any applicable statute or regulation. The operator shall notify the parent(s), staff and the department within five (5) days of changes in these policies, plans and procedures. The policies, plans and procedures shall include, but not necessarily be limited to:

1. Daily attendance records for both children and staff, recorded daily at the time of arrival

and departure and kept on file at the facility for at least two (2) years, showing the

specific times of arrival and departure;

(2) discipline as referred in section 19a-79-3a(b)(8)including, but not necessarily limited to:

1. Positive guidance, redirection, setting clear limits and continuous supervision by staffing during disciplinary action;
2. The prohibition of abusive, neglectful, physical, corporal, humiliating or frightening treatment or punishment and physical restraint, unless such restraint is necessary to protect the health and safety of the child or others;
3. Child abuse and neglect, including child protection and mandated reporting;

(3) when a child is not picked up as planned, including but not necessarily limited to:

1. Staffing of at least two (2) staff eighteen years of age or older on the licensed premises,
2. Time frames (for when the policy will be implemented),
3. parent(s) or emergency contact,
4. Alternate pickup person,
5. Notification of police department;”

Identify the criteria that need to be included in the Discipline Policy.

Using the above criteria, write a sample discipline policy for the child lab program.

Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample policy for the Child Study Lab.

You are assigned: EMERGENCY PLANS/ RISK MANAGEMENT PLANS

Connecticut Statutes and Regulations, March 2013

19a-79-3a Administration, pages 8

“(4) emergencies, including but not necessarily limited to:

1. Medical emergencies, including but not necessarily limited to, a personal emergency, accident or illness, designation of a licensed physician or hospital emergency service to be available, transportation to medical services and notification of parents.
2. Fire emergencies, including but not necessarily limited to, identification of means of egress, roles and responsibilities of staff, designated safe location for reconvening and notification of parents;
3. Weather related emergencies, including but not necessarily limited to, closings, a safe location for children, resources available and notification of the parent(s);
4. Evacuation, including but necessarily limited to, transportation, location of an alternative shelter, community resources and notification of the parent(s);”

Connecticut Statutes and Regulations, March 2013

19a-79-4a Staffing, page 10

“(2) In addition, at all times the child day care center or group day care home is in operation, there shall be present at least one (1) staff member who has successfully completed within the past three (3) years a department approved first aid course that meets the following requirements:

(A) it shall be at least six (6) hours in length.

(B) Instruction shall include, but not necessarily be limited to:

(i) the recognition and emergency management of bleeding, burns, poisonings,

anaphylaxis, respiratory distress including choking, musculoskeletal injury,

seizures wounds including insect bites, head injuries, shock, loss of

consciousness, dental emergencies, child abuse and sexual abuse;

(ii) communicable disease prevention, recognition and management, which

includes: a discussion of transmission through the intestinal tract, the respiratory

system and direct contact; hygiene, including hand washing, cleaning and

disinfection; diapering techniques; signs and symptoms of illness, including fever,

rash and vomiting; temperature taking; education in specific communicable

disease, including but not necessarily limited to, diarrheal disease, bacterial

meningitis, chickenpox, hepatitis, strep throat, head lice, scabies, and

vaccine-preventable diseases; and …”

Identify the criteria that need to be included in the Emergency/Risk Management Plans.

Using the above criteria, write a sample Emergency/Risk Management Plans for the child lab program.

Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample policy for the Child Study Lab.

You are assigned: INDOOR SPACE

Connecticut Statutes and Regulations, March 2013

19a-79-7a. Physical Plant, pages 21-22

“(f) Program Space

1. The requirements of this subdivision shall apply to a child day care center or group day care home operating in a facility first licensed after January 1, 1986.

(A) The operator shall provide a minimum of thirty-five(35) square feet of total indoor

usable program space per child. The total licensed capacity shall be determined on a

room-by-room basis measuring from interior wall to interior wall.

(B) Within the allowance for total indoor usable program space, there may be furniture

used by other individuals as well as the children; but there shall be open program

space available which allows for freedom of movement by the children.

(C) The following items shall be deducted from the total indoor usable square footage of

program space;

(i) bathrooms, hallways, kitchen and food service areas;

(II) refrigerators;

(iii) heating and cooling units;

(iv) staff desks and storage units;

(v) any space or equipment used for other than the activities of the children;

and

(vi) large indoor activity room.”

Identify the criteria that need to be included in the arrangement of classroom space.

Using the above criteria, prepare a floor plan for our classroom. Measure the size of the classroom, calculate the square footage, and identify the maximum number of children allowed in the space.

Planning for Health and Safety

The primary responsibility of child care staff is to provide a health and safe learning environment for young children. Programs for young must establish policies and procedures that protect the young children in their care. Government and professional organizations provide guidance in establishing appropriate health and safety practices. Using the excerpt from the Connecticut Child Day Care Center statutes prepare a sample policy for the Child Study Lab.

You are assigned: OUTDOOR SPACE

Connecticut Statutes and Regulations, March 2013

19a-79-7a. Physical Plant, page 22 -22

“(h) Outdoor play space

(1) There shall be access to a minimum of seventy-five (75) square feet per child of outdoor space for the number of children using the space at any one time. This could include

parks, school yards, parking areas or elevated or roof top play areas. The outdoor

area shall be fenced or protected for safety.

(2) Where swings, seesaws or climbing or climbing apparatus are used, the surface in the

space shall be protected with a minimum of eight (8) inches of impact absorbing

materials, e.g. sand or its equivalent.

(3) The playground shall be free of glass, debris, holes and other hazards.

(4) Nuts, bolts and screws shall be tight; and those that protrude shall be covered or

protected.

(5) Outside equipment shall be anchored for stability. Anchors shall be buried below

ground level.

(6) The operator shall provide documentation to the department, upon request, by a

certified playground safety inspector….

(7) The outdoor play area shall be protected from traffic, bodies of water, gullies and

other hazards by barriers in a manner safe for children.

(A) Fences used to protect children from hazards shall be at least four (4) feet in

height.

(B) When there is a swimming pool or any other body of water at the facility or

near enough to the facility to attract or be accessible to children at any

time of the year;there shall be a sturdy fence or barrier, four (4) feet high or

higher, with locked entrances, which totally and effectively bars access to the

water by children.

(8) Drinking water shall be available and accessible.

(9) Outdoor equipment shall be arranged in such a way as to avoid accidents.

(i) Swimming, wading and bathing facilities. Swimming, wading and bathing facilities, if provided shall comply with the provisions of sections 19-13-B33b, 19-13-B34 and 19-13-B36 of the Regulations of Connecticut State Agencies. No wading pools shall be used. No day care child shall be permitted in a hot tub, spa or sauna. Hot tubs spas and saunas shall be locked and inaccessible to children.

(j) No dangerous weapon as described in section 53-206 of the Connecticut General Statutes or facsimile of a firearm as defined in section 53-206c of the Connecticut General Statutes shall be permitted on the premises of the child day care center or group day care home unless the carrier of such weapon is a officer as defined in section 53a-3 of the Connecticut General Statutes.”

Identify the criteria that need to be included in the arrangement of outdoor play space.

Using the above criteria, design an outdoor for our program.. Measure the size of the outdoor play space, calculate the square footage, and identify the maximum number of children allowed in the space.

DAY CARE CENTER SCENARIO - Infant Room

HOW MANY VIOLATIONS CAN YOU FIND?

Present in Infant Room:

Johnny – 7 months

Mary – 18 months

Pedro – 10 months

Jake - 12 months

Tommy – 5 weeks

Katie - 14 months

Kyle – 14 months

Julie - Head Teacher

Jill - Teacher

7:30 A.M.

Infant Room:

Seven children present with two staff (Jill and Julie). Johnny (7 months old) is in his infant carrier drinking his bottle.

Ten month old Pedro is being dropped off by his mother, who places Pedro and his belongings into the waiting staff person’s arms as 18 month old Mary begins to cry. Staff person puts Pedro in the exersaucer and his diaper bag in his cubby. Staff person (Jill) picks up Mary to see that she had been bitten on the arm. Jill takes Mary to the sink area and washes it with warm water and soap. She examines the area and sees a red mark and no broken skin.

10:30

Julie puts Johnny, Pedro, Tommy and Jake in the buggy. Jill walks with Mary, Katie and Kyle. All nine go outside for a walk. Julie realizes that they forgot the first aid kit and runs back inside to get it. She returns within minutes. They take a short walk and then go to the fenced in play yard. Julie and Jill let the children play with the six pre-school children and Beth, their teacher.

Julie, Jill, and Beth discuss Parents Nigh, the center hosted the previous night at the picnic table while the children play.

2:30

Julie goes to Peter’s bag to get his bottle and rocks him while he drinks it. He falls asleep and Julie puts him in his crib.

All children in the infant room are sleeping. Julie and Jill wipe down the high chairs and tables with a bleach solution and wash cloth. Things are quiet and under control so Julie slips into the office to make a phone call. The children continue to nap.

4:00

Parents begin arriving to pick up their children. Peter leaves with his dad. Mary’s mom arrives and signs her out. She waves goodbye to Jill and Julie.

5:00

Only Johnny and Tommy remain in the infant room. Julie goes home and Jill brings Johnny and Tommy to the pre-school room where there are three children left with Beth. Jill drops off the kids and their bags. Beth asks Jill about the first aid class she is taking next week and Jill replies, “Oh, you’ve never taken one before? It’s a piece of cake.” Jill tells Beth she will see her tomorrow and waves good-bye to the children.

5:45

Only Johnny remains. Beth carries him into the office to look for his file. The cabinet is locked and everyone has gone home. She goes into the infant room to look for his enrollment information as a woman arrives to pick him up. She identifies herself as Johnny’s grandmother and Johnny wiggles and smiles as she speaks to him. Johnny leaves with his grandmother and Beth closes up and goes home.

This case study was received at a training provided by the Connecticut State Department of Education/ Young Parent Program and the Department of Public Health, Day Care Licensing.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 5 | TITLE: Keeping Children Safe: Abuse and Neglect Prevention and Intervention |
|  | SUBJECT: Child Development II; Advanced Child Development |
|  | AUTHOR: Dolores Walsh DATE: April 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | CTE Standards:  L.43 Describe the process for recognizing and reporting suspected child abuse and neglect.  L.45 Demonstrate security and emergency procedures.  FCS National Standards:  4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.  Common Core Standards:  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Speaking and Listening**  Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal task.  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the types of child abuse.  I can describe five signs of child abuse or neglect.  I can identify documenting and reporting responsibilities of early childhood staff.  I can explain ways to prevent child abuse and neglect.  I can create a sample child abuse and neglect plan. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | * Nurturing children, positive guidance, health and safety * Types of abuse and neglect |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What can be done to prevent child abuse and neglect?  Who are mandated reporters and what are their responsibilities? |
|  | FORMATIVE ASSESSMENTS:  (learning tasks)  Pre-assessment may be used to review what students know and understand about the types of abuse and neglect, factors that can lead to abuse and neglect, and the short- and potential long-term consequences of abuse and neglect.  Section Quizzes on DCF Mandated Reporter Training  Scenarios |
|  | SUMMATIVE ASSESSMENTS:  (performance task)  Drafting a child abuse and neglect policy - use Health and Safety Rubric  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Pre-assessment - create a list of true/false questions related to types of, factors that can lead and potential short- and long-term consequences of abuse/neglect to pose to the class. Have all the students stand in the middle of the classroom. Explain that if they think the statement is true to move to the right side of the classroom and if they think it is false the left side. Read each question giving students time to decide if it is a true or false statement.  Discuss: Why did you think it was True/False.  Have them return to the middle of the room and repeat the process.  ACTIVITY 1 - Independent (tablets or computer lab necessary with ear buds)  Introduce Connecticut State Department of Children and Families Mandated Reporter On-line Training  <http://www.ct.gov/dcf/cwp/view.asp?a=3483&Q=413540>  Students will complete the On-line CT DCF Mandated Reporter Training independently during class. Upon completion, students will receive a certificate of completion  Homework - All students receive a copy of the Guidelines for Child Abuse and Neglect Policies and Procedures. They are to read and annotate the text following the guidelines outlined in lessons 1-4.  CLOSURE: Identify two important things you learned today. Write one question about today’s content, something you didn’t understand. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | The Office of Early Childhood provides a wealth of information regarding the health and safety of young children, including but not limited to family child care and child care center statutes and regulations, sample center policies, use of hand sanitizers, disinfecting and sanitizing, evacuations, first aid training, etc.  <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636>  DCF Mandated Reporter Training for school employees<http://www.ct.gov/dcf/cwp/view.asp?a=3483&Q=413540>  Access to computers and internet with individual ear buds. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Independent  Whole Class |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through process -Online DCF Mandated Reporter training allows students to complete the training at their own pace and provides audio and video support to students. |
| INTERDISCIPLINARY CONNECTIONS: | Social Studies - Research state laws |
| TEACHER REFLECTIONS: | A guest speaker from the Department of Children and Families, attorney who practices family law or family court judge. |

Lesson 5

Pre-assessment - Child Abuse and Neglect

For this lesson, it is assumed students were introduced to the types of child abuse and neglect, factors that can lead to abuse/neglect, and the potential short- and long-term consequences of abuse/neglect.

The following true/false questions are designed to review this topic, to check for understanding and re-teach when necessary.

Have all the students stand in the middle of the classroom. Explain that if they think the statement is true to move to the right side of the classroom and if they think it is false the left side. Read each question giving students time to decide if it is a true or false statement.

Discuss: Why did you think it was true/false?

Have them return to the middle of the room and repeat the process.

TRUE OR FALSE:

|  |  |
| --- | --- |
| 1. Abuse or neglect can have a long-lasting effect on the child. | TRUE |
| 1. Abuse or neglect can have a long-lasting effect on the family. | TRUE |
| 1. Teachers considered mandated reporters; however, custodians and bus drivers are not mandated reporters. | FALSE |
| 4. Emotionally abused children may experience ridicule or teasing. | TRUE |
| 5. Children are trusting of adults which can make them vulnerable to abuse. | TRUE |
| 6. A child who has been left unsupervised is considered neglected | TRUE |
| 7. A neglected child may be deprived of sleep or medical care. | TRUE |
| 8. Abuse can occur in any family. | TRUE |
| 9. Adults who abuse children often suffer from low self-esteem. | TRUE |
| 10. A parent who is overprotective of a child would not be abusive to a child. | FALSE |
| 11. Children who have been abused become resilient. | FALSE |
| 12. Child abuse and neglect can happen in an early childhood program. | TRUE |
| 13. Each of us has an ethical responsibility to treat children well and report signs of abuse and neglect. | TRUE |
| 14. There are three types of abuse and neglect, physical, emotional and neglect. | FALSE |
| 15. A little league coach is a mandated reporter. | TRUE |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 6 | TITLE: Keeping Children Safe: Abuse and Neglect Prevention and Intervention |
|  | SUBJECT: Child Development II; Advanced Child Development |
|  | AUTHOR: Dolores Walsh DATE: April 2016 |
|  | GRADE LEVEL: 9-12 |
| STANDARDS: | CTE Standards:  L.43 Describe the process for recognizing and reporting suspected child abuse and neglect.  FCS National Standards:  4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.  Common Core Standards:  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Writing**  Literacy WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy WHST.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Literacy.WHST.9-10.2d Use precise language, domain-specific vocabulary to manage the complexity of the topic convey a style appropriate to the discipline and context as well as to the expertise of likely readers.  Literacy.WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and anthology to manage the complexity of the topic;convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  Literacy WHST.9-10.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience  Literacy WHST.11-12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  Literacy WHST. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Literacy WHST. 11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening**  Literacy.SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal task.  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the types of child abuse.  I can describe five signs of child abuse or neglect.  I can identify documenting and reporting responsibilities of early childhood staff.  I can explain ways to prevent child abuse and neglect. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Nurturing children, positive guidance, health and safety  Types of abuse and neglect  Previous sample Supervision Policies  Annotation of text |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What can be done to prevent child abuse and neglect?  Who are mandated reporters and what are their responsibilities? |
|  | FORMATIVE ASSESSMENTS:  (learning tasks)  Annotation of State of Connecticut Statutes and Regulations for Connecticut Day Care licensing on abuse and neglect.  Documentation sheet including policy criteria and Venn Diagram comparing two child abuse/neglect policies  Drafts of Child Abuse and Neglect Policy - Use Health and Safety Policy Rubric |
|  | SUMMATIVE ASSESSMENTS:  (performance task)  Final draft of a sample child abuse and neglect policy-use Health and Safety Rubric  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  ACTIVITY 1. Entrance activity - From the homework reading - the Connecticut Statutes and Regulations for licensing Child Day Care, for Abuse and Neglect, identify two to three guidelines that must be included in a child care center abuse and neglect policy.  Discuss responses and guide the discussion to identify the following guidelines for Child Abuse and Neglect Policy and Procedures.   * Statement of Responsibility * Definitions - types of abuse, and neglect * Staff Responsibilities * Specifics on reporting a suspected case of abuse or neglect * Management of staff allegations * Staff Training * Provisions for informing families of abuse and neglect   ACTIVITY 2 - Individually or in Pairs  Assignment - Using the Connecticut Statutes and Regulations for licensing Child Day Care, for Abuse and Neglect, write a Sample Abuse and Neglect Policy for a hypothetical early childhood program.  Students may seek out additional resources/sample policies from other programs and the school system.  May need to give additional class time to complete or may require students to finish for homework.  CLOSURE: What did you accomplish today? What are your next steps in completing your sample abuse and neglect policy? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | The Office of Early Childhood provides a wealth of information regarding the health and safety of young children, including but not limited to family child care and child care center statutes and regulations, sample center policies, use of hand sanitizers, disinfecting and sanitizing, evacuations, first aid training, etc.  <http://www.ct.gov/oec/cwp/view.asp?a=4542&q=544636>  Have sample Child Care Center Abuse and Neglect Policies available using different formats  Access to computers and internet |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Independent  Whole Class  Student Pairs |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through process. Students may locate and use additional resources. |
| INTERDISCIPLINARY CONNECTIONS: | Social Studies - Research state laws |
| TEACHER REFLECTIONS: | A guest speaker from the Department of Children and Families, attorney who practices family law or family court judge. |

DEVELOPING A SAMPLE

CHILD ABUSE AND NEGLECT POLICY

Purpose: To describe the process for recognizing and reporting suspected child abuse and neglect.

* To use precise language, domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
* To establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* To produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
* To develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

A**ssignment:** After reading and annotating the Connecticut state statutes and regulations for child abuse and neglect required for the licensing of child care centers, prepare a sample abuse and neglect policy that meets the state statutes.

\_\_\_\_\_\_\_ Step 1: Have you annotated the excerpt of the statute? Continuing to re-read as necessary.

\_\_\_\_\_\_\_ Step 2: Locate two early childhood program samples of child abuse and neglect policies.

\_\_\_\_\_\_\_ Step 3: Create a Venn diagram comparing the two policies.

\_\_\_\_\_\_\_ Step 4: Identify what you like and dislike about each of the policies.

\_\_\_\_\_\_\_ Step 5: Decide on a format for your policy.

\_\_\_\_\_\_\_ Step 6: Draft an outline of your policy. Have a peer review for required criteria. Show to

teacher before moving on.

\_\_\_\_\_\_\_ Step 7: Using the outline, write a draft of the policy- Producing clear and coherent

writing -using content vocabulary.

\_\_\_\_\_\_\_ Step 8: Continue to edit and revise producing draft 2 - Check for formal style and

objective tone.

\_\_\_\_\_\_\_ Step 9: Continue to edit - check grammar, spelling punctuation.

\_\_\_\_\_\_\_ Step 10: Select a student in class for peer review, using the rubric, before submitting to

the teacher

\_\_\_\_\_\_\_ Step 11: Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DEVELOPING A SAMPLE

CHILD ABUSE AND NEGLECT POLICY

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submit this documentation sheet along with the final draft of your sample abuse and neglect policy.

1. Identify source for each sample abuse and neglect policy. Attach copies of each sample.

A.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Create a Venn diagram comparing the two sample policies. How are they alike and how are they different? Use the attached Venn diagram.

3. Identify at least two things you like about each policy.

4. What type of format do you plan to use for your policy? Why?

1. Prepared by: Dolores Walsh, CFCS [↑](#footnote-ref-1)