



Lead Substitute Program Operations Support

Guidance and planning steps for when a lead substitute will be the only adult working at the facility. The following program procedures and practices must be provided in writing to, reviewed with, and observed by the assigned substitute educator prior to the requested shift. If this process is not followed, the lead substitute can be alone with children but cannot be left alone in the facility.

Program Name: _____ Date _____

General Program Information

Contact Information

Emergency Director, Owner, or Manager contact info.

Individuals at the Facility

Non working adults, non enrolled children

Animals

Pets or livestock on the premises? Care expectations? (If extensive care of animals is required, other arrangements may need to be made)

Family Communication

Is there a landline or facility cell phone? App parents expect to get notifications from?

Enrollment Information

Number of children and expected educator to child ratio while alone? Ages of children?

Opening Procedures

Building access

Codes, keys, or other access notes?



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Preparing for Children

Is there a written schedule for the day? Are there planned activities? Do materials need to be set out? Where can they be found?

Program Environment

The Facility

What should the substitute know about the physical program and how children and caregivers use the space? Calm down space? Where do children keep personal items? Areas always off limits to children?

Visitors

Are there policies regarding parent access to the space? Is there a visitors log, expected guests?

Child Arrival and Departure

Sign-in process

Paper, electronic, backup systems? Can families open the door themselves?

How families have been alerted to a substitute's presence in the program

Did a note go home to families? Is a flyer up by the front door to alert families (There is a template available on the CCSO Program Portal)



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Individual arrival and departure times

Are any children picked up during naptime? Are there certain times children should be getting shoes on to prepare to leave? What do children take home with them and what stays at the facility?

Meals

Schedule

Time for meals and snacks? How long are they given to complete their food?

Preparing to eat

Where do children wash their hands? Do they need help? Does any equipment or material need to be sanitized first?

Location of all provided food, dishes, prep, etc.

As much food as possible should be prepared by the program ahead of time so the substitute can focus on the children. When food cannot be prepared ahead of time, the menu should consist of things that require minimal preparation and cleanup.

Where are napkins, plates, silverware, bottles, cups etc? Where is prepared food ready to be served?

Expectations

Do children clean up after themselves? Do children ask to be excused? Do children have assigned spots?



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Special considerations

Are there any allergies, bottles/feeding schedule for infants and toddlers, individual modifications or special needs?

Outdoor/Gross Motor Area

Safety checks/checklist

What should the substitute do to ensure the area is ready for children?

Environment access & setup

Are there materials or equipment that need to be set up? How do you access this area?

Child rules & expectations

What are your rules the children know to expect in this space? Are there any specific safety or behavior concerns that regularly come up during this activity? Do we go outside rain or shine? If so, what gear do children need?

Staff expectations & supervision

What if one child has to use the restroom? Do children bring out water bottles? What if the staff member forgot something inside?



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Rest/Naptime

Setting up nap or rest time

Where is the bedding equipment and material? Where should each child's rest items be placed? Do they have regular spots? Do any children have a stuffed animal or pacifier?

Preparing Children

Are they used to a book or song? Is there a nightlight? Are any children used to someone sitting next to them? Should music be turned on? How?

Expectations

How long does it take children to fall asleep? What if they don't fall asleep? How long are they expected to be quiet? What can they do during rest time?

After nap or rest time

Does bedding need to be laundered or sanitized? Where do materials or equipment go when not in use?

Child Departure

Sign-out process

What are the paper, electronic, or backup systems used to track children leaving?



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Security

How do you confirm adults are allowed to check out children? ID Check process? Is there an authorized grown-up list? Custody concerns or specific “unsafe” adults?

Pick up expectations

Late pickup or parent contact process

Closing procedures

What cleaning, sanitizing, or other end of day tasks do you expect? Note: all tasks must fit within the requested shift hours. Substitutes do not do tasks off the clock.

Locking up

If the substitute is the last person out of the building how should they secure the facility?

General

Is there anything else the Substitute Educator should know about your program, facility, children, or families that will set them up for a successful day?

Thank you for taking the time to prepare your CCSO Substitute Educator to provide the best care possible to the children in your program. We appreciate everything you do to provide high quality child care in your community!

Thank you!