

Early Childhood Program Staff Handbook



2025-2026

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Introduction

This Handbook is a compilation of policies adopted by Prairie Early Learning regarding its relationship with its employees. The policies contained in this Handbook are designed and intended to be general guidelines and are not to be considered binding upon Prairie Early Learning. The contents of this Handbook are compiled for information only.

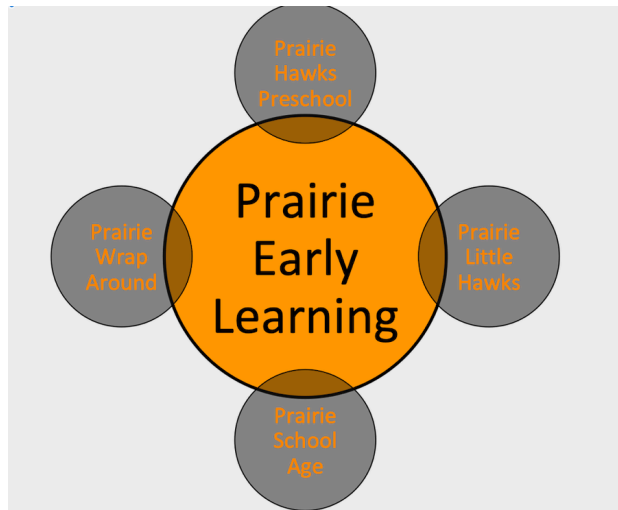
Although adherence to these Personnel Policies is considered a condition of employment, the plans, policies, and procedures described in this Handbook are not conditions of employment. The language contained in these policies is not intended to create nor should it be construed to constitute a contract of employment between Prairie Early Learning and any one or all of its employees. Furthermore, the language contained in these policies is not intended to create nor should it be construed to constitute any type of promise or guarantee of specific treatment. These policies shall apply in addition to any applicable laws and regulations.

The following policies supersede and replace any prior expression of policy on the subject by Prairie Early Learning. With the exception of employee wages, which must be approved by the College Community Board of Directors. ECC serves the exclusive right to modify, revoke, suspend, terminate, or change any or all of the following plans, policies, or procedures, in whole or in part, in the sole discretion of ECC and at any time with or without notice. Annually, the Board reviews and approves this document for publication.

Programs

Prairie Early Learning strives to meet the needs of our community by offering a variety of quality programs, which include; full-day childcare, part day preschool, before and after school care, and summer camp. Programming is available at all elementary buildings and the ECC:

- **Crest:** Pre-K, Wrap-Around, School Age
- **View:** Pre-K, Wrap-Around, School Age
- **Heights:** Pre-K, Wrap-Around, School Age
- **Hill:** Pre-K, Wrap-Around, School Age
- **Ridge:** Pre-K, Wrap-Around, School Age
- **ECC:** Infants, Toddlers, 3 Year old programming, Head Start, Shared Visions, Pre-K, Wrap-Around
- **Creek:** School Age
- **CVT (Cedar Valley Townhomes):** Pre-K, Wrap-Around
- **All God's Children Daycare:** Pre-K
- **Summer Programming:** School Age



The number of children we are able to serve in each program is limited. A waiting list of families desiring to enroll their children in one of our programs has been established. Placement on this list is determined by priority status and date of application. Direct all inquiries regarding enrollment to the Prairie Early Learning office.

Mission - Who are we?

Guided by high expectations, partnerships with our schools and families, and extensive knowledge of child development, Early Learning Staff provide a broad range of educational opportunities that enable students to engage in school with the skills necessary to ensure quality learning today for tomorrow.

Vision - What are we here to accomplish?

Creating an environment of mutual respect and trust that leads to collaborative teaming and learning at high levels for all staff and all students.

Philosophy & Core Values - How will we accomplish our goals?

We believe that each child is a unique individual with the ability to succeed to his/her greatest potential. Prairie Early Learning strives to meet each child's individual needs by:

- Utilizing developmentally appropriate practices that match the way each child develops and learns in all content areas.
- Maintaining consistent staff in classrooms that are well educated and experienced in child development practices.
- Developing lessons that align with assessment data and learning objectives.
- Creating settings in which children will find comfort and security, as well as an abundance of opportunities that support learning and self-guided exploration.
- Respecting the families of students and assisting families in understanding the development stage of their child, and enabling them to contribute to the educational opportunities of their student.

School Improvement Plan

Our Early Learning Programs are always looking for new ways to better meet the needs of the students and families it serves. To do this, each year a School Improvement Plan is developed. A copy of this plan, along with related benchmarks and standards are available in the Prairie Early Learning Office and the ECC teacher workroom for review.

Accreditation

Accreditation is an activity, not a status. The benefits of accreditation are the external mark of quality, high standards, process improvements, and support. All Prairie Early Learning programs have undergone a rigorous accreditation process through the National Association for the Education of Young Children (NAEYC). NAEYC administers the largest and most widely recognized accreditation system for early childhood programs.

Early childhood programs accredited by NAEYC have voluntarily undergone a comprehensive process of internal self-study and improvement. Each NAEYC accredited program must meet all 10 of the NAEYC Early Childhood Program Standards:

- Promote positive relationships for all children and adults
- Implement a curriculum that fosters all areas of child development
- Use developmentally appropriate and linguistically appropriate and effective teaching practices
- Provide ongoing assessment of child progress
- Promote the nutrition and health of children and staff
- Employ and support qualified teaching staff
- Establish and maintain collaborative relationships with families
- Establish and maintain relationships with and use resources of the community
- Provide a safe and healthy physical environment
- Implement strong program management policies that result in high-quality services

NAEYC Accreditation is valid for 5 years. During that period, the program will make annual reports documenting that they remain in compliance with program standards. All programs are subject to unannounced visits by NAEYC, and undergo a re-accreditation visit at the end of the 5-year period.

Standards of Conduct

(See also NAEYC Code of Ethical Conduct located at the back of this handbook)

The code of employee conduct requires that employees conduct themselves according to the highest standards of fairness, decency, professional and personal integrity and that employees act in good faith, within the scope of their authority, within the law, within Prairie Early Learning policies and procedures, and in the best interest of Prairie Early Learning and its consumers.

Prairie Early Learning has established, and may establish from time to time, standards of employee conduct. Violations of Prairie Early Learning standards of employee conduct may, at the discretion of administration, result in disciplinary or corrective action, up to and including termination of employment.

A wide variety of conduct may violate Prairie Early Learning standards of employee conduct, including but not limited to the following:

- Violation of Prairie Early Learning policies and/or DHS licensing policies.
- Violation of a family's right to confidentiality and privacy.
- Falsification of records, either prior to or during employment at Prairie Early Learning.
- Willful misrepresentation of dependents for purposes of medical coverage or other benefits.
- Use of alcohol or other drugs during working hours.
- Smoking on campus.
- Abuse of sick leave or excessive use of leave time.
- Excessive absenteeism or tardiness (not being in your classroom at your shift start-time).
- Continual tardiness (even a few minutes) creates a hardship on the center and interferes with child-to teacher ratios. Employees are expected to arrive for duty in sufficient time to be in their classroom at the assigned time. Tardiness will result in disciplinary action. This also applies to repeated tardiness when returning to work from breaks & lunch.
- Excessive use of telephones or other office equipment during work hours for personal business.
- Lack of cooperation or refusal to follow instructions.
- Unreasonable acts which result, or may result, in personal injury, property damage, or other loss to others.
- Disorderly conduct, including disrupting the workplace, fighting, threatening, insulting or otherwise abusing others.
- Inappropriate dress and/or grooming. Clothing should be comfortable enough to allow staff to participate in children's activities yet appropriate to the workplace. (See dress code)
- Theft or misuse of CCSD/ Prairie Early Learning equipment, supplies and other property.
- Sexual harassment or sexual misconduct in violation of Prairie Early Learning policies.
- Completing personal business on work time this includes but not limited to reading newspapers, personal books, completing homework, personal crafts, and items of personal gain.
- Participation in outside activities that may create a real or perceived conflict of interest.

Employees are expected to conduct themselves with the utmost professionalism while on or near the premises or off the premises on Prairie Early Learning business such as a field trip or Prairie Early Learning family event. This includes but is not limited to demonstrating tact about the children or their families in front of others and in the classroom, discretion and integrity in interactions with others, and exhibiting respectful and polite behavior towards staff, parents, and children. Employees are expected to be interacting/supervising children at all times.

Workplace Expectation

It is the workplace expectation that staff inform the principal or assistant director if they see inappropriate action by other staff members toward the children in our care. This is mandatory for all staff members.

Non-Discrimination

It is an unfair practice for any employer to discriminate against any person in terms, conditions, or privileges of employment. Prairie Early Learning has a corresponding obligation to maintain a working environment free of harassment. No employee or applicant shall suffer any form of discrimination because of his or her age, gender, sexual orientation, marital status, socioeconomic status, disability, race, national origin, color, religion, genetic information and creed.

Teamwork

It is our belief that every member of the organization is an important element to the group's success and therefore they should have the opportunity to contribute. Teamwork can be best defined using these words: Communication, Helpful, Attainable Goals, Approachable, Creative and Effective problem solving skills.

Key Universal Items

Staff Attendance

Prairie Early Learning recognizes that circumstances beyond an employee's control may cause him or her to be absent from work on occasion. However, Prairie Early Learning defines generally accepted standards of attendance as no more than three percent (3%) of scheduled time off from work during a one-year period, not including vacation, or bereavement leave. In that regard, Prairie Early Learning recognizes two distinctly different categories of absenteeism:

- Excessive use of leave time: Absence caused by legitimate illness or other legitimate circumstances, but which exceeds the standard, interferes with proper performance and/or hinders the ratios necessary for the safety of the children.
- Abuse of sick leave: Use of accrued sick leave when legitimate illness is not involved.

Absence must be entered into Frontline within 48 hours for ALL staff.

Prairie Hawks Preschool Staff see working agreement

Depending on the cause of the absences, disciplinary action could be taken. Each employee's special circumstances will be looked at individually. Prairie Early Learning reserves the right to discipline, including the right to terminate an employee for excessive use of leave time or abuse of sick leave.

Attendance Incentive

Staff that do not utilize sick leave or unpaid leave during a full quarter will receive an attendance incentive of \$250.00 for each quarter sick leave and unpaid leave was not utilized by the individual staff member.

Reporting Time Worked

Hourly staff members are responsible for swiping their ID Badge through the designated Time Clock to record the actual time worked. All changes in your schedule, vacations, floater leave, unpaid leave, sick time, etc. must be documented appropriately.

The use of the “orange” Punch Authorization form is strongly discouraged and repeated missed punches will be grounds for disciplinary actions. It is the responsibility of hourly staff to use the Time Clock to record the actual time worked.

If an “orange” Punch Authorization forms must be completed, it must be filled out immediately for the following:

- Changes in your schedule not emailed to the Business Office
- Missed swipes
- Early/late swipes.

The Punch Authorization sheet must be turned in to the Assistant Director immediately for signature.

- All punches and sign in/out times need to accurately reflect actual work time.
- All work time, either during normal shifts or otherwise, directed or allowed by management, must be tracked and paid for.
- Hourly employees can never be allowed, or asked, to work outside their normal work hours without being compensated.
- Hourly employees are not authorized to work overtime or outside their approved schedule unless approved by the Principal or Assistant Director.

All employee time is reported to the Business Office in “military time” and to the nearest quarter hour:

Clock Time	Military Time	Clock Time	Quarter Hour
6:00 AM	6:00	:15	.25
7:00 AM	7:00	:30	.5
8:00 AM	8:00	:45	.75
9:00 AM	9:00	:00	.0
10:00 AM	10:00		
11:00 AM	11:00		
12:00 AM	12:00		
1:00 PM	13:00		
2:00 PM	14:00		
3:00 PM	15:00		
4:00 PM	16:00		
5:00 PM	17:00		
6:00 PM	18:00		

Request for Absence/Substitute Policy

Little Hawks, Head Start, Wrap-Around, and School Age Staff may request time off **in advance** for various reasons. All requests must be documented on the Google doc "Time Off calendar" with the intended substitute's name after the employee's name accompanied by a submitting a request on Frontline. **The Frontline request must be submitted NO LESS than seven (7) working days in advance.** Approval of requests is subject to staffing and center needs; no more than 2 people will be approved on the same date unless there is a hardship. **Submission of "Request for Absence" does not guarantee approval of time off.**

To avoid any problems, employees should refrain from making plans such as travel/vacation arrangements until after a request has been approved. Pre-arranged travel/vacation plans do not guarantee approval for absence.

All employees are expected to obtain coverage. Coverage may be obtained by utilizing substitutes from the substitute list or internal staff willing to work additional hours that will not interfere with their regular assignment. (Please make sure to follow up with your sub one week prior to your time off, and then at 48 hours for final preparations with your sub.)

Preschool Staff:

It is your responsibility to file your absence into Frontline and make sure the job has been recorded. It is not uncommon in our district to have open positions go unfilled. The key to preventing open positions is to report absences as early as possible in order to give the system the most time to fill them.

For unfilled positions, a variety of options will be considered. The principal or designee will make the best judgment to ensure safety, quality of programs and least disruption. Flexibility and cooperation from all parties is necessary

Lesson Plans

Up to date plans should be written to ensure quality learning.

Completed and up-to-date guest teacher folder with updated schedule, policies and procedures included.

Any students that require special attention should be noted and procedures or materials that are necessary should be in place for the sub (i.e. behavior modification plans, injury or illness, etc.). The teacher should consider, in advance, options that might be best for individual students who have difficulty with guest teachers. It will be difficult for both the guest teacher and the students if these special conditions are not specified in the plans.

Prairie Hawks Preschool Staff see Working Agreement

Substitute Procedures

Please add to your sub binder

- Wash hands every time you enter a classroom.
- Use "Key Phrases".
- Make the interactions with students positive.
- Position yourself at the children's level.

- Position yourself so you can see all the children. Dividing the playground with other teacher associates/teachers by “areas to watch” is a possibility.
- Limit adult conversation.
- Consult with the lead teacher or administrator before addressing a concern with a parent/guardian. When talking with families, state your concern in a positive, nonjudgmental manner.
- Keep negative feelings to yourself.
- Do not discuss issues in front of the children or other parents. Remember our confidentiality policy.

Unscheduled Absences

Whenever possible, you should schedule your time off in advance. Unscheduled absences place a hardship on the children and fellow employees. In order to ensure proper coverage it is essential that you directly contact the Principal, Assistant Director (School Age Coordinator for School Age staff) when you are sick or, if an emergency comes up, as early as possible. (The evening before work, or 2 hours prior to the start of your shift.) Leaving a voicemail, email, or text message is NOT considered having made contact in and of itself. In the event that your attempts to contact the Principal, Assistant Director or School Age Coordinator are unsuccessful you are expected to either arrange a substitute on your own, ensuring that the substitute can cover your shift immediately OR attend work until coverage is obtained.

Prairie Hawks Preschool Staff see Working Agreement

Building Hours

- **ECC:** 6:30 a.m.-6:00 p.m.
- **Cedar Valley Townhomes:** 8:15-4:00 Follows School Year Calendar
- **Crest Head Start:** (TBD) 8:00-3:30 Follows School Year Calendar (Wrap-around available)

Preschool Hours for 2025-2026

- **AM:** 9:10-12:00 T, W, Th & F
- **PM:** 1:10-4:00 T, W, Th & F

Cell Phone and Telephone Usage

The district telephone system is intended as a support service to the instructional program. The use of the system for personal use limits its availability for its intended purpose and should be kept to a minimum. The use of the system for business activities of a profit making nature is considered an unethical and unacceptable practice.

Cellular telephone, and related device usage (including Smart Watches), is strictly prohibited in classrooms and anytime an employee is responsible for the supervision of children. Usage of a cell phone while in charge of children, including nap/rest periods, is a serious violation of ratio policy, and employees will be subject to discipline. Cell phone usage during staff training will be allowed only at break times.

Computers are available for staff use (i.e. in the workroom, building computer labs) and may be used only for work related projects.

Social Media

The posting of confidential and identifying information about children, parents, or staff on social media (e.g., Facebook, Twitter, Blogs, etc.) is strictly prohibited. In no way does College Community Prairie Early Learning wish to abridge the rights of its employees to engage in critical commentary and observations that may relate to the program and its

operations; however, when such commentary and observations occur within a public forum and contain confidential information, it may result in disciplinary action for the employee. The posting of non-confidential information (promotional materials and the like) shall be restricted to official channels of communication (the ECC website/Facebook page, etc.) unless prior written approval from the Principal has been obtained.

The publication of photos, whether online or otherwise, is generally prohibited without prior approval from the Principal. In general, approval will usually be granted for pictures which advance the program's mission, demonstrate the educational achievements of the program or the children in our care, or which otherwise portray the program's positive contributions to the community. Staff may take pictures of the activities in their classrooms to share with the families of the children in our care, as appropriate (to document a child's progress, etc.). Some families have chosen to restrict photograph permissions, and it is expected that all employees will abide by those wishes.

Confidentiality

As you work with children, families and other staff, you may gain information about them that is private and confidential. The staff is expected to treat all information regarding members of the school community (including children, parents, staff, student teachers and volunteers) with strict confidence. This includes use of social media. This information should only be shared or discussed in private with those who are directly involved and who need access to the information in order to work effectively with the individual(s). The types of information that are considered confidential include but are not limited to: phone numbers, work schedules, medical history or conditions, family circumstances, behavioral challenges of adults or children and other personal information. Breaches of confidentiality may be grounds for termination.

Parents' Right to Privacy

Parents have the right to privacy, which means that staff should not be contacting them outside of the workday, or excessively during the workday. All calls/communication to parents should be made on a school issued phone or computer during an employee's workday and kept to a minimum. Parents may or may not give permission to publish their child's pictures for educational purposes. This is notated on the child's enrollment packet. This prohibits staff from publishing children's pictures on the internet/social media. This is a violation of the parents' right to privacy.

Shredding

A shredding receptacle is available in the main office for staff usage.

Copy/Print Shop Expectations

A photocopier is located in the ECC Teacher Workroom. Students should never be sent to make copies. For large print jobs, collating, padding, binding, etc. please send to the print shop. Print shop turn-around is generally 48 hours or less. Please keep printing to a minimum.

← Least Expensive		Most Expensive →	
\$	\$\$	\$\$\$\$	\$\$\$\$\$
No printing: Technology, spiral notebooks	District print shop for class orders	Workroom copy machine	Laser printer (should ONLY be used for creating a master, no class printing)

Supplies/Materials

Prairie Early Learning has access to storage areas at ECC and Prairie Crest. Staff is encouraged to utilize these materials for purposes of enhancing children's learning and development. If staff wish to store items in this area they must receive prior authorization from the ECC Office staff. Failure to do so will result in removal of the materials. *Employees are expected to maintain the organization of any storage area.

If supplies are needed for your classroom, please check the storage bins in the ECC Workroom. Prairie Hawks preschool teachers must alert the ECC office of what materials they remove from this area for budget purposes. If the item is not available, please make a request to the Assistant Director and Early Childhood Principal. The item will either be ordered or picked up on the next regularly scheduled supply run. Target/HyVee supply runs are completed weekly; material orders are completed twice a month. Staff are not allowed, per district policy, to purchase items themselves and receive reimbursement.

Vendor	Items	Method of Purchase
HyVee	Food Items	HyVee Card
Target	Classroom Items; Food	Credit Card
Hobby Lobby	Art Supplies not available through another vendor	District Card
Walmart	Classroom Supplies not available through another vendor	District Purchase
Quill	Office Supplies	Website Order
Constructive Playthings	Classroom Items	GW PO System
Lakeshore Learning	Classroom Items	GW PO System
Kaplan Early Learning	Classroom Items	GW PO System
Discount School Supply	Art Supplies; Classroom Items	GW PO System
Oriental Trader	Classroom Items	GW PO System
S & S Worldwide	Classroom Items	GW PO System
Amazon	Classroom Supplies not available through another vendor (ECC Limit 3 items per order)	GW PO System

Exterior Doors

It is the district's policy to lock all entrances at all times except the main entrance. The main entrance is locked for most of the instructional day. The reason for this is to monitor people who are entering and exiting the building. During recess time, the supervisors should carry the key in order to reenter the building. Doors should not be chained open or propped open at any time

If you are in the building after school or during the weekend, you need to lock all doors that you have unlocked or that you find unlocked (including hallway doors). Please make sure that all lights are turned off and doors secured before you leave a room/building. Please do not prop doors open.

- All doors are locked during normal operating hours
- All visitors are to enter/exit through the Main Entrance
- Students/Staff are not to prop doors open
- Students/Staff will not allow persons in through locked exterior doors

Building Keys

Building keys and appropriate room keys are issued to select staff as needed. Staff members are responsible for the security of their room. It is the teacher's responsibility to unlock and lock their classroom door. When the custodial staff cleans your room, they will leave the room as the teacher left it, locked or unlocked. Teachers are responsible for the keys. If a security card or key is lost, report it to the ECC office immediately.

Keys are not to be loaned to unauthorized personnel or duplicated. All keys and the security card need to be returned to the office at the end of each school year for an inventory.

Employees are not encouraged to enter the buildings after hours or on weekends. If an employee does enter a school building after hours, security system procedures must be followed.

Security Cameras & Access Control

Security systems, including cameras, have been installed on campus.

An access control system is installed at the front entrance of each of the following buildings (Crest; Heights; Hill; Ridge; View).

ECC doors will be locked at all times. In order for families and staff to access the building a unique door code will be assigned. This door code is unique to each family and staff and is not to be shared with others. Failure to follow these security guidelines at any time will result in loss of door code access and you will be asked to use the doorbell. It is essential that you do not allow other families or staff to follow you into the building as they will need to enter their own code for security purposes.

All visitors without visible identification and/or a name tag will be provided a visitor pass to wear while they are in the facility if they are deemed to have a legitimate reason for visiting the facility.

ID Badge

All employees will be provided an Identification Badge. For safety purposes, staff must wear their badge so it is visible at all times during work hours. In addition, this badge is used to document your hours worked each day. Please refer to the "Reporting Time Worked" section for additional information.

If you are rehired and neglected to turn in your badge from previous employment you must surrender the previous badge; it cannot be used to record time worked.

Emergency Procedures

In order to ensure the safety of staff and children Prairie Early Learning has established emergency guidelines. These include procedures in the event of a fire, tornado, or intruder. Each classroom needs to post the Emergency Guidelines by each exit. In addition, each classroom is equipped with the District's "Crisis Binder" which identifies specific emergencies and protocol for responding to each emergency. Employees are expected to know what to do in the event of an Emergency, having full knowledge of all Center emergency procedures and being familiar with the information contained in the "Crisis Binder".

In an emergency, please remember to remain calm, and use common sense. In the event that you must leave your classroom or the building, always bring your classroom attendance, sign in/out sheets, Face to Name, first aid kit, and children's emergency numbers.

Emergency instructions, telephone numbers, and diagrams for fire, tornado, and flood (if the area is susceptible to floods) shall be visibly posted by all program and outdoor exits. Emergency plan procedures shall be practiced and

documented at least once a month for fire and for tornadoes. Records on the practice of fire and tornado drills shall be maintained for the current and previous year.

Each classroom should have an emergency lockdown key; make sure you familiarize yourself with its location. (Should be hung by the door)

Safety in the Workplace

The personal safety and health of each employee of the College Community School District is of primary importance. To the greatest extent possible, the District is committed to providing the safest work environment possible for all employees regardless of job duties. It is the philosophy of the District that all employees shall cooperate in all areas of safety while performing the functions of their position. Only through such cooperation can the District effectively provide a safe working environment for all employees.

The District accepts the responsibility for leadership of the safety and well being of all employees, for the effectiveness and improvement of work conditions, and for providing the safeguards necessary to ensure safe working conditions. It is the Administration's responsibility to develop the proper attitudes toward safety for themselves and for those they supervise. Employees are responsible for cooperation concerning safety in the workplace and to be in compliance with safety rules and guidelines established by the District.

The following list of guidelines is meant to be general rules to follow by all employees of the College Community School District. In addition to items mentioned below, workers will follow all guidelines and safety precautions associated specifically with their job duties as outlined by District Handbooks and Manufacturer's Specifications.

- It is everyone's responsibility to work in a safe manner and follow all safety guidelines as prescribed in employee manuals.
- All employees shall immediately report unsafe working conditions or practices.
- Employees will be provided instructions, manuals, and safe handling procedures for products and equipment. If this does not occur, employees should request training, and/or, safe-handling instructions of all items used in the workplace that they are not familiar with or feel they are not adequately trained to utilize.
- Employees shall practice "proper lifting techniques" when handling heavy objects. Lift with the legs and a straight, upright back.
- Employees shall not handle or operate equipment outside the scope of their normally assigned duties without proper training.
- Appropriate attire, including footwear, shall be worn at all times depending on the job to be performed and the weather conditions.
- Protective clothing, goggles, gloves, etc. shall be worn when prescribed by the manufacturer.
- Ladders or approved step stools shall be utilized to reach high areas. Stepping on desks, chairs, other furniture or items not meant for this purpose is prohibited.
- All employees should work to maintain a clean working environment at all times, free of waste paper and items that may cause a hazard.
- Employees should be familiar with the location of Fire Extinguishers, Defibrillators, First Aid Bags, Escape Plans in the buildings and locations they are assigned.

Faculty Room Expectations-Breaks

The ECC employee lounge/work room is located next to the ECC office. Employee mailboxes, a community computer and printer, and various materials and supplies are located in this area. Employees are encouraged to utilize this room during their breaks as well. Breaks may not be taken in classrooms where children are present; this also applies to off duty staff. Children shall not be in the staff workroom.

Breaks

The schedule for full-time employees includes a paid fifteen-minute break for every four hours of working and an unpaid 30 minute “lunch” when working 6 or more hours per day. Only the unpaid 30-minute “lunch” may be taken off campus. Administration schedules breaks and lunches. If leaving campus for lunch the employee must swipe out and in on the time clock and complete a pink sheet.

Prairie Hawks Preschool Staff see Working Agreement

Parking

In order to allow adequate parking for parents, staff must refrain from parking in the main lot directly in front of the Prairie Crest building. Staff is required to park directly across from or to the right of Prairie Crest’s main lot. At Prairie Ridge and Prairie View, Prairie Hill, and Prairie Heights, please make all attempts to park in spaces furthest from the buildings. Prairie Heights and Hill does have an additional back parking lot, just left of the building, and Prairie Early Learning staff must park there. Each elementary building has its own parking restrictions. Please check with other staff at each building to determine where employees are able to park.

Mailboxes

All employee mailboxes are located in the ECC staff workroom and/or Elementary Office. It is very important that staff check their mailbox on a daily basis for important information or documents vital to your employment and clean your mailbox out once a week. A staff newsletter, The BUZZ, will be provided monthly. This document will be e-mailed to staff, if you want a hard copy placed in your mailbox please contact the Administrative Assistant. Each staff member is responsible for his/her own mailbox and its contents.

Personal Items

Every employee must limit their personal items that they bring and leave at ECC for use in their designated classroom.

All purses and backpacks must be placed in a locked cabinet.

Items brought in must meet the safety expectations of the age group within the classroom. Make sure to label your personal items with your name. These items can only be brought in for educational purposes. If you resign your position or your position is terminated, your items will be located and given to you on your last day of employment or at a time arranged by you and Administration.

Cash Handling

Tuition payments are to be placed in the payment boxes located at each school. Staff cannot accept tuition payments from parents. All cash must be taken to the ECC office and a receipt will be provided. Cash cannot be deposited in the payment boxes, desk drawers, file cabinets, etc.

Scheduling Activities

Wednesday night is reserved for family events that are separate from school events at CCSD. School activities are not scheduled on this night.

Schedule Changes

Sometimes a scheduled event may be canceled due to weather conditions (i.e. field days being canceled on a rainy day). Please be proactive and prepare your lesson plans and all parents for the back-up plans by communicating the backup plan to them in advance. Office staff and other school personnel need to be informed about scheduling changes. Communicate changes in advance so office staff are prepared to answer staff questions.

All staff members are employed subject to assignments or reassignments, including hours per week one is employed, at the discretion of the EC Principal and Assistant Director. The EC Principal and Assistant Director reserve the right to change staff assignments and schedules according to the needs of the center.

Prairie Hawks Preschool Staff see Working Agreement

Job Descriptions

Individuals will be provided a copy of their job description. All employees are expected to be aware of and to carry out duties detailed in the job descriptions. Copies of all job descriptions are located in the ECC office, The ECC Orientation and Professional Learning site, and the District's Administrative office.

Employment Classifications

The following is a list of classification categories for Prairie Early Learning employees:

- Full-time: Means an employee who is assigned to work a regularly scheduled position for thirty hours or more per week. Full time employees are eligible for benefits as outlined in this handbook
- Part-time: Indicates an employee is scheduled to work 29.75 or fewer hours per week.
- School Year Only: An employee who is scheduled to work during the school year only following the public school calendar.
- Substitute

Classroom Make-Up

College Community Early Learning Programs are organized and staffed to minimize the number of:

- Groupings
- Teaching staff
- Classroom transitions experienced by an individual child during the day and program year.
- Staff transitions - Our goal is to keep infants, toddlers, twos, and preschool children together with the same educators for nine months or longer. Children are not transitioned until August of each year except for circumstances where parents request a change in placement.

Every attempt is made to maintain continuity of relationships between teaching staff, children, and among groups of children.

Classroom Ratios

The following staff-to-child ratios include only our permanent staff. Parents and volunteers cannot be counted in classroom ratios.

Teaching staff-child ratios within group size are maintained during all hours of operation, including

- Indoor time, including nap time and meal time
- Outdoor time, and
- During transportation and field trips- It is an Prairie Early Learning policy that an extra staff member is required in addition to ratio when leaving school grounds.

Teaching staff must supervise students by sight and sound at all times.

	Maximum Group Size			
Age Group	8	12	16	20
Infant-Birth-15 months	1:4			
Toddler-12-30 months		1:4		
Preschool 30-5 yrs				1:10
4 Year olds				1:10

If age groups are combined, the ratio is determined based on the youngest child in the room at the time.

Exceptions When Determining Teacher-Child Ratios

- Program Administrator- A program administrator fulfilling the responsibilities of a teaching staff member may be counted.
- Substitute- An adult substituting for a teaching staff member may be counted.
- Brief Absences of Teaching Staff Ratios are considered to remain in compliance when a staff member leaves the group without a substitute for no more than 5 minutes (e.g., to get craft supplies, talk in the hall to a parent, go to the bathroom, etc.)

Before leaving the classroom for any reason, make sure that the classroom will still be within the ratio guidelines during your absence. If you need additional staff to meet the ratio guidelines, call the ECC office.



Employment Requirements

Equal Opportunity Employer

Prairie Early Learning shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity laws, directives and regulations of federal, state and local governing bodies and agencies. Prairie Early Learning shall take affirmative action in recruitment, appointment, assignment and advancement of women, minorities and disabled. Individuals who file an application with Prairie Early Learning will be given consideration for employment if they meet or exceed the qualifications for the position for which they apply. In employing personnel, Prairie Early Learning shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, marital status, national origin, religion, age or disability. In keeping with the law, Prairie Early Learning shall consider the veteran status of applicants.

For further information regarding inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action, please refer to EOE policies as set by the School Board.

Hiring Procedures

Procedures may include, but may not be limited to the following:

- Application
- Interview
- Classroom observation & evaluation for lead teacher positions
- Reference Inquiries of at least three references, professional and/or personal
- Copies of transcripts, diplomas, or certificates
- Background and criminal records check (Federal and State)
- Fingerprinting - Effective January 1, 2019: Prospective employees are required to have fingerprints rolled and submitted prior to employment with the childcare center.
- Completion of Employment Verification Forms
- Submission of current Physical including tb test (must be no more than 6 months prior to the hire date) The physical will be on the form provided by ECC. ECC will reimburse the Little Hawks, Head Start, Wrap-Around, and School Age employee for the cost of the physical that is not covered by insurance up to \$100.00.
- The employee must present the insurance explanation of benefits to show the expense that is not covered or a signed statement if the employee has no insurance coverage.

Employment At-Will

Little Hawks, Head Start, Wrap-Around, and School Age Staff

We hope that you will have a productive and rewarding employment relationship with our childcare center. You should understand that your employment is at will. This means that just as you are free to resign at any time, we reserve the right to discharge you at any time for performance related issues or Prairie Early Learning policy infractions for reasons that are not arbitrary or capricious. You will receive compensation for time actually worked. Nothing in this handbook or that is said or written anywhere else should be construed as a promise of permanent employment.

Prairie Hawks Preschool Staff see Working Agreement

Staff Qualification Requirements

Teachers

Preschool Classrooms are staffed with certified teachers. All Teachers have a minimum of a Bachelor's Degree in Early Childhood Education with at least 12 credit hours in Early Childhood Education.

Lead Teachers

Little Hawks, Head Start, and Wrap-Around Lead Teachers have a minimum of an Associates Degree in Early Childhood/Child Development or an education related degree program.

Assistant Teachers

Teacher Associates must attain, or currently working towards, a minimum of a Child Development Associate Credential (CDA).

Hire Date/Seniority

Little Hawks, Head Start, Wrap-Around, and School Age Staff

The date of hire of a regular employee will become the seniority date for determining wage increases in regards to longevity. Time worked as a substitute employee will NOT count toward the seniority date or towards the probationary period.

Prairie Hawks Preschool Staff see Working Agreement

Probationary Period

Little Hawks, Head Start, Wrap-Around, and School Age Staff

All new employees shall be on probation for a minimum of 90 working days from their initial date of hire. Absences will not count towards the 90 working days. Absences during the probationary period for every new employee are strongly discouraged. If at any time during the probationary period it is determined by the Principal or Assistant Director that the employee is incapable of successfully performing the job, the employee will be immediately terminated.

Prairie Hawks Preschool Staff see Working Agreement

Performance Evaluations

Little Hawks, Head Start, Wrap-Around, and School Age Staff

All new employees will be subject to an evaluation during their Probationary Period. Subsequent performance evaluations will be conducted annually for all staff. Supervisors will periodically, and may at any time, conduct a written appraisal of an employee's performance. Such appraisals are intended to provide employees with feedback regarding their work performance and an opportunity to set individual performance goals. Some of the behaviors that management considers in a performance appraisal include job performance, job commitment, attendance, punctuality, attitude, cooperation, and interactions with children & families.

Prairie Hawks Preschool Staff see Working Agreement

Resignation

Little Hawks, Head Start, Wrap-Around, and School Age Staff

In order to ensure that the student to staff ratios within ECC programs are maintained to prevent the closure of a classroom, if an ECC employee is considered and hired for another position with the College Community School District, the ECC employee will not be released from their ECC position until a suitable replacement has been hired.

Replacement staff will be hired in the order in which vacancies have occurred prior to the current employee's resignation.

See description under procedures section p 31.

Prairie Hawks Preschool Staff see Working agreement

Re-Employment

A person who has worked for the CCSD Early Learning Program in the past, left in good standing, and subsequently returns to work at the Center will be considered a new employee for qualifying for benefits and are subject to the 90-day probationary period and/or completion of required training. Employees may be subject to a 6-month wait period prior to rehire.

CCSD Non-Discrimination Statement:

It is the policy of the College Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

Jeri Moritz, Executive Director of Human Resources, 401 76th Ave SW, Cedar Rapids, IA 52404

Contact phone: 319-848-5246 or Email: jmoritz@crprairie.org

ECC Staff Compensation/Benefits/Wages/Salaries

Little Hawks, Head Start, Wrap-Around, and School Age Staff

Wages are subject to approval by the board of directors. Wages and salary ranges are assigned for each position depending on job responsibilities and/or compensation for flexibility within assignment for reasons related to the employee's educational needs. For pay purposes the workweek of the employer runs midnight Sunday of one (1) week to midnight Sunday of the next week. The hourly wage schedules are effective July 1 of each year.

Prairie Hawks Preschool Staff see Working Agreement

2025 - 2026
Little Hawks-W/A, School Age Salary
ECC Summer Camp Salary

<u>Compensation/ Benefits</u> Wages are subject to approval by the Board of directors. For pay purposes the workweek of the employer runs Sunday midnight of one week to midnight Sunday of the next.	Base Rate	CDA or Equivalent	1st Longevity 2 Years- Requires Minimum of CDA or Equivalent for Lead or Assistant Early Childhood Staff	2nd Longevity 4 Years- requires Minimum of CDA or Equivalent for Lead or Assistant Early Childhood Staff	3rd Longevity 6 Years- requires Minimum of CDA or Equivalent for Lead or Assistant Early Childhood Staff	4th Longevity 8 Years- Requires Minimum of CDA or Equivalent for Lead or Assistant Early Childhood Staff
Infant/Toddler/Preschool Lead Teacher (4 Year degree)	\$19.30	N/A	\$19.52	\$19.85	\$20.07	\$20.30
Infant/Toddler/Preschool Lead Teacher (2 Year degree)	\$17.52	N/A	\$17.74	\$18.08	\$18.30	\$18.54
Infant/Toddler/Preschool Lead Teacher No EC degree	\$16.22	\$16.96	\$17.17	\$17.33	\$17.55	\$17.90
Assistant Teacher Early Childhood College Degree or equivalent	\$16.19	N/A	\$16.41	\$16.63	\$16.85	\$17.07
Assistant Teacher (CDA required) No E.C. College Degree	\$15.40	\$16.00	\$16.20	\$16.42	\$16.64	\$16.99
School Age Teacher	\$15.40	N/A	\$15.62	\$15.94	\$16.00	\$16.30
Non IPERS Eligible School Age and EC Asst Teachers	\$13.25	N/A	\$13.57	N/A	N/A	N/A
Summer Camp Counselor	\$15.40	N/A	N/A	N/A	N/A	N/A
Non IPERS Eligible Summer Camp Counselor	\$13.25	N/A	N/A	N/A	N/A	N/A

Assistant School Age Coordinator	\$21.52	N/A	\$21.74	\$21.96	\$22.18	\$22.32
Floating Program Coordinator	19.80		\$20.02	\$20.24	\$20.46	\$20.68
Administrative Assistant, Database Systems & Billing Clerk	\$20.66	N/A	\$20.88	\$21.10	\$21.32	\$21.50
ECC Substitute	\$15.40	N/A	N/A	N/A	N/A	N/A
Non IPERS Eligible ECC Substitute	\$13.25	N/A	N/A	N/A	N/A	N/A

*TEACH grandfathered as center now utilizes the BT2/AT2 model (Bonus)

- Attendance incentive: **\$250.00** for each quarter for hourly staff who do not utilize sick leave and unpaid leave.

***College degrees must be in child development, early childhood education, or education

****TEACH Scholarship recipients have completed TEACH contract and specified credit hours

All required training must be completed prior to the completion of 90 working days.

All employees designated above will move to the first (1st) longevity rate on their second (2nd) anniversary of their hire date. Employees will move to the second (2nd) longevity rate on their fourth (4th) anniversary of their hire date.

Hourly employees **are not** permitted to “donate” their time to the district doing their actual job. That is not to say that employees can’t donate their time doing things other than their normal/regular job. (i.e. PTO work, booster club, serving on district committees)

Payment/Pay PeriodsPeriod

Employees shall be paid twice a month. Employees are required to have their paychecks deposited directly into their checking or savings account.

Overtime

Hourly staff members who work more than 40 hours per week will be entitled to overtime pay at a rate of one and a half times the regular wage rate. The Principal or Assistant Director must pre-authorize all overtime. Overtime is based on a

Payroll Pay Periods & Pay Dates for the 2025-2026 School Year

Pay Period	Pay Date
June 09 - June 22, 2025	July 15, 2025
June 23 - July 06, 2025	July 30, 2025
July 07 - July 20, 2025	August 15, 2025
July 21 - August 10, 2025	August 29, 2025
August 11 - August 31, 2025	September 15, 2025
September 01 - September 14, 2025	September 30, 2025
September 15 - September 28, 2025	October 15, 2025
September 29 - October 12, 2025	October 30, 2025
October 13 - October 26, 2025	November 14, 2025
October 27 - November 09, 2025	November 26, 2025
November 10 - November 23, 2025	December 15, 2025
November 24 - December 07, 2025	December 30, 2025
December 08 - December 21, 2025	January 15, 2026
December 22, 2025 - January 11, 2026	January 30, 2026
January 12 - January 25, 2026	February 13, 2026
January 26 - February 08, 2026	February 27, 2026
February 09 - February 22, 2026	March 13, 2026
February 23 - March 08, 2026	March 30, 2026
March 09 - March 29, 2026	April 15, 2026
March 30 - April 12, 2026	April 30, 2026
April 13 - April 26, 2026	May 15, 2026
April 27 - May 10, 2026	May 29, 2026
May 11 - May 24, 2026	June 15, 2026
May 25 - June 14, 2026	June 30, 2026
June 15 - June 28, 2026	July 15, 2026

The work week runs Monday through Sunday

Paid Holidays

Little Hawks, Head Start, Wrap-Around, and School Age Staff

Little Hawks, Wrap-Around, Head Start, and School Age recognizes ten holidays per year in which all employees who work 30 or more hours per week shall receive their regular day's compensation. These holidays are:

- New Year's Day
- Good Friday
- Memorial Day (observed the last Monday in May)
- Fourth of July
- Labor Day (observed the first Monday in September)
- Thanksgiving Day
- The Day After Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve

When a holiday listed in this section falls on Saturday or Sunday the employer will designate the Friday preceding or the Monday following as the recognized holiday.

Holidays, which occur during scheduled vacation time, will be paid as holiday pay and not as no pay. If an employee is on a leave of absence without pay, then the employee will not be paid for that holiday. Other days surrounding holidays that ECC is closed will be used as unpaid days or can be used as vacation pay.

Employees must be available to work their normal working hours the workday prior and the workday following the holiday unless the time-off has been pre-approved by the Principal or Assistant Director. If an employee is ill the day before or after a paid holiday, they must provide a doctor's note to receive the holiday pay.

Prairie Hawks Preschool Staff see Working Agreement

Medical & Dental Insurance

Little Hawks, Head Start, Wrap-Around, and School Age Staff

For the purpose of this article, it is understood that only those employees who work at least an average of 130 hours per month, as determined by the district's measurement period, are eligible to participate in the school district's group dental and medical plans.

Employees who qualify for this benefit and choose to participate shall be responsible for \$900.00 of the annual premium, which may be paid with pre-tax dollars through payroll deduction. The ECC shall pay the remaining premium for single medical coverage for all eligible employees at the PPO Core Plan level as offered by the (MIIP) group. Employees who choose to participate in a plan richer than the PPO Core shall be responsible for the additional premium, in addition to the \$900.00 base payment.

Employees who choose to participate in the school district's dental program shall be responsible for 100% of the premium.

Enrollment forms will need to be completed annually by all eligible employees indicating participation or waiver of these benefits. New employees shall enroll with an American Fidelity Representative prior to the 1st of the month following their hire date.

All terms and conditions of insurance provided including eligibility for coverage, coverage period, and date of premium payments necessary for such coverage shall be determined by the insurance carrier (company).

Upon termination of employment, or permanent reduction of hours to less than 30 hours per week, all school district premium payments shall cease from the last day of the month in which the employee terminates or begins reduced hours. During a layoff or unpaid leave of absence for any reason the employee may continue his/her insurance coverage in accordance with the master contract of the insurance company, by making arrangements with the school district insurance carrier to pay the entire cost of monthly premiums for each month. Failure to make such payment on time will result in the employee being dropped from coverage in accordance with the eligibility provisions for plan benefits. The district shall have the right to procure the insurance referred to in this article. Employees may pay premiums above the single HMO Core coverage amounts with regular payroll deductions or with reduction dollars in accordance with IRS regulations.

Per Section 509 A.13 of the Iowa Code, employees who are over age 55 and retire from the district shall be allowed to continue participation in the plan until age 65 so long as they pay 100% of the monthly premium and meet the requirements of the plan.

All insurance benefits shall be subject to all applicable state and federal regulations for each benefit.

Prairie Hawks Preschool Staff see Working Agreement

Employee Wellbeing Services

Resources are available via our District Employee Assistance Program through My Life Expert in order to provide our staff confidential support for stress management, mental health, work life balance, and general overall well being.

[My Life Expert](#) is an Employee Assistance Program (EAP) that provides integrated Employee Assistance Programs (EAP) for you and your family. This includes online learning opportunities, assessments, 3 free counseling visits per life event, financial tools, and a comprehensive list of services and programs to support a work life balance. This is free to all employees and immediate family members for the staff of the College Community School District. To enroll go to <https://www.mylifeexpert.com/> and use the pass code of **phawk** to create your account.

Worker's Compensation

Any employee injured while engaged in work covered by Workers Compensation Insurance which results in absence from work, may be compensated by the school district for loss of wages caused by such injury, for the difference between the amount paid by the Workers Compensation Fund and the basic compensation rate of the employee, for a period not to exceed the number of sick leave days credited to the employee, and if the employee requests sick leave. In order to receive such supplemental benefits, a written statement from a practicing physician licensed under the state of Iowa describing the nature and the appropriate department head may require the extent of the injury in detail.

Designated clinics are posted at the posting location in each building. All employees are required to sign a Workers' Compensation Medical Treatment Form upon hire indicating that they have read the list of medical facilities which are the designated workers' compensation treatment centers and understand where they are to go for treatment of the work injury. This signed form is placed in the employee's personnel file.

If you choose to be treated by any other medical facility and/or physician, you may not qualify for any workers' compensation insurance benefits and you may be responsible for all medical costs related to this incident. This is in accordance with your state's Workers' Compensation statute.

If the employee needs to be treated by a physician, they are required to go to the designated clinic listed below. The Attending Physician's Return to Work Recommendations Record Form must be given to the clinic when going in for the initial treatment. This form will authorize the clinic to treat the employee.

The *SilverLinings Nurse Advantage* triage nurse will contact the clinic and make the appointment for the employee. They will inform the clinic of the nature of the injury. Injuries that may need more than one-time treatment (sprain/strain injuries to the back, shoulders, arms, wrists, and neck) as well as minor injuries should be sent to Mercy Care Occupational Health at Prairie Creek (next to Kirkwood Hotel) (319-558-0352) during their office hours. If after hours they can be sent to Mercy Care South (319-396-9097).

The College Community School District has a policy of providing suitable temporary work assignments for employees who suffer work related injuries and are placed on work restrictions. Any paperwork given to the employee by the clinic must be sent or delivered to the Human Resources Office by the employee so that it can be processed with the work injury claim. This may include but is not limited to work restrictions, medication purchase, work release, required follow-up appointments.

Retirement/IPERS

As a defined benefit pension plan, IPERS provides retirement benefits to public employees that have graduated from high school. Contributions are automatically taken from an employee's paycheck when they work in an IPERS-covered job. Employees and their employers contribute to IPERS a set percentage of employees' wages.

Flexible Spending

Employees who qualify for benefits (work at least 30 hours per week) may pay for out of pocket medical expenses and dependent care utilizing a flexible spending account, set up by the employee. Flexible spending accounts allow participants to pay for medical or dependent care expenses on a pre-tax basis.

Iowa AEYC T.E.A.C.H. Scholarship Program Incentive

Little Hawks, Wrap Around, and Head Start

Full-time (at least 30 hours/week) teachers will be given incentive to work with the Iowa AEYC T.E.A.C.H. scholarship program to work toward an AA or BA in early childhood education. Please check with the EC Principal or Assistant Director for availability.

The center will...

- Provide paid release each week for the scholarship employee. The paid release time is equal to 48 hours per semester. Release time will be provided when the college is in session.
- Scholarship options AT2, AT2+, BT2, BT2+ as determined by the Prairie Early Learning administrative team. For additional information see: <https://iowaaeyc.org/programs/teach/>

All full-time (at least 30 hours/week) assistant teachers working toward a CDA will be given the following incentives:

- Prairie Early Learning administration will assist in securing the candidate's CDA advisor assigned to observe the candidate in their classroom

- The Little Hawks, Head Start, or Wrap-Around candidate may be eligible for a pay increase to the next level of pay, unless they were previously “Grandfathered” into that level of pay.

Prairie Hawks Preschool Staff may utilize the following TEACH option, this option is also available to additional Prairie Early Learning staff:

The assessment fee is \$425. TEACH Early Childhood® Iowa offers scholarships to help with this fee. Not only will TEACH pay for 85% of the CDA assessment fee, but if you are eligible for a [TEACH scholarship](#), TEACH will also help you pay for any college coursework needed to earn your CDA.

Employee Self Serve (ESS)

ESS is a convenient, secure, and user-friendly resource with personal login accessible through the Grant Wood AEA Computer Service portal. The site is available to all current and former employees. ESS allows an employee to access their own personal information (i.e. name, address, email, phone #, etc.), payroll information (i.e. W-4 and if applicable direct deposit), payroll payment history (i.e. official copies of pay stubs), W-2 history (official W-2 forms), 1095 history (official ACA forms), and other information related to employment with the College Community School District.

Employee Child Care

Prairie Early Learning employee’s children may attend any of our programs. Employee’s children must attend on the same basis as any other child (consistent schedule, space available, etc.). Employees must add their child(ren)’s name to the center’s waiting list to which priority status will be given. Employees must fill out an ECC Staff-Child Care Agreement before their child starts in the program. In the event that space is available and a Prairie Early Learning staff member wishes to enroll their child in our program, ECC will subsidize 20% of the normal tuition for employees who are assigned to work 30 hours or more per week (not including temporary assignments) and have 90 days of seniority. Employees must comply with ECC tuition policies. If any employee falls behind 2 or more weeks with their childcare payment, they are subject to losing their employee discount for their child(ren).

Vacation Policy for Childcare Staff

Effective Date: July 1, 2025

Fiscal Year: July 1 – June 30

1. Initial Vacation and Personal Day Allocation

Upon hire, all staff will be granted:

- 1 Vacation Day

- 1 Floater Day

2. Post-Probation Allocation

Upon successful completion of the 90-day probationary period, staff will receive:

- 5 Additional Working Days of vacation.

3. Annual Allocation (Beginning of Fiscal Year)

Starting on July 1 of the following fiscal year, if the 90-day probationary period has been completed, staff will be

eligible to receive:

- **10 Vacation Days**
- **1 Floater Day**

Staff hired between March 1 and June 30 will receive 10 vacation days upon successful completion of their probationary period.

After 12 years of employment staff will receive 15 vacation days and 1 additional personal day.

The Principal or Assistant Director shall approve all vacation leaves. ALL time-off requests need to be submitted to the Administrative office a **minimum** of 7 working days prior to the time that is being requested off. To avoid any problems, employees should refrain from making plans such as travel/vacation arrangements until after a request has been approved. Pre-arranged travel/vacation plans do not guarantee approval for absence.

- * Vacation time will not be granted during the first week of the school year or the first week of the summer program.
- * Staff shall not be granted vacation time during the ECC shutdown week in August or on other Staff Development days; this includes all staff. Unique leave circumstances may be considered and will need to be discussed with administration.

Staff absent without approved leave will be considered a no call/no show for that day and is subject to disciplinary action up to and including termination.

Employees who have not earned vacation days are strongly discouraged from requesting unpaid days. Final decisions as to the number of employees on vacation at any time, for any shift or classification, as to any vacation dates are subject to the approval of the Principal or the Assistant Director.

Staff absent without approved leave will be considered a no call/no show for that day.

Prairie Hawks Preschool Staff see Working Agreement

Sick Leave

Little Hawks, Head Start, Wrap-Around, and School Age Staff

Every regular full-time and regular part-time employee shall be entitled to sick leave as follows:

Years of Employment	Number of Sick Days
1st Year of Employment	10 days
2nd Year of Employment	11 days
3rd Year of Employment	12 days
4th Year of Employment	13 days

5th Year of Employment	14 days
6th Year of Employment	15 days

- Sick leave days shall be awarded on a prorated basis upon hire then on July 1 each year.
- Unused sick leave may be accumulated to 90 days.
- An employee eligible for sick leave with pay may use such sick leave upon approval of Early Childhood Principal or designee for absence due to illness or injury. An employee on sick leave shall inform the Early Childhood Principal or designee of the fact and the reason thereof as soon as possible and failure to do so within a reasonable time may be cause for denial of pay for the period of absence.
- Absence for a fraction or part of day that is chargeable to sick leave in accordance with these provisions shall be charged proportionately in an amount no smaller than one-half (1/2) day.
- Sick Leave applies only to non-elective healthcare needs. Elective procedures (ex. Dental cleaning, yearly checkup) should not be scheduled during working hours.
- Sick Leave is applied only to the employee's health needs and cannot be used for other purposes.
- Employees will be asked to provide a doctor's excuse if two or more sick days are taken in a row or if requested by the supervisor.
- An employee whose employment terminates in good standing and who has accumulated more than 10 days of sick leave will receive payment for accumulated sick leave greater than 10 days provided the employee provides two weeks' notice of termination of employment and shall leave 10 days of accumulated sick leave in their account. This shall be limited to 12.5 days.
- Pregnancy, in and by itself, does not qualify an employee for benefits of sick leave. Only illness of temporary disability resulting from this condition shall qualify an employee to use the available sick leave benefits.
- Little Hawks, Head Start, Wrap-Around, and School Age employees who accumulate more than 10 days of sick leave by December 1 and have a minimum of 1 year seniority, may buy back-unused sick leave, but shall be limited to 12.5 days per year and shall leave 10 days of accumulated sick leave available for sick leave use. This benefit will be paid back on the 30th of December each year.

Prairie Hawks Preschool Staff see Working Agreement

Floater Days

Little Hawks, Head Start, Wrap Around, and School Age Staff

Full time employees who work year round will qualify for one floater day each year. (1 day is given to each employee upon hire.)

* Floater days cannot be used the first thirty days of the school year.

* Final decisions as to approval floater day usage will be at the sole discretion of the EC Principal or Assistant Director.

At 15 years of employment and beyond, each employee will receive one additional floater day. This is a longevity benefit.

Prairie Hawks Preschool Staff see working agreement

FMLA

Employees are entitled to family medical leave to the same extent and subject to the same terms and conditions as set forth in the Family Medical Leave Act of 1993 and the regulations implementing the Act. No provisions of the Act are diminished by the inclusion of this provision in this agreement nor are the preexisting family or medical leave provisions in this document. FMLA includes, but may not be limited to:

- All eligible employees are eligible for 12 weeks of unpaid leave in accordance with the provisions of FMLA. However, allowed/available paid leaves must be utilized prior to and counted as a part of said 12 weeks of leave.
- Intermittent leave and reduced work-week are permitted subject to department head approval or medical necessity.
- Employees shall provide 30 days' advance notice of their desire to use FMLA leave when its use is foreseeable.
- Employees shall provide medical certification within 15 calendar days of a request for medical certification by the district.

Bereavement Leave

Little Hawks, Head Start, Wrap Around, and School Age Staff

Employees will be granted up to five days leave for the purpose of attending the funeral of or attending to urgent business connected with the death of a spouse, parent, children, stepchildren, brother, sister, or grandchildren.

An employee will be granted two days leave for the purpose of attending the funeral of, or attending to urgent business connected with the death of parents-in-law, grandparents, aunt, uncle, niece or nephew.

Prairie Hawks Preschool Staff see Working Agreement

Jury Duty

Little Hawks, Head Start, Wrap Around, and School Age Staff

The employer shall pay all employees serving on any jury the difference in salary between jury pay and his/her regular salary while in such service. If an employee is discharged from the jury before the workday ends, he/she must report immediately to the employer for work. This shall be construed to mean pay for the regular working hours of the employee selected for such jury duty.

Prairie Hawks Preschool Staff see Working Agreement

Weather or Building Closure

Late Start

In the event that the College Community School District has a late start due to inclement weather all AM ½ Day Preschool Classes and Head Start will be canceled. Little Hawks, Wrap-Around, and

Before and After School program, will try to follow traditional business hours, with extended school age services provided until school starts. If weather is deemed too severe or prevents us from providing adequate care, a decision to close or delay the start of the program will be made no later than 6:00am. If this occurs, ECC will provide updated

information on the District website, www.crprairie.org. In addition, ECC will strive to post information on local news stations, KCRG Channel 9, KWWL Channel 7, and Fox.

Early Outs

In the event that the College Community School District has an early dismissal due to inclement weather, all ½ Day PM Preschool Classes and Head Start will be canceled. Little Hawks, Wrap-Around, and After School programs, will always try to remain open. However, if the safety of our staff and children becomes a concern, Prairie Early Learning reserves the right to close early. If a decision is made to close programs early all parents whose children are in attendance that day, will be directly notified by phone, approximately 2 hours prior to the designated closing time. If we are unable to reach parents, emergency contacts will be notified. If your child is picked up later than the designated closing time, late fees will be assessed.

If the College Community School District announces an unscheduled early dismissal, all children enrolled in our Before/After school program will remain at their school sites where care will be provided for the remainder of the day if they have been served lunch. If lunch has not been served, they will be transported to Prairie Hill and continue their day at that site. Prairie Early Learning will strive to post information at the main entrances of Prairie View, Ridge, Hill, Crest, and Heights reminding parents where they may locate their child.

School Closures

In the event that College Community School District closes for the day due to weather, all ½ day preschool classes and Head Start will be canceled. Little Hawks, Wrap-Around and Before and After School Programs will make every attempt to remain open. If weather is deemed too severe or prevents us from providing adequate care, a decision to close programs will be made no later than 6:00am. If this occurs, Prairie Early Learning will provide updated information on the District website, www.prairiepride.org. In addition, the district will strive to post information on local news stations, KCRG Channel 9, KWWL Channel 7, and Fox.

It is essential that every employee reports to work as usual. You must call the Principal or Assistant Director to inform them of any absence. Failure to do so will be considered an unapproved absence subject to disciplinary action.

Weather Watches and Warnings

During tornado watches and high wind advisories students are to remain off of the playgrounds.

Staff should familiarize themselves with shelter locations and ensure this posting is prominently displayed by the classroom door.

During Tornado Warnings, families are not permitted to leave the school building. Families are to shelter in place with students until an all clear has been announced by the administrator in charge.

See crisis binder for additional information.

Interruptible Power

If the school district is placed on Interruptible Power during the summer months, Prairie Early Learning will follow the following procedures:

- School Age and Wrap Around Students will be bussed to Prairie Heights elementary.
- ECC Students will remain at the ECC.

Parents are to be notified by the classroom of the change in location due to Interruptible Power.

Supervision Duties

Children cannot be left unattended and classrooms cannot be left out of ratio.

- Teaching staff must supervise infants/toddlers/twos by sight and sound at all times. This includes rest time.
- Teaching staff is to supervise children at all times, primarily by sight. This includes walking children to and from the restroom; children may not go without supervision. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (example, those who can use the toilet independently in a stall, who are in the library area, or who are napping).
- Staff is aware of, and positioned, so they can hear and see any sleeping children for whom they are responsible, especially when they are engaged with children who are awake.
- Face to Name procedures are to be followed **every time** students leave/return the classroom (described in the Procedures Section of this manual).
- Children **may not** walk to the restroom or other areas of the building unattended.

Dress and Personal Hygiene

Board Policy 404.02 states: Employees are role models for the students who come in contact with them during and after school hours. The Board recognizes the positive effect employees can have on students in this capacity. An effective educational program requires the services of employees of integrity, high ideals, and human understanding.

To maintain and promote these essentials, all employees of the College Community School District are expected to maintain high standards in their school relationships. **All district employees are expected to present and conduct themselves in a professional manner, including in employee dress.** Discretion and common sense call for good judgment in decision-making. Employees should avoid actions that would interfere with or have an effect on the educational process or an employees' ability to maintain a professional reputation and perform the essential functions of their job.

In reference to this Board Policy in ensuring that our staff present and conduct themselves in a professional manner, including in employee dress, the following guidelines are to be observed.

As employees of the College Community School District, we should dress appropriately and be distinguishable from our students in our daily dress.

Employees who are not provided uniforms or exempted per job assignment by HR will follow a dress expectation of Smart Casual **as determined by work role and their supervisor:**

- **Smart Casual includes:** blazers and sport jackets, dresses, sweaters, trousers, slacks, khakis, denim jeans without holes or cut off, skirts, blouses, button down shirts, polo's, and Prairie Pride and building specific t-shirts and sweatshirts. Shoes may include flats, loafers, mules, boots, sneakers (with leather or canvas), oxfords, sandals, or heels.
- **Smart Casual does not include:** jeans with rips, holes, or cut off; short shorts, yoga pants, work out clothing, swimwear, pajamas, clothing that is revealing, worn out tennis shoes/sneakers, and hats.

Any exceptions to this policy are to be rare, connected to a special student event or need and be at the explicit approval of the direct supervisor.

Please note that anytime; all clothing must be in good repair (free of holes and rips, even if purchased with rips, tears, etc.) and clean (laundered and free of stains).

Administrators and supervisors shall interpret and enforce this policy. It shall be the responsibility of the Superintendent, in conjunction with administrators and supervisors, to develop administrative procedures regarding this policy.

Smoking/Substance Abuse

Smoking, or the use of alcohol or drugs of any kind (except for valid prescription medication) are not permitted anywhere in the building or on campus. Use of these substances in or on district property is grounds for immediate termination.

The manufacturing, distribution, dispensing, possession, sale, purchase, or use of a controlled substance on district property is prohibited. Being under the influence of alcohol or illegal drugs on district property is also prohibited.

Discipline Procedures

Prairie Early Learning utilizes the principle of progressive discipline or corrective action in addressing performance deficiencies or misconduct of employees. Corrective and/or disciplinary action taken against employees must be appropriate to the circumstances. In determining what constitutes appropriate corrective/disciplinary action, Prairie Early Learning, may consider, but is not limited to consideration, of the following factors:

- Nature of the misconduct
- Performance problem
- Or other cause for the disciplinary actions that have been taken with the employee in the past

Any employee, whose employment is involuntarily terminated by CCSD, shall receive a written statement of the basis for that action.

Prairie Hawks Preschool Staff see Working Agreement

Grievance Procedures

We recognize that job related or personal concerns may affect an individual employee's ability to function to full potential. We believe that the employee and the other party(ies) can best resolve most problems on the job. If you need assistance with the best approach, it is recommended that you discuss the problem with the Principal or Assistant Director.

The complaint procedure outlined below deals with problems or conflicts that are a violation of Prairie Early Learning policy, procedure or condition. Recognizing that differences may arise in the workplace, the following procedure has been developed to ensure that work related problems might be expressed and investigated so that an outcome can be decided which is fair to all parties. For purposes of this policy and procedure, a complaint shall be defined as an alleged violation of policy, procedure, or condition of employment. The following steps are to be taken in succession to that point of resolution of the complaint.

- An employee with a complaint should bring the situation to the attention of the Principal or Assistant Director as soon as the complaint is known. The Principal and/or the Assistant Director will investigate the complaint within seven calendar days of notification by the employee.

- If the proposed resolution of the complaint is not satisfactory to the employee, the employee will submit written information concerning the complaint to the Executive Director of Learning Supports and will investigate and reply in writing to the employee within fourteen calendar days.

Visitors

Visitors and/or volunteers (this includes college students completing service/training hours) must be cleared through the ECC office. Parents will be asked to check with ECC/Elementary building office personnel before visiting. The purpose of the visitation should be cleared with the Early Childhood Principal or Administrative Assistant. Visitors must sign in at the office and fill out appropriate paperwork before going to the classroom. Any visitor without an identification badge should be escorted to the main office.

Parent Volunteers

For the safety of children, all parent volunteers must pass a criminal background check prior to volunteering for an event. ALL volunteer paperwork must be submitted to the ECC office 15 school days prior to the scheduled event to guarantee adequate time for checks to be completed.

- **If the parent only plans to assist their child** - a background check form must be completed
- **If the parent plans on assisting with the entire class** - **BOTH** a background check **AND** fingerprinting must be completed.

Pre-Event Considerations

- Teachers will discuss the upcoming study trip with the children. Expectations and information that will help children appreciate the trip will be shared.
- Parents will be notified of dates and times prior to the event.
- A first aid kit will be taken on each trip.
- A person trained in first aid and CPR must accompany the group.
- Emergency information for each child will be taken on each trip.
- All medications will be taken in a locked box. IF medications need to be administered, a staff member with Medication Administration approval must attend.
- The parent must give written permission for his/her child to attend.
- One (1) staff over licensed ratio is required for all trips away from the building
 - **Licensing reads** - *Any child care center sponsored program activity involving five or more children conducted away from the licensed facility shall provide a minimum of one additional staff over the required staff ratio for the protection of the children.*
- Check the weather
 - DHS Guidelines will be followed to determine if it is safe for children to participate.
 - **Refer to the DHS Weather Watch chart.**

- Before leaving the classroom, a note will be posted on the door of the classroom listing the location of the trip, departure time from the center, and returning time.
- Face to Name procedures must be followed before, during, and after the trip
- Children must stay in the group with staff.
- Children will cross streets in organized groups: partners are recommended.
- Children must be properly dressed to go on study trips.
- While parents/guardians are welcome on study trips, it is policy that siblings of participants may not attend study trips.

Open Door Policy

Staff is approachable and accessible to parents and guardians during program operating hours. Parents can voice their concerns, complaints, and compliments regarding their customer service experience. We offer a family friendly environment that encourages parents to drop in or visit or observe their child at any time. Please keep in mind all visitor policies must be followed including checking in with the office. Staff is required to check for visitor badges.

Mobile Device Etiquette (District Radios)

- Using radio equipment properly. Hold the microphone an inch or two from the mouth
- Manage volume
- Speaking carefully and purposefully, especially in an emergency. Responding — not reacting. Stop and think before speaking.
- Use brief and appropriate terms.
- Limit transmissions to immediate operational issues.
- Be Aware of other transmissions.
- Please do not talk on the radio in emergencies except to respond/communicate information as warranted.

Staff Health Exam

As directed by DHS, NAEYC, and IQPPS, a current physical (completed within six months before beginning employment), **is required for all employees upon initiation of employment, and volunteers who work more than 40 hours per month and have contact with children.** The physical exam must be received by the ECC Office before the employee starts work or before the volunteer has contact with children. The physical examination must include: immunization status, capabilities and limitations that may impact job performance, and documentation that the employee is free of communicable disease.

Employees are responsible for updating their physical. Physicals must be updated every three years on the form provided by ECC. ECC will reimburse the Little Hawks, Head Start, Wrap-Around, or School Age employee for the cost of the physical that is not covered by insurance up to \$100.00. The employee must present the insurance explanation of benefits to show the expense that is not covered or a signed statement if the employee has no insurance coverage.

TB Test

All childcare employees and providers shall receive a baseline screening for Tuberculosis. Baseline screening shall consist of two components:

- Assessing for current symptoms of TB disease
- Screening for risk factors associated with TB

Those individuals identified as belonging to a defined high-risk group or who have signs and symptoms consistent with TB disease shall be evaluated for TB infection and TB disease (i.e. undergo a TB skin test).

Criminal Background Check and Fingerprinting

All persons working in a DHS licensed classroom who have direct access to the children and are counted toward ratio, whether paid or volunteer, in a DHS licensed classroom must complete a Federal and State Criminal Background Check and Fingerprinting prior to working at the Center. Employees are required to complete a Criminal Background Check every two years thereafter. In the event that an individual's background check is returned having a founded criminal history, the employee has the right to appeal and must do so within ten days of receiving notification. At the discretion of the Principal/ Assistant Director, the employee may continue to work at the Center during the appeal process. Employment would then be contingent upon the final notification from the Iowa Department of Human Services, and the final decision of the Administration of the School District and Prairie Early Learning.

Iowa Code 726.23 does not currently permit government officials to fingerprint a child for purposes of employment. Child Care Centers are not required to complete record checks through the use of fingerprints for those staff members that are 16 and 17 years of age. All staff, including those under the age of 18, must have the SING (Iowa) record check completed before becoming involved in the childcare center.

New Staff Orientation

All new staff will complete initial staff training. This procedure is outlined in the Orientation and Professional Development Plan which will be presented to all new staff. After completing the initial training in the Orientation document staff will observe in a classroom setting. The lead teacher in the classroom will serve as a mentor and sign off on the Training Summary when completed. Training Summary is located in the Appendix.

Resignation

Notice of resignation, tendered by an employee, shall be in writing and delivered to the Principal or Assistant Director at least fourteen (14) days in advance of the effective date.

A departing staff is expected to bring all work up to date to permit a smooth transition.

Please keep in mind Employee Self Serve is available to you after your employment ends. Please log into ESS prior to your last day and change the primary email address to your personal email to ensure continued access.

Communication Expectations:

Communication with Fellow Staff

- The official channel of communication is to use email.

Communication to and from Office Staff

- Please use the intercom system or email. The intercom is to be utilized when assistance is required.

Communication with Parents

- Staff shall provide communication to families daily via the Brightwheel app. Staff have the option to add photos and video messages to their daily messages. Parents receive messages through push notifications right to their smartphones.

The Prairie Early Learning Parent Handbook provides information about the center, the services we offer, and written policies and procedures that parents/guardians are expected to follow. To ensure the consistency of implementation of these policies and procedures all employees are expected to be familiar with the parent handbook and implement all policies contained within it.

Daily/Weekly Notes Home

- Keep your comments positive. Try to share what the child has learned, what they enjoyed, who they played with, what they discovered, etc.
- Your message should relay how much you enjoy their child.
- If you must communicate negative information, please do so on a separate piece of paper and make a copy of it. You could also communicate what happened by making a phone call or arranging your schedule so that you catch the parent/guardian at the end of the day. Remember to utilize BIR's (Behavior Incident Reports) for this type of information. Please document all communication. This documentation may be requested by administration as needed.

In the case of children of divorced parents, all communications and information, direct or indirect, must be supplied to the parent having legal custody. The divorce laws stipulate, "The custodial parent alone has responsibility for the custody, care, control and education of said children". If both parents have custody, duplicate information should be sent to both custodial parents.

Be cautious when communicating with families and avoid language that might convey a personal judgment or impression. Work with the school counselor and/or building principal to review legal documentation and/or written consent related to agreements between divorced parents.

Communication to and from the Main Office

Communication information is distributed via email and postings

- Each staff person needs to read notices and email upon arrival and throughout the day. Notices are posted in the ECC workroom and available via email.

Meetings:

PLC Meetings

- Preschool Teachers will meet weekly with their designated PLC.

Staff Meetings

- In the event of an absence on a scheduled staff meeting date, you are responsible for finding out from a colleague what happened and for following through on items that pertain to you.

Team Collaboration Meetings

- All Preschool Teachers and Little Hawks, Head Start, and Wrap-Around Lead Teachers will be provided planning time outside of the classroom/teaching environment. This time is to be used for working on lesson plans, gathering supplies, and entering assessment data.
- Teaching Teams (Preschool, Head Start, and Wrap-Around) meet at least bi-weekly to interpret and use assessment results to align curriculum, lesson plans and teaching practices to the interest and needs of the children. Staff is to use the weekly meeting forms provided to document meeting notes. Meeting schedule and the form for agenda and notes must be made accessible to the administrator at any given time.

Teacher/Teacher Associate Meetings

Classroom teaching teams meet at least weekly to interpret and use assessment results to align curriculum and teaching practices to the interests and needs of the children. In order to meet this criterion and the needs of our students each classroom will have a regularly scheduled weekly meeting. Meeting schedule and the form for agenda and notes must be accessible to the administrator at any given time. Staff is to use the weekly meeting forms to document meeting notes.

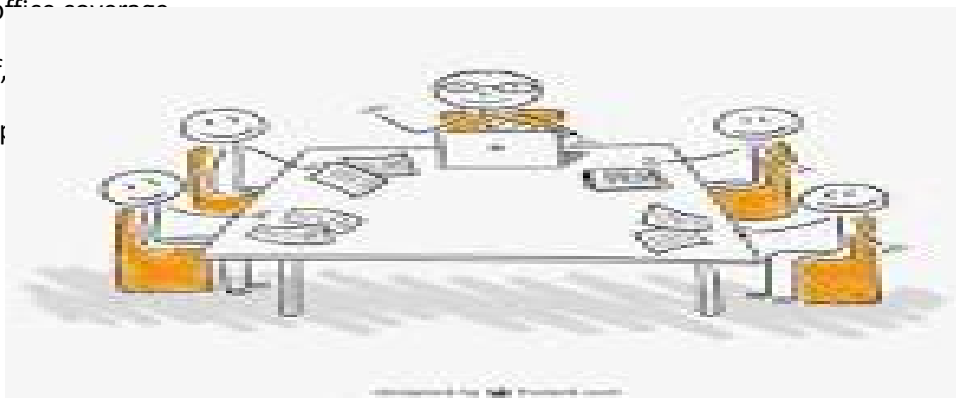
Who to Contact:

Administrators/Administrative Support Staff

On days when there is no Early Childhood Principal in the building and/or in the event that the Early Childhood Principal cannot be reached, the Assistant Director has been appointed as Administrative designee. If neither the Early Childhood Principal nor Assistant Director is available, then the Administrative Assistant has been appointed as Administrative designee.

The duties of the Administrative Designee will include:

- Supervise staff and attend to minimal personal issues
- Direct all communications and actions in cases of personnel illness or injury.
- Maintain office coverage
- Assist staff,
- Act as a rep



(fire, tornado)

Contact Information	
ECC Office 401 76th Ave SW Cedar Rapids, IA 52404 319-848-5296	Social Media Facebook: Early Childhood Center Instagram: Prairie_Prairie Early Learning
Principal Kathy Schulte 319-848-5296 ext. 1802 kschulte@crprairie.org	Assistant Director Erin Hill 319-848-5296 ext. 1801 erinhill@crprairie.org
Admin Asst/Enrollment Specialist Jenna Langhurst 319-848-5296 ext. 1800 jennalanghurst@crprairie.org	Amanda Schutte 319-848-5296 ext 1805 ECC Billing Specialist aschutte@crprairie.org
Preschool Instructional Coach Alaina Daters 319-848-5296 ext 1806 adaters@crprairie.org	School Age Coordinator Whitney Hinrich 319-848-5296 ext. 1803 whinrichs@crprairie.org
Administrative Assistant of Database Systems Chase Schulte 319-848-3432 chaseschulte@crprairie.org	

To arrange long term substitutes, please work with the ECC office staff:

- Kathy Schulte
- Whitney Hinrichs
- Erin Hill
- Jenna Langhurst

Custodial Staff:

- Troy Schuetzle tschuetzle@crprairie.org

Food and Nutrition Staff: Food and Nutrition Office: 319-848-5337 or ext. 1724, 1725, 1726

- Ginny Scott, Director of Food and Nutrition
- Amy Robinson Valley, Site Supervisor
- Kelly Crossley, Assistant Director of Food and Nutrition

-

Worker's Comp Injury:

- Kathy Schulte
- Jenna Langhurst

School Board

The School Board is the basic governing body of Prairie Early Learning which includes the SWVP Preschool. The staff will be responsible to the Early Childhood Principal. The Principal will be responsible to the Superintendent and Executive Director of Learning Supports.

Department of Human Services (DHS)

The Iowa Department of Human Services has been delegated the authority to develop and enforce rules governing the licensing of childcare centers and preschools. All licensed childcare centers and preschools must follow these state regulations. A copy of the Iowa Department of Human Services Licensing Standards and Procedures for Child Care Centers is located in the ECC office, online, and is available to all Prairie Early Learning parents, guardians, employees, and visitors.

Family Advisory Board

Family Advisory Board meetings are open to all parents and are advertised through newsletters, email, social media, and in the facilities. Through this board families have the opportunity to provide input on programming and policy changes. Minutes for the meetings are shared on the ECC website and sent to parents. Families are also encouraged to participate in volunteer opportunities, and to provide feedback through program surveys.

Where do I find it? (Locations)

Map of the Building (Link)

- <https://drive.google.com/file/d/19AstHM9kniYBDnAAyQN4rlm6hhNqtRsW/view?usp=sharing>

Faculty Room

- Next to the office in the ECC building.

Staff Mailboxes

- Located in the faculty room at the ECC building.

Tornado Shelters

- ECC building rooms 301, 302, 501 and 502.

Custodial Responsibilities within the Classroom:

Caring for the Classroom

- Sensory (sand/water) tables need to be placed on tile and all materials need to be cleaned up on an as needed basis. Sensory tables cannot contain recognizable food items.
- Children need to wipe their feet prior to entering the building.
- Sweep after each meal as needed.
- Wash and sanitize eating and serving surfaces prior to use. First wash the surface with soap and water, then sanitize with solution. Separate clothes should be used for washing and sanitizing.
- A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be (a) washed by hand using water and detergent, then rinsed, sanitized, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.

Opening Procedures

- WASH YOUR HANDS
- Place chairs around tables.
- Make a bleach water solution in a spray bottle each morning. Use 1 Tablespoon bleach to 1-quart cool water. Do not exceed 1 Tablespoon per each quart.
- Make soapy water
- Wash tables with soapy water solution and spray with bleach solution
- Make sure all trash cans have liners
- Put away bleached toys
- Open blinds
- Greet children and families as they come in the room and have them wash hands

Closing Procedures

- Wipe off the tables and chairs and stack and/or place chairs on tables
- Disinfect the diaper pail with bleach water and leave open
- Make sure radio/cd player is off
- Leave the bathroom door open
- Make sure that all windows are closed
- Close all of the blinds
- Straighten the classroom

- Dispose of soapy water, bleach water in spray bottles, and lay dishrag over the edge of the laundry basket.
- Sweep floors and bathroom
- Shut off lights/fans as you leave

Don't "close-up" the room while children are present. We don't want to give families the impression that we want them to leave. However, if it is past 6:00 p.m., then it is all right to close the room down.

Chemicals Used to Control Odors

The use of the following shall be prohibited:

- Incense;
- Moth crystals or moth balls;
- Chemical air fresheners, potpourri, plug-ins, incense, sprays, essential oils, mists, and diffusers
- Toilet/urinal deodorizer blocks.

Rationale:

Many chemicals are sold to cover up noxious odors or ward off pests. Many of these chemicals are hazardous (1). As an alternative, caregivers/teachers should remove the source of noxious odors to the extent possible by dissipating noxious odors through cleaning and ventilation (e.g., opening windows) and controlling pests using nontoxic methods.

Toilet/urinal deodorizer blocks commonly contain para-dichlorobenzene (PDCB), a toxic chemical, designated as a possible human carcinogen (2), that has no cleaning function. These deodorizers only serve to mask odors that should be eliminated by proper cleaning.

Focus Items:

Guidelines for Setting Up the Classroom

The first set of guidelines comes from the local Fire Code. Be sure that these rules are followed completely so we can continue to provide a safe learning environment for our students.

1. Any 'stuffed' item, such as pillows, oversized chairs, stuffed animals, etc., must have a tag attached to them that says they meet the California Fire Home Furnishings Bulletin 117. This is the required label that must be attached to all items of these types that are used in student and staff areas within our buildings. It is important that the tags are attached to the item. If they are torn off, the item must be removed from the building.
2. No items can be suspended from the ceilings. They can hinder the flow and path of smoke reaching a detector in the event of a fire.
3. No flammable items can be attached to the inside of the classroom door or an exit door.
4. If your classroom does not have a sprinkler system, any item that is stored on a shelf or cabinet cannot be closer to the ceiling than 24".
5. If your classroom has a sprinkler system, storage items cannot be closer to the ceiling than 18".

6. If your classroom has an exterior door it cannot be hidden or obstructed by objects. A clear path 36" wide must be maintained.
7. If you have a microwave or refrigerator in your room, they must be plugged directly into a wall receptacle. You cannot use an extension cord on these devices.
8. If your room uses an overhead projector, the fire marshal requests that they be unplugged from the wall each night before you go home.
9. The fire code states that 'no more than 20% of the wall space in the room can be covered by paper'. Please keep that in mind when hanging posters or student work

A few other items to keep in mind

1. Do not stick tape to the carpet. When the tape is removed a sticky residue is left behind that collects dirt. It is nearly impossible to remove.
2. Make sure exterior doors latch behind you. Even if you know someone else is in the building, take a minute to make sure the door has latched behind you so the building is secure.
3. Do not bring cleaning supplies into your classroom from home. Our custodial staff will clean your room each night. We are required by OSHA to maintain records of all the chemicals we use in the event that someone would come into contact with a cleaner or have an allergic reaction.
4. Do not paint or stencil the walls in your room or in the building. Do not write on the walls with permanent markers or crayons. Do not allow students to write on the interior or the exterior of the building with sidewalk chalk.

Please take time to look around your room for anything that may need to be changed because of these guidelines. Your cooperation is required to continue to provide classrooms that meet code and are safe for you and your students.

Leaving the classroom

Please be certain to post a note on your classroom door when the class leaves the room. Post the time leaving, place going, and time returning. This is mandatory for all early learning and school age classrooms.

Large Motor Play

Outdoor Play

Children in all rooms play outdoors daily, weather permitting. Prairie Early Learning guidelines for weather conditions are: No outdoor play when it is 10 degrees or below with wind-chill in winter, and when the heat index is 98 degrees or higher in the summer. Please refer to the DHS weather watch chart for detailed and explicit guidance at <https://idph.iowa.gov/Portals/1/Files/HCCI/weatherwatch.pdf>

Our playgrounds feature a variety of types of activities for outdoor play and separate play spaces are available for each age group. Outdoor play spaces also include a variety of surfaces and textures, including grass, sand, dirt, and asphalt, for different play activities. While playing outdoors children can try new skills, develop appreciation for the natural environment, develop and refine large muscle skills, notice seasonal changes, and play cooperatively with other children.

Student Recess Attire

Clothe children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing).

Large Motor Supervision

Teachers provide time daily for indoor and outdoor activities (except when conditions pose a health risk as defined by local health officials or if it is dark. This includes high pollen or high levels of polluting). When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment for large-motor activities meets national safety standards and is supervised at the same level as outdoor equipment. The area protects children from injury from falls; catch points, sharp points, and entrapments, tripping hazards and excessive wind and sunlight. A minimum of 75 feet of outdoor play space is provided to each child.

Entering and Leaving the Playground or Gym

- Be sure to greet all adults picking up the children. When an adult picks up a child, be sure to move to the gate area and monitor the situation. If you do not know who the adult is, ask to see identification and check the child's pick-up list.

Whenever leaving with a group of children or an individual, Little Hawks, Head Start, Wrap Around, and School Age Staff **always** use the Face to Name system.

Head Start, Little Hawks, Wrap-Around, and School-Age staff must follow the below protocol when leaving the classroom with a group of children:

- As you leave your classroom, be certain to do a "headcount" and use the Face to Name system. Position one teacher at the beginning of the group and one teacher at the end of the group as you leave and re-enter the building. You are also required to use the Face to Name when you arrive at your destination.
- Take your first aid bag out each time you leave the classroom for large motor or playground play. Add gloves, Kleenex and emergency medications (epi-pens, inhalers, etc.) as prescribed. Attach your shed key to your fanny pack.
- Playground must be in a fenced area. Only teachers/families open the gates/doors. This meets NAEYC requirement 9.B.04.
- Be certain gates/doors are closed and latched after you enter and/or leave the playground.
- If you are leaving the playground with your class, you must have a third person with you if you exceed the child-to-staff ratio for one teacher.
- Infants: One teacher for every four children, plus an extra person.
- Two/three year olds: One teacher for every six children, plus an extra person.
- Preschoolers: One teacher for every eight children, plus an extra person.
- If you are leaving the playground/large motor room, please be certain to write your destination in the office notebook and take a "walkie-talkie" with you. Be sure to charge the "walkie-talkie" when returning to school.
- Equipment needs to be put away neatly. If you have extra time, make an effort to clean up and straighten. Staff is expected to put away any equipment that their classroom takes out.

- Transition the children back into the building/classroom with a verbal warning: "We have 5 minutes before we are going back." After the warning, expect that the children will follow. Chasing does not work.
- Upon returning, Little Hawks, Head Start, Wrap-Around, and School Age staff must use the Face to Name system to account for all the children in your care.

While on the Playground or Large Motor Room

- Never leave one teacher alone on the playground or gym. In an emergency, let the other teacher know you need to go into the building so that she can quickly gather the children and follow you inside.
- The playground should be viewed as an extension of the classroom. To ensure all children are safe, supervision needs to be as intense--if not more intense--as it would be inside the building.
- Never take children to the playground if it is dusk or dark or if there is a wind advisory in effect.
- To ensure safety, teachers need to be positioned accordingly:

Infants/Ones/Twos

- One group only – one teacher near the climbing frame and one teacher positioned by other children.
- Two groups – one additional teacher where needed. This is not a social opportunity for staff. Please distribute staff to ensure all students are safe.
- While on the Playground
 - Bikes, trikes, and cars need to stay in designated areas.
 - Toys are not allowed on the climber.
 - Sand needs to stay in the sandbox.
 - Make sure staff have identified any potential choking hazards on the playground and have removed them. This meets NAEYC requirement 9.C.16.

Threes/Fours/Fives

- One group only – one teacher on or near the climbing frame and one teacher near the trike riding area.
- Two groups – the additional teachers move as needed to ensure student safety.
- All teachers must have "eyes in the back of their head", continually scanning and moving in needed areas. The staff members are to be standing and interacting with the children outside.
- Shoes and socks must be kept on unless removing them to empty out sand.
- Children are not allowed to climb on the fence.
- Wrestling is not allowed.
- Keep adult-talk to a minimum.

While Equipment is Being Used:

- Children should not be lifted onto the climbing equipment. They may play on these items only if they are capable of accomplishing the climb on their own.
- Children are to go up the ladder and down the slide feet first.
- Toys and bikes are not taken on the climbing equipment.
- The children should sit on bikes and in wagons.
- Children are not to jump off areas of the climber.
- **Helmets are to be worn when riding trikes, bikes or scooters. Ensure helmets are tight and placed on a child's head correctly.**

Helmets for Large Motor Activities

Adjust the child's helmet to ensure a proper fit. **A poorly adjusted helmet can fall off or move around, greatly reducing the helmet's ability to offer protection during a crash.** Helmets should be placed squarely on top of the head (not tilting forward or back) and remain in place when a child shakes his head.

Prairie Early Learning will provide helmets for shared usage. Parents may provide a helmet for their child, which will be for his/her use only. Parents are asked to size self-purchased helmets to fit their child and label it with their name. Helmets should be removed before allowing children to use playground equipment. Sharing of bike helmets should not significantly contribute to the spread of head lice. Wiping the lining of the helmet with a damp cloth should remove any lice or nits left inside. More vigorous washing of helmets, using sanitizers, cleaning chemicals, and detergents is not recommended because these chemicals may cause the physical structure of the impact absorbing material inside the helmet and the straps used to hold the helmet on the head to deteriorate.

(Source: Caring For Our Children National Health and Performance Standards: Guidelines for Out-of-Home Child Care Programs 2nd Edition pages 227-228.)

Splash Splash/Sprinkler Procedures

- Remember to always use KEY PHRASES.
- Staff members should dress appropriately.
- Children must ask before splashing water on each other. For example, use the phrase, "Ask before you splash."
- Keep each classroom's shoes and towels organized, labeled and together.
- Children need to wear shoes on the playground equipment.
- Pools are not allowed.
- Keep sand in the sandbox only.
- Keep water off of climbing equipment
- Rotate areas (sunny, shady and excessively busy areas).
- Limit "teacher talk."

- If you bring out an activity outside (ex: bubbles) stay with the children while they are engaged and clean it up when they become uninterested.

Tooth Brushing

All full day students (who eat breakfast and lunch at school or a minimum of 2 meals which includes snacks) are required to brush their teeth at least once daily.

- Label the toothbrush and the holder with the child's name. Store upright and spaced so they do not touch. Bristles need the opportunity to air dry.
- Use fluoride/ADA approved toothpaste
- Toothbrushes are to be replaced every 3 months

Steps

1. Wash hands before and after brushing. Washing before the meal is acceptable if brushing right after eating without leaving the table.
2. Dispense toothpaste on cups or paper towels. Children under two are to receive a rice grain sized amount of toothpaste; children over two a pea sized amount.
3. Watch each child take their own toothbrush from the holder.
4. Have the children scoop their toothpaste onto the brush. Brush teeth for two minutes. Spit excess toothpaste into the cup.
5. Have children rinse their own toothbrush under water. A gloved caregiver may rinse the brushes, but must change gloves after handling each child's brush.
6. Have the children, or gloved care provider, put their brush back in the labeled holder.
7. Discard paper cups. Clean the table with soapy water and sanitize.

ECC Snack Procedure

ECC provides afternoon snacks each day for all children in full day, wrap around, and school age programs.

Staff will pick up snacks for the week each Tuesday. **All items** must be removed from the classrooms assigned cupboard in the Crest kitchenette on Tuesday.

Snacks in the bins and cupboards are inventoried weekly. **DO NOT** remove items from the bins without consulting the ECC office first as this could impact the next week's quantities.

Any unopened snack must be returned to the Crest kitchenette and/or the ECC each Tuesday and placed in the labeled baskets. Extra snacks may not be stored in classrooms due to quality assurance and budgeting purposes.

DHS SECTION: 109.15:

Nutritionally balanced meals or snacks. The center shall serve each child a full, nutritionally balanced meal or snack as defined by the USDA Child and Adult Care Food Program (CACFP) guidelines and shall ensure that staff provides supervision at the table during snacks and meals. Children remaining at the center two hours or longer shall be offered food at intervals of not less than two hours or more than three hours apart unless the child is asleep.

Menus shall be planned at least one week in advance, made available to parents, and kept on file at the center. The ECC Office must pre approve substitutions in the menu, including substitutions made for infants, shall be noted and kept on file. Foods with a high incident rate of causing choking in young children shall be avoided or modified.

Staff must serve the item listed on the menu. If a change is made due to availability from the vendor the ECC Office will approve the change, communicate the change to the classroom, and instruct classroom staff to update the menu posted in the classroom.

Meal Time Procedures

General Procedures

- Breakfast is served at 8:00 am for all students. (If a child arrives late they will still be offered breakfast payroll.)
- Lunch is served at 11:00 am for infants, 11:30 for all others. **Meal counts for the day must be reported to food service no later than 9:00 AM each morning.**
- Meals will be served family style.
- A staff member must be at each table the entire time the children are seated.
- Children are to serve themselves.
- Adults shall initiate interesting relevant conversations with the students during meal times.
- Adults must eat during meal times; they are required to share the meal provided or bring their own healthy CACFP approved meal.
- Adults must drink water milk or juice at meal times
- A meal sitting on a plate in front of a child constitutes a paid meal.
- Trays should be placed on the carts by 8:30 for breakfast and 12:00 for lunch. **ECC is charged for all carts returned late to the cafeteria.**
- Clean sanitary drinking water is made available to children throughout the day. **Infants who are fed only human milk do not need to be offered water.**
- Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach.
- Staff does not offer children younger than 4 years these foods; hot dogs, whole or sliced into rounds; whole grapes, nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed.
- Tables may not be washed until all students have completed mealtime and are no longer sitting at the table.

Meals

ECC strives to model healthy eating habits by providing nutritionally balanced meals and snacks. All food served through ECC follows the USDA CACFP (Child and Adult Care Food Pattern) school lunch guidelines. The goal of the CACFP school lunch program is to improve the diets of children by providing nutritious meals and to help children develop good eating habits that will last through the years.

Breakfast & Lunch (For children receiving full day services)

College Community School Districts meal services and ECC provides breakfast and lunch each day for children in the extended day programs. Breakfast is served anywhere from 8:00-8:30 a.m. depending on the program, and lunch is typically served around 11:30.

During no school days or Summer Camp program, breakfast and lunch will be provided for school age children.

If families are sending a lunch from home, meals must meet the CACFP guidelines which are the following: meat/meat alternative, fruit, vegetable, grain/bread, milk (100% fruit juice can be used).

Menus

Menus are to be posted in the classroom and are available for families requesting individual copies.

If the menu should change staff are to record what was served on the menu and send families updates in their daily communication.

Dietary Restrictions

If a child requires a special diet and is unable to eat an item(s) on the menu, please discuss it with the Early Childhood Principal. Families will be provided with an Allergy/Dietary Restrictions form to fill out. Special medical/health diets require written instructions from a doctor, including substitutions. Religious or personal preferences may be made if a parent provides written instructions. **All food provided by parents must meet required nutritional guidelines.** Teachers reserve the right to send foods that do not comply with these guidelines back home.

Food from home (not medically related)

ECC discourages food brought from home or other venues to eliminate disruption in our programs other than meals brought from home that meet the CACFP guidelines. Meal times and menus are to be posted in each classroom.

Classrooms with students who have life threatening allergies may have more specific guidelines.

Staff Purchasing District Meals

Staff may purchase lunch from food service. An Etrition account must be set up in advance for the staff member, and school procedures for ordering the lunch must be followed (this process is separate from ordering student lunches). No charges will be allowed once an account has reached a balance of \$0.00. Once the account balance has reached \$10.00, staff will be notified of their balance verbally at the cash register. Staff members may sign up with the store clerk in their building to receive email notices from Etrition.

Food Purchasing Tips for Child Care

Purchase only inspected meats

- Select pasteurized milk and 100-percent juices
- Do not buy or use food in cans that are leaking or bulging cans of food

Food Storage Tips for Child Care

- Put away frozen and cold foods promptly after purchasing

- Thoroughly wash fruits and vegetables before use. Even prepackaged, prewashed foods like lettuce, spinach, and carrots still carry harmful bacteria and need to be washed.
- Store foods in covered containers in the refrigerator. Food containers must be labeled with name and date. Opened food items can only be stored for 48 hours.
- Check expiration dates. All expired food items must be discarded immediately. Expired food items can never be served to children.
- Place thermometers in a visible location in refrigerators and freezers, and check the temperature frequently
 - Keep refrigerator temperature between 32 degrees – 40 degrees F.
 - Keep freezer temperature at 0 degrees F or less.
- Clean the refrigerator, freezer, and dry food storage areas weekly
- Store foods and cleaning supplies in separate cupboards
- Store cleaning supplies in a cupboard that is locked
- Food containers can not be stored on the ground

Preparing Meals for Children in Child Care

- Wash your hands often with soap and water during food preparation
- Wash and sanitize work counters and surfaces before and after use
- Wash and sanitize cutting boards and utensils before using and after each use
- Use separate cutting boards and utensils for raw meats than the ones you use for fruits, vegetables, and other foods
- Wash and sanitize can openers after each use
- Put frozen meats into a pan before placing them in the refrigerator to thaw
- Never thaw meats on the kitchen counter
- Cook meats thoroughly, and use a food thermometer to be sure they are fully cooked
- Ground pork, beef, veal, and lamb – 155 degrees F for 15 seconds
- Whole poultry (take measurement in thigh) – 165 degrees F for 15 seconds
- Fin fish – 145 degrees F for 15 seconds
- Steaks and roasts: beef, veal, and lamb – 145 degrees F for 15 seconds
- Hold hot foods at 135°F or higher and cold foods at or below 41°F. Most bacteria grow rapidly in the “temperature danger zone” between 41° and 135° F.
- Only microwave safe containers can be used. Plastic and polystyrene containers, plates, bags, or wraps can not be used when microwaving children’s foods or beverages.
- Do not change diapers in areas where you prepare, store, and serve foods

- Do not allow pets in the kitchen when meals are being prepared and served to children

Serving Meals to Children in Child Care

- Serve foods on a plate, napkin or bowl rather than directly on the table
- Discard cracked or chipped plates, cups, and bowls
- Use serving utensils such as large spoons, tongs, or single-use food service gloves
- Teach children not to lick serving utensils. If a utensil is licked, remove it and replace with a clean utensil
- Give children clean utensils and napkins if these items are dropped during the meal or snack
- Store open, un-served food immediately after the meal. Label with date. Open, un-served food items can only be stored for 48 hours.
- Discard all leftovers on children's plates and in serving dishes that were placed on the table where children ate; do not save them for later
- Discard food waste in a covered garbage can with a liner, and empty the garbage can at the end of the day (or sooner if full)
- Gloves, utensils, or methods other than bare hand contact must be used when handling ready-to-eat foods. If single-use gloves are used, the following guidelines are recommended:
 - Wash hands before putting on gloves.
 - Put gloves on only when you are ready to handle ready-to-eat food.
 - Use gloves for only one task, such as preparing a ready-to-eat food, then discard.
 - If an interruption occurs during food preparation, remove gloves.
 - Use clean gloves when you resume food preparation.
 - Dispose of gloves immediately upon removal.
 - Single-use gloves should not be used around heat or hot fats.
 - Gloves are susceptible to contamination, so discard when soiled or damaged.

Appropriate Dish Washing in a Child Care Setting

- If a dishwasher is used, the rinse temperature should be 180 degrees F to sanitize dishes
- Follow these steps to wash and sanitize dishes without a dishwasher:
 - Rinse or scrape dishes
 - Wash in hot sudsy water
 - Rinse in clear water
 - Sanitize dishes by submerging in a solution of 1 teaspoon bleach per quart of water for one minute or in 170 degree F water for at least 30 seconds

- Air dry dishes rather than towel-drying them

Infant Meal Time Procedures

All staff in infant classrooms must read and sign the ECC Infant Feeding Policy prior to entering the classroom.

- If the program provides food to infants, then the program staff works with families (who are informed by their child's health care provider) to ensure that the food is based on the infant's individual nutritional needs and developmental stage.
- The program supports breastfeeding by accepting, storing, and serving expressed human milk for feedings.
- Accepting human milk in ready- to- feed sanitary containers labeled with the infant's name and date and storing it in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen) or in a freezer at 0 degrees Fahrenheit or below for no longer than three months.
- Ensuring that staff gently mix, not shake, the milk before feeding to preserve special infection fighting and nutritional components in human milk.
- Providing a comfortable place for breastfeeding and coordinating feedings with the infant's mother.
- Except for human milk, staff serves only formula and infant food that comes to the facility in factory-sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars) prepared according to the manufacturer's instructions.
- Bottle feedings do not contain solid foods unless the child's health care provider supplies written instructions and a medical reason for this practice.
- Staff discards after one hour any formula or human milk that is served but not completely consumed or is not refrigerated. If staff uses warm formula or human milk, the milk is warmed in water at no more than 120 degrees Fahrenheit for no more than 5 minutes. No milk, including human milk and no other infant foods are warmed in a microwave oven.
- Teaching staff does not offer solid foods and fruit juices to infants younger than six months of age, unless that practice is recommended by the child's health care provider and approved by families, sweetened beverages are avoided. If juice (only 100% fruit juice is recommended) is served, the amount is limited to no more than four ounces per child daily.
- Teaching staff who are familiar with the infant feed him or her whenever the infant seems hungry. Feeding is not in lieu of other forms of comfort.
- The program does not feed cow's milk to infants younger than 12 months, and it serves only whole milk to children of ages 12 months to 24 months.
- Cleaning and sanitation of high chairs shall be conducted before and after contact with food.

Bottle Feeding Procedure

Always wash hands before preparing to feed an infant.

- Make sure that the bottles are labeled with the child's name on the bottle itself and on the ring for the nipple.
- If a child is breastfed, make sure that their bottles in the refrigerator are labeled with their initials and the date that the bottle was brought in.

- When feeding a breastfed child you will have to get the bottle out of the refrigerator or the freezer part depending on what the parent has supplied.
- You can either use the bottle warmer to heat the bottle or place it under warm running water.
- Breast milk must be kept refrigerated or frozen and should be labeled with the child's name and date. Freshly expressed or pumped breast milk can be stored in the refrigerator up to 4 days. Thawed, previously frozen breast milk can be stored in the refrigerator for 24 hours. When a feeding is over, what is left in the bottle must be fed within 2 hours after the baby has finished feeding or it should be discarded.
- When feeding a formula fed child you will make the bottle according to what the child is eating.
- When a child is done with the bottle the bottle should be dumped out into the sink. Unfinished bottles of formula, what is left in the bottle must be fed within 2 hours after the baby has finished feeding or it should be discarded.
- At the beginning of the day make sure that all bottles are labeled with the child's full (first and last) name as well as the date the milk was expressed.
- If the parent brings in a formula bottle from home with the child that bottle should be dumped and a new one made for the child here at school.
- If a parent provides breast milk for their child it must be labeled with the infant's FULL name and the date the milk was expressed.

Documentation of Meals for families, to be completed following each meal.

For children of any age with special feeding needs, and for all children under the age of 5, staff must do the following each day:

- Document the type and quantity of food the child consumes on Brightwheel
- Provide this information to the child's family on Brightwheel

Naptime Procedures

Naptime occurs every day.

This meets NAEYC requirements 3.C.02, 3.C.03 and 3.C.04. Staff must supervise infants and toddlers/twos by sight and sound at all times; this includes rest time. Staff is aware of, and positioned so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake. Supervision for short intervals by sound is permissible as long as teachers check frequently on children who are out of sight (e.g. Children who are using the bathroom independently).

Infants

- Infants younger than 12 months must be placed on their backs to sleep without the use of infant sleep positioners, unless ordered by a physician.
- If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant safe sleep equipment. (Crib or cot)
- Soft items (blankets, pillows, quilts, comforters, sheepskins, soft toys) are not allowed in cribs or on cots for infants younger than 12 months. ECC provides/approves of the following safe sleep equipment: Cribs, cots

Regulations

Regulations state that we must offer a place for each child to rest during this time. However, the children do not have to sleep. (You cannot mandate that all children sleep at this time. Do not force a child to lie on their cot. Blankets cannot be wrapped tightly or placed over a child's head.)

Lead teachers in each classroom will work with their classroom team to create a specific policy in regards to nap time procedure. Children who do not nap may be allowed to get up and participate in quiet activities while other children are sleeping. Here are some quiet activity ideas:

- Coloring
- Puzzles
- Painting
- File Folder Games
- Quiet Manipulatives (stringing beads, peg boards, etc.
- Play-Dough

Please be sure that you establish and type up a naptime procedure for your classroom and include it in your Substitute Binder. This procedure, along with all other procedures established in your classroom, need to be reviewed periodically with your classroom team to ensure that everyone is aware of and carrying out the procedures appropriately.

Pets

Prior to bringing in an animal to the childcare classroom, approval must be obtained from the EC Principal. Animals brought on site should be in good health with no evidence of disease. The pets shall not pose a safety threat to children and shall be maintained in a clean and sanitary manner. All families must be notified of the pets and will be removed if any child shows an allergy reaction. Documentation of current vaccinations shall be available for all animals that visit the classrooms.

No ferrets, reptiles (including turtles), or birds of the parrot family are allowed on site. Pets are not permissible in PreK classrooms per district policy. See Elementary Handbook for additional information.

Pets are not allowed in kitchen or food preparation areas.

All children, staff, and volunteers should wash their hands before AND after touching the animal and after cleaning cages.

Shoeless Infant Room

Infant Room Shoe Policy

To maintain sanitation in the infant room, we require all staff to adhere to the following guidelines:

- No Shoes in the Infant Room:
 - The floor is the workspace for infants; therefore, street shoes are not allowed inside the infant room.
- Shoes Off or Covered:
 - Before entering the infant room, please remove your shoes or cover them with the provided shoe covers.

- Alternative Footwear:
 - Staff may wear socks or slippers in place of shoes while inside the infant classroom.
- Street Shoes Outside the Infant Room:
 - Upon leaving the infant classroom, staff must put on their street shoes.
- Shoe Rack Usage:
 - There is a shoe rack located outside the infant classroom. Place your shoes on this rack to avoid creating a tripping hazard.

By following these guidelines, we can ensure a clean and safe environment for our infants. Thank you for your cooperation!

Diaper Changing

Diapers/training pants are to be checked/changed every two hours. Diapers/training pants are also to be checked/changed when a child wakes up from all naps. Diapers/training pants are to be changed **within 5 minutes** of discovering they are wet or soiled.

- Prepare the area by gathering all necessary supplies and wipes before starting the diapering process.
- Put on clean rubber gloves (change gloves for each child).
- Open up diaper/training pants.
- Clean the child's bottom, place used wipes inside the diaper
- Take the diaper/training pants off the child.
- Diaper the child.
- Fold the diaper/training pants up, using the sticky tabs to close.
- Place soiled diapers in diaper/training pants pail.
- Squirt changing pad with bleach water solution. Let stand for two minutes then wipe dry with a paper towel after each child.
- Wash the child's hands with soap and water
- Wash your hands with soap and water (after each child).

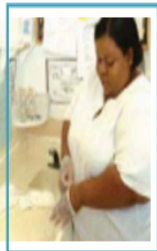
A hand must be on the child at all times while on the changing table.

NEVER LEAVE THE CHILD UNATTENDED AT ANYTIME.

DO NOT use hand washing sinks for bathing children or removing fecal material.

Diapering Procedures Poster:

<https://hhs.iowa.gov/media/2848/download?inline=>



Step 1: Get Organized

Before you bring the child to the diaper changing area, wash your hands, gather and bring what you will need to the diaper changing table:

- ✓ Non-absorbent paper liner large enough to cover the changing surface from the child's shoulders to beyond the child's feet
- ✓ Fresh diaper and clean clothes - as needed
- ✓ Wipes for cleaning the child's genitalia and buttocks removed from the container -- so you do not touch the container during diaper changing
- ✓ Wipes for cleaning child and provider hands (see Step 4)
- ✓ A plastic bag for soiled clothes
- ✓ Disposable gloves, (put gloves on before handling soiled clothing or diapers)
- ✓ Diaper cream (when needed/appropriate) remove from the container onto facial or toilet tissue ready to apply to child's skin



Step 2: Carry the child to the changing table

Keep soiled child clothing away from you and any surfaces you cannot easily clean and disinfect after the diaper change.

- ✓ Always keep a hand on the child
- ✓ If a child's feet cannot be kept out of the diaper or from contact with soiled skin during the changing process, remove the child's shoes and socks so the child does not contaminate these surfaces with stool or urine during the diaper changing
- ✓ Put soiled clothes in a plastic bag and securely tie the plastic bag to send the soiled clothes home



Step 3: Clean the child's diaper area

- ✓ Place the child on the diaper change surface and unfasten the diaper but leave the soiled diaper under the child
- ✓ If safety pins are used, close each pin immediately once it is removed and keep pins out of the child's reach. Never hold the pins in your mouth.



- ✓ Lift the child's legs as needed to use disposable wipes to clean the skin on the child's genitalia and buttocks. Remove stool and urine from front to back and use a fresh wipe each time. Put the soiled wipes into the soiled diaper or directly into a plastic-lined, hands-free covered waste-can

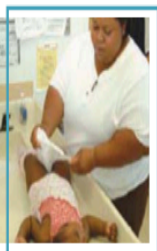


Step 4: Remove the soiled diaper

Remove the soiled diaper without contaminating any surface not already in contact with stool or urine.

- ✓ Fold the soiled surface of the diaper inward
Put soiled disposable diapers in a covered, plastic-lined, hands-free covered waste-can. If reusable cloth diapers are used, put the soiled cloth diaper and its contents (without emptying or rinsing) in a plastic bag or into a plastic-lined, hands-free covered container to give to parents or laundry service
- ✓ Remove gloves using the proper technique and put soiled gloves into a plastic-lined, hands-free covered waste-can
- ✓ Use a disposable wipe to clean the caregiver's hands and another disposable wipe to clean the child's hands, discard soiled wipes into the plastic-lined, hands-free covered waste-can
- ✓ Check for spills under the child. If there are any, use the paper that extends under the child's feet to fold over the disposable paper so a fresh, unsoiled paper surface is now under the child's buttocks

Diapering Procedure



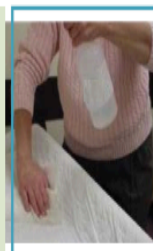
Step 5: Put on a clean diaper and dress the child

- ✓ Slide a fresh diaper under the child
- ✓ Use a facial or toilet tissue or wear clean disposable glove to apply any necessary diaper creams, discarding the tissue or glove in a covered, plastic-lined, hands-free covered can
- ✓ Take notice and plan to report any skin problems such as redness, skin cracks or bleeding
- ✓ Fasten the diaper. If pins are used, place your hand between the child and the diaper when inserting the pin



Step 6: Wash the child's hands and return the child to a supervised area.

- ✓ Use soap and running water, no less than 60 degrees F and no more than 120 degrees F, at a sink to wash the child's hands
- ✓ If a child is too heavy to hold for handwashing or cannot stand at the sink, use the three-towel method for handwashing procedure:
 - Wipe the child's hands with a damp paper towel moistened with a drop of liquid soap
 - Wipe the child's hands with a paper towel wet with clear water
 - Dry the child's hands with a paper towel



Step 7: Clean and disinfect the diaper-changing surface

- ✓ Dispose of the disposable paper liner used on the diaper changing surface in a plastic-lined, hands-free covered waste-can
- ✓ Clean the changing surface with soap and water,
- ✓ Rinse the surface with water
- ✓ Wet the entire changing surface with a disinfectant solution, following manufacture's instructions for mixing ratio and dwell time
- ✓ Safely store cleaning solution and disinfectant



Step 8: Wash your hands then record the diaper change in the child's daily log

- ✓ In the daily log, record what was in the diaper and any problems (like loose stool, unusual odor, blood in the stool or skin irritation). Report any problems or observation as necessary



For information about health and safety in child care, contact Healthy Child Care Iowa at 1-800-369-2229 or visit the Web site at www.idph.iowa.gov/hcci

Reference: *Caring for Our Children*, Fourth Edition (2019) American Academy of Pediatrics.

Photos courtesy of Healthy Child Care North Carolina

March 2021

Hand-Washing Procedures

Employees:

- Upon arrival to the classroom
- Before preparing or eating food
- Before and after administering medications
- After eating
- After diapering a child or cleaning diaper service
- After cleaning any surface
- After handling garbage
- After contact with any bodily fluid

Children:

- Upon arrival to the classroom
- Before meals and snacks
- Before and after playing with common toys such as finger paint, play dough water, etc.
- After using the toilet
- After being diapered
- After meals and snacks
- After handling an animal
- After any contact with bodily fluids
- After outdoor play

How to wash your hands:

- Turn on the water faucet and wet hands. Do not fill the basin for hand washing.
- Apply soap and work into lather.
- If bar soap is used, rinse the bar before using and returning it to the soap dish.
- If using liquid soap, pump the soap dispenser twice into hand.
- Rub hands together firmly so that lather covers all skin areas of the hands, especially under and around the fingernails.
- Lather hands for at least 20 seconds
- Rinse hands under running water
- Dry hands with disposable towels. Before discarding paper towels, use the paper towels to turn off the water faucet

Wash Your Hands!

¡Lávese Las Manos!



1 Wet Hands
Mójese las manos



2 Apply Soap
Aplique jabón



3 Scrub for 20 seconds
Frótese las manos por 20 segundos



4 Rinse
Enjuáguese



5 Dry
Séquese las manos



6 Turn Off Water with Paper Towel
Cierre el grifo usando una toalla de papel



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<https://food.unl.edu/resources/HandwashingPosterColor.pdf>

Above is the link for the hand-washing poster. Please display poster in your classroom by all hand washing sinks.

Medication

Sometimes children in our programs need medication during the day. If a child needs medication, the parent **MUST** fill out the Medication Authorization Form (please make sure parents sign it) and provide the medication in its original container. Medication must be stored in a locked container that children do not have access to.

Please label any nonprescription medications with the child's name; prescription medications must have the 'doctor' label on it stating the name of the child and the dosage amount.

If the medication is for emergency purposes such as an Epi-Pen, it shall be located out of reach of children in the room but immediately accessible for all staff to obtain. According to Safety Plans Epi-Pens need to be taken in First Aid bags when children and staff leave the classroom.

Prairie Hawks Preschool Staff see School Nurse for Directions.

Procedures for dispensing medication

- **Parents must fill out the Medication Authorization Form completely.**
- Medication must be stored in a container that children cannot have access to during the day.
- Every day that the child is in the program and there is a Medication Authorization in effect, a medication certified staff member must either distribute the medication and fill out the appropriate 'blanks' on the form or write the reason the medication was not given and initial the form.
- At the end of each month, the filled-out medication forms will be placed in the child's file.

Points to remember when accepting medications from families:

- Medication requires a physician's written permission, including the date that the physician's permission was given, name of medication, dosage amount, frequency and duration, and a Medication Administration Release completed by parent or legal guardian. This medication must be in the original container and be labeled with the child's name.
- Sunscreen, body and hand lotion, and lip balm require a Medication Administration Release form, which allows staff to administer these products to your child. A parent or guardian must complete this form, which can be obtained from ECC office staff. These products must be in the original container, have a manufacturer's expiration date, and be labeled with the child's name. Please keep in mind aerosol sunscreen is prohibited.
- Destin, A&D Ointment, and Vaseline require a Medication Administration Release. These products must also be in the original container labeled with the child's name and stored out of reach.

Do not allow children to bring or take home any medication in their backpacks

We do not allow parents to come into the school and administer medication (either prescription or non-prescription). We cannot take responsibility in the event that the child might have an adverse reaction to a medication. (This is a DHS requirement)

Employee Medications

ECC understands that employees may possess their own personal medications for individual reasons. Employees are expected to ensure that their medications are inaccessible to children at all times. If an employee chooses to store their medication in one of the Center's medication boxes, they are required to follow all Center and DHS policies established for storing medication.

All purses/personal belongings containing medication must be kept out of children's reach.

Health Policies

Common Child Illnesses and Exclusion

Criteria for Education and Child Care Settings

A child should be temporarily excluded from an education or child care setting when the child's illness causes one or more of the following:

- Prevents the child from participating comfortably in activities.
- A need for care that is greater than the staff can provide without compromising the health and safety of other children.
- An acute change in behavior: lethargy, lack of responsiveness, irritability, persistent crying, difficulty breathing, or a quickly spreading rash.
- Fever with behavior change or other signs and symptoms in a child older than 2 months (e.g., sore throat, rash, vomiting, diarrhea).
- For infants younger than 2 months of age, a fever with or without a behavior change or other signs and symptoms.
- A child with a temperature elevated above normal is not necessarily an indication of a significant health problem. A fever is defined as:
 - For an infant or child older than 2 months, a fever is a temperature that is above 101 degrees F [38.3 degrees C] by any method.
 - For infants younger than 2 months of age a fever is a temperature above 100.4 degrees F [38 degrees C] by any method.
- Temperature readings do not require adjustment for the location where the temperature is taken.

Guidelines Enforced for Contagious Diseases:

Any updated guidance from DHS, CDC, LCPH & IDPH that occurs from the time of publishing this handbook will be followed.

Contagious Disease	Exclude	Return to Care/School
Chicken Pox	Yes	When all blisters are crusted with no oozing (usually 6 days) and resolution of exclusion criteria.
Diarrhea (infectious)	Yes (There are special exclusion rules for E.coli (STEC), Shigellosis, and cryptosporidiosis)	When diarrhea stops and health care providers and public health officials state the child may return.

Diarrhea(non infectious)	Yes, if stool cannot be contained in the diaper, or if the toileted child has 2 or more loose stools in 24 hours, or blood in stool.	When diarrhea stops and resolution of exclusion criteria.
Pink Eye/Conjunctivitis	No. Unless child meets other exclusion criteria.	Child does not need to be excluded unless a health care provider or public health official recommends exclusion. Resolution of all exclusion criteria.
Fifth Disease	No, unless child meets other exclusion criteria.	If excluded due to other presence of other exclusion criteria, resolution of exclusion criteria
Head Lice	No, unless the child meets other exclusion criteria.	Children shall not be excluded immediately or sent home early from childcare because of head lice. Parents of affected children shall be notified and informed that their child must be treated properly before returning to the child care facility the next day. Treatment recommendations can be found here: https://www.cdc.gov/parasites/lice/head/treatment.html

Hand and Mouth	No, unless child meets other exclusion criteria. Or is excessively drooling with mouth sores.	If excluded due to presence of other exclusion criteria, resolution of exclusion criteria.
Impetigo	Yes, exclude immediately or at the end of the day if blisters can be covered.	After the child has been seen by the doctor, after 24 hours on antibiotics, blisters are covered.
Molluscum Contagiosum	No, unless child meets other exclusion criteria	Skin disease similar to warts. Do not share towels or clothing and use good hand hygiene.
MRSA	No, unless child meets other exclusion criteria	Wounds should be kept covered and gloves worn during bandage changes. Do not share towels or clothing and use good hand hygiene.

Otitis Media (Ear Infections)	No, unless child meets other exclusion criteria	If excluded due to presence of other exclusion criteria, resolution of exclusion criteria.
Pertussis (Whooping Cough)	Yes	Children may return after 5 days of antibiotics and resolution of exclusion criteria.
Respiratory illness (cough and cold symptoms) includes influenza, COVID-19, and RSV	Yes	When individual is fever free for 24 hours without use of a fever reducing medication AND respiratory symptoms are mild and improving.
Ringworm	No, unless child meets other exclusion criteria	Treatment of ringworm infection may be delayed to the end of the day. Child may be readmitted after treatment has begun. Cover lesion(s) if possible. Do not share bedding, towels or clothing and use good hand hygiene.
Strep Throat	Yes	When resolution of exclusion criteria and after 24 hours of antibiotics.
Vomiting	Yes	When vomiting has resolved and resolution of exclusion criteria.

Due to DHS health and safety requirements, we are not allowed to perform invasive procedures on our children. This includes using nasal aspirators for infants and toddlers. Therefore, if a child's nose is congested and an aspirator is needed more than occasionally, your child may be sent home. This will be up to the discretion of the Principal in charge of Early Childhood or Assistant Director, in collaboration with the classroom staff.

A child that is too sick to go outdoors is considered too sick to be at the center. We will expect all children in attendance to go outdoors if the class is going outdoors. Exceptions, if any, will be decided on a case-by-case basis by the ECC staff.

An illness or condition requiring treatment by a physician will be managed as directed by the physician, after approval by the Early Childhood Principal or Assistant Director.

Oftentimes a physician will state that the child can return to group care contrary to our exclusion policies. In such cases, a written statement signed by the physician is required upon the child's return to the center. However, ECC reserves the right to still exclude the child from care. A written doctor's statement will NEVER override the center's 24 hour, fever free, exclusion policy.

Notification of Communicable Disease/Illness

If your child comes down with a communicable disease/infection or condition, it is important to share this information with ECC. We will notify you if your child may have been exposed to any communicable disease or condition by posting any information in your child's classroom.

If the person who is responsible for bringing or picking up a child from school has a contagious disease, and another person is not available, please let the office know so we can get the child from the classroom to keep from spreading contagious diseases.

Head Injury

If a child receives a head injury during the school day, the parent will be informed immediately via phone or email if that is the parent's preferred form of communication. At the discretion of the school nurse or supervisor in charge the parent may be asked to take the child home for observation.

Surgery

If a child has had surgery, a written note from the doctor is required, stating the child is ready to fully participate in our program.

General Staff Exclusion Requirements

In addition to children, staff should also be excluded from the child care facility under certain circumstances, including if they are unable to participate or perform the functions required for their position or if they are suffering from certain infectious diseases.

A staff member or staff member means any person working or volunteering to perform duties in a Little Hawks, Head Start, Wrap-Around, School Age or Pre-K classroom. Directors/supervisors are responsible for observing the staff for signs of illness throughout the day.

Staff members have the responsibility of reporting, to the director or person in charge, any signs of infection or illness that may pose a hazard to the health of children and other staff.

Illness	Policy
Fever	100.4 degrees and higher AND Behavioral Change Staff may return when the fever has broke
Diarrhea	When due to Salmonella, Shigellosis, or E.Coli Diarrhea is bowel movements that are watery, loose, and unformed. (1) child has illness related symptoms and loose stools (2) is runny or so large in volume it does not stay in the child's diaper, (3) older child cannot reliably get their stool into the toilet
Vomiting	Exclude if staff has vomited two or more times in the previous 24 hours unless the vomiting is determined to be due to a non-infectious condition and the staff member is not in danger of dehydration.

Temporary Exclusion for Staff

A temporary exclusion for staff is recommended when:

- The illness prevents the staff from participating comfortably in activities.
- The staff has any of the following conditions, unless a health professional determines the staff member's condition does not require exclusion:

- Any staff member determined by the local health department to be contributing to the transmission of illness during an outbreak.

Following an illness or injury, staff will be readmitted to the program when they no longer have the above symptoms, have begun appropriate treatment and/or no longer have significant discomfort and feel well enough to participate.

You must notify parent/guardian in writing, either by letter or posting notice in a visible location, when their child/children have been exposed to a communicable disease.

Conditions that do not require staff exclusion:

When a staff member becomes ill, but does not require immediate medical help, a determination must be made whether the staff member requires exclusion. Most illnesses do not require exclusion:

- Common Colds, Runny noses (regardless of color or consistency of nasal discharge), and coughs.
- Fever without any signs or symptoms of illness
- Watery eye discharge, yellow or white eye drainage.
- Rash without fever and behavioral changes.
- Ringworm (may delay treatment until the end of the day).
- Thrush (i.e., white spots or patches in the mouth).
- Staff members with chronic infectious conditions that can be accommodated in the program according to the legal requirements of federal law in the American with Disabilities Act (e.g., HIV infection). The act requires that childcare programs and schools make reasonable accommodations for staff with disabilities and/or chronic illnesses, considering each staff member individually.

Sunscreen

Parents will be required to provide non-aerosol sunscreen with an SPF of 15- 50 for their child. Sunscreen should offer protection from UVA and UVB rays and be water resistant. Sunscreen will be applied with written parental permission to all children 6 months and older prior to outdoor activities April–October.

The key message: ‘When the number gets to 3, we protect against UV’

- Limit sun exposure between 10 AM and 4 PM, when UV rays are strongest.
- Apply sunscreen to children 6 months and older following label instructions.
- Written parent permission and documentation by staff of the application is required. If it is not applied, document why.
- **When gloves are not used, hand washing should occur in between each application.** If a child or staff member has open areas (cuts, wounds, etc.) on their skin, gloves should be worn.
- When gloves are used, they should be changed in between each child’s application. Ideally, hands are washed in between each pair of gloves, but this is an extra step that may not be feasible when applying sunscreen to multiple children.
- Children with allergies to sunscreen or prescription sunscreen should have their sunscreen applied first, to avoid any risk of exposing them to another product.
- **Do not use aerosol sunscreens.** Prairie Early Learning prohibits the usage of aerosol sunscreens and insect repellents.

- Apply sunscreen 30 minutes before outdoor exposure making sure that the last child to get sunscreen applied has 30 full minutes before going outside.

Face to Name Procedures

Please follow these procedures for face to name in Little Hawks, Head Start, Wrap-Around, and School Age classrooms.

- When a student arrives in the a.m., record the time on the classroom face to name sheet.
- When the student leaves the room, record the time out on the classroom face to name sheet.
- When the classroom leaves, staff must look at each child and record the time each child exits.
- When the classroom arrives at the destination staff must look at each child and record the time each child arrives.
- When the class leaves the destination to return to the classroom staff must look at each child and record the time each child leaves.
- When the class arrives back in the classroom staff must look at each child and record the time each child arrives.
- If you are transitioning a child into another classroom you are responsible for signing them out of your classroom and signing them into the transition classroom. The same applies when you pick them up from the transition classroom.

Example:

John Smith enters the classroom at 7:57

	IN	OUT	PLACE	IN	OUT	PLACE
J. Smith	7:57					

John then travels to the gym at 10:00 a.m.

- “Out” is the time he left the room
- “In” is the time he arrived in the gym
- Be sure to look at the child each time you write the time down

	IN	OUT	PLACE	IN	OUT	PLACE
J. Smith	7:57	10:00	Gym	10:03		

John leaves the gym at 10:30 and heads back to his classroom.

- “Out” is the time John left the gym.
- “In” is the time John arrived in the classroom.

- Be sure you look at the child before writing in time or place

	IN	OUT	PLACE	IN	OUT	PLACE
J. Smith	7:57	10:00	Gym	10:03	10:30	Room 101

John gets picked up by a person authorized to pick him up at 1:55.

	IN	OUT	PLACE	IN	OUT	PLACE	IN	Out	PLACE
J. Smith	7:57	10:00	Gym	10:03	10:30	Room 101	10:32	1:55	Home

Support Staff or others taking a child from their room would sign them out and insert the name of the place they are taking them to. They would also write when they return with the child.

This tool is used to ensure each child is accounted for during each transition. **It is not a roll call.**

A classroom staff member must look at the child's name then look at the child prior to writing down the time.

Field Trips & Guest Speakers

Staff Requests

Staff requesting to go on a field trip or to have a guest speaker must submit approval paperwork (approval form and green bus form-if bussing is required) to the ECC office no later than 15 school days prior to the scheduled event. If paperwork is not submitted in time the event will not be approved. Classes cannot partake in events without ECC Office approval. Unapproved events will not be paid for by ECC/PreK.

Field Trips and Vehicle Usage

All field trips (excluding the obvious extra-curricular activities) must be completed between the hours of 9:00am and 2:15pm.

The minimum amount of time Transportation should receive a request is 7 working days prior to the need.

All requests need to be done in writing using the form provided by the transportation department. The form also MUST include an account for billing.

Field Trip Expectations and Procedures

Pre-Event Considerations

- Teachers will discuss the upcoming study trip with the children. Expectations and information that will help children appreciate the trip will be shared.
- Parents will be notified of dates and times prior to the event.

- A first aid kit will be taken on each trip.
- A person trained in first aid and CPR must accompany the group.
- Emergency information for each child will be taken on each trip.
- All medications will be taken in a locked box. IF medications need to be administered, a staff member with Medication Administration approval must attend.
- The parent must give written permission for his/her child to attend.
- One (1) staff over licensed ratio is required for all trips away from the building
 - Licensing states for any child care center sponsored program activity involving five or more children conducted away from the licensed facility shall provide a minimum of one additional staff over the required staff ratio for the protection of the children.
- Check the weather
 - DHS Guidelines will be followed to determine if it is safe for children to participate.
 - Refer to the Weather Watch chart.
- Before leaving the classroom, a note will be posted on the door of the classroom listing the location of the trip, departure time from the center, and returning time.
- Face to Name procedures must be followed before, during, and after the trip
- Children must stay in the group with staff.
- Children will cross streets in organized groups: partners are recommended.
- Children must be properly dressed to go on study trips.
- While parents/guardians are welcome on study trips, it is policy that siblings of participants may not attend study trips.

Celebrations

College Community Early Learning classrooms will recognize and/or expose children to various holidays. Holidays that will be included will be determined by the classroom surveys parents/caregivers completed at the beginning of the school year.

- Food that comes from home for sharing among the children **must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. All foods must follow CACFP guidelines.** (We discourage cookies, cupcakes, donuts etc.)
- Staff **MUST NOT** offer children younger than 4 years the following foods:
 - Hot dogs, whole or sliced into rounds
 - Whole grapes
 - Nuts
 - Popcorn

- Raw peas
- Hard pretzels
- Peanut butter
- Chunks of raw carrots
- Meat larger than can be swallowed.
- Classrooms with students who have life threatening allergies may have more specific guidelines.
- Keep the activities open-ended and child generated
- **DO NOT** focus primarily on the holiday; seek out academic/seasonal purposes. This is especially important when considering how to “decorate” your room.
 - *Example: Not a good idea to turn dramatic play into Santa’s workshop and have the room filled with holiday items.*
- Be sensitive to family’s religions and financial situations
 - Treats/snacks/other purchased items can not be a requirement
 - Try not to set expectations that the parents cannot fulfill.
 - Example: Do not talk about getting tons and tons of presents at Christmas.
- It is important to remember that birthday invitations cannot be distributed at school unless the entire class is invited.

Movie Policies

ALL movies shown MUST be educational videos and must be pre-approved by ECC Administration.. Movies for the sole purpose of entertaining the children will not be shown.

Best practice as well as DHS guidelines dictate classroom staff shall ensure that children shall view no more than twenty (20) minutes of educational video in a month’s time, this includes YouTube, educational videos/song/movement activities.

All videos shall have a rating of “G” and be previewed by the staff in charge of showing the movie. Children should always have the choice to not watch the movie, and other activities are planned for those children.

Legal Note:

Classrooms showing copyrighted movies are bound by the US Copyright Act and required to obtain a low-cost license. The Act applies to centers regardless of whether you own or rent the videocassette or whether or not you charge a fee to show it.

The Motion Picture Licensing Corporation has established a one-stop license service and a discount fee for centers and school-age programs.

For fee information and to obtain a license that allows the showing of home video cassettes for public performance, contact the Motion Picture Licensing Corporation at 1-800-462-8855

Paraprofessional/Asst Teacher Responsibilities:

General Overview

Before School Expectations

Prior to the start of the school day, Paraprofessionals/asst teachers shall report to their classroom immediately for classroom preparations including sanitization and cleaning. A weekly collaboration/planning meeting will be scheduled.

During School Expectations

Paraprofessionals will follow classroom roles and responsibilities documents prepared by the classroom teacher. In addition Paraprofessionals will assist with transporting students from the bus following EC bussing procedures.

After School Expectations

Paraprofessionals shall report to their classroom immediately for classroom preparations including sanitization and cleaning. In addition students riding the bus will be escorted to the bus following EC bus procedures.

Teacher Responsibilities

Morning Greeting

Daily communication with families is essential in creating a positive school/home relationship. Please greet children and families daily. Best practice is to call each child by name when greeting.

Opening Exercises

Routine is essential as it provides structure that influences a child's social, emotional and cognitive development. The daily opening exercise should follow a routine structure and allow for both teacher and student directed opportunities as well as ongoing student participation.

Teacher Responsibilities (Professional Growth)

Professional Development

[Annual Professional Development Plan](#)

The College Community School District provides ample opportunities for professional growth. All teachers are encouraged to be life-long learners and serve as positive role models to our students through continuous learning and growth in our professional areas. At Prairie, we expect teachers to:

- Collaborate with your team on a regular basis
- Share your growth with your colleagues and other educators
- Examine student work and student data to determine goals and instructional plans
- Apply strategies

- Peer coach and demonstrate lessons

We encourage teachers to:

- Join professional organizations
- Review professional articles, books, audio and video programs
- Network with other educators

All staff are certified in CPR, First Aid, Universal Precautions, and Mandatory Reporter of Child Abuse. Staff members also receive training annually for emergency evacuation procedures.

WITHIN FIRST YEAR OF EMPLOYMENT	ANNUALLY THEREAFTER
1 hour of universal precautions (within first six months)	1 hour of universal precautions
Training for mandatory reporting of child abuse (within first six months). For all staff including long term subs.	Maintain current certification for mandatory reporting of child abuse.
Certification in American Red Cross or American Heart Association infant, child, and adult cardiopulmonary resuscitation (CPR) Within the first six months and stay current from that point forward.	Maintain current certification for infant, child, and adult CPR.
Certification in infant, child, and adult first aid that uses a nationally recognized curriculum or is received from a nationally recognized training organization within the first six months and stays current from that point forward.	Maintain current certification for infant, child, and adult first aid.
<p>Ten contact hours of training from:</p> <ul style="list-style-type: none"> • Child development • Guidance and discipline • Developmentally appropriate practices • Nutrition • Health and safety • Communication skills • Professionalism, business practices • Social competence. <p>Training received for CPR, first aid, mandatory reporting, and universal precautions does not count towards the ten hours.</p> <p>Staff must receive at least four hours of the ten contact hours in a sponsored group setting. Six hours may be received in Department-approved self-study.</p>	<p>Staff must receive ten contact hours of training from the topical areas. At least four of the ten contact hours must be in a sponsored group setting.</p> <p>Center directors and on-site supervisors must receive eight contact hours of training annually from the topical areas. At least four of the eight contact hours must be in a sponsored group setting.</p> <p>Emergency Procedure Training will be offered as a component of the staff orientation, and annually thereafter.</p>
<p>School Orientation will include:</p> <ul style="list-style-type: none"> • DHS licensing regulations • Emergency procedure policies • School policies • Parent Handbook 	In-Service through CCSD will be offered annually. Areas addressed: child development, assessment, guidance, nap, ethics, nutrition, health, safety, communication skills, professionalism, business practices, and/or social competence.

<ul style="list-style-type: none"> ● Head Start Performance Standards/NAEYC Accreditation criteria ● Employee Handbook ● Prevention & Control of infectious disease ● Prevention of SIDS & Shaken Baby Syndrome ● Administration of medication ● Building and Physical premises safety ● Prevention and response to allergic reactions ● Introduction to Teaching Strategies Gold ● Handling and storage of hazardous materials ● Precautions in transporting children 	
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Teacher Responsibilities (Curriculum)

College Community Schools have a curriculum adoption process for core resources supported by district administrators. Still, teachers should preview all resources they are using (including core and supplemental and teacher developed resources) to ensure alignment to Board Policy and Iowa Law. If teachers have questions or concerns about curricular resources, they should reach out to their principal and/or the Director of Curriculum and Assessment prior to using the materials for approval and guidance.

The most important goal: to help children become lifelong learners. This means encouraging children to be self-guided learners who are not afraid to try out their ideas and to think their own thoughts. We're teaching them how to learn, not just in the early childhood years, but also all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

Our curriculum identifies goals in all areas of development:

- Social: To help children feel comfortable in school, trust their new environment, make friends, and feel they are a part of the group.
- Emotional: To help children experience pride and self- confidence, develop independence and self-control, and have a positive attitude toward life.
- Cognitive: To help children become confident learners by letting them try out their own ideas and experience success, and by helping them acquire learning skills such as the ability to solve problems, ask questions, and use words to describe their ideas, observations, and feelings.
- Physical: To help children increase their large and small muscle skills and feel confident about what their bodies can do.

Teacher's Role

Qualified, dedicated teachers are essential to the development of a quality program that promotes the individual development and success of each child. Knowing how children develop is the foundation for every teacher. Building meaningful relationships with children and families is the key to that knowledge. Careful observations and ongoing assessments will further the teachers' knowledge about each child's learning style and present level of development. Teachers use this information to create an environment that includes a balance of both child initiated and teacher directed learning. As teachers engage with children throughout the day, they are able to determine the degree of their involvement.

Parent's Role:

We acknowledge and value that parents are their child's first teacher. Establishing a partnership with the child's parent/caregiver is imperative to the success of the child. This can be accomplished through ongoing communication as well as frequent participation of parents/caregivers in the child's program.

Iowa Early Learning Standards

The Iowa Early Learning Standards (IELS) are descriptions of the knowledge, behaviors, and skills that children from birth through age five may demonstrate; and they provide a strong developmental foundation that aligns with the Iowa Core (K-12).

https://educateiowa.gov/sites/files/ed/documents/IowaEarlyLearningStandards-3rdEdition12.20.18_508.pdf

Creative Curriculum

Creative Curriculum is an Iowa Department of Education endorsed early childhood teaching framework. Creative Curriculum is based on the accepted theories of child development and supports our philosophy that children learn best through active learning. Through studies, which are hands-on, project-based investigations, The Creative Curriculum® for Preschool helps teachers build children's confidence, creativity and critical thinking skills, and promote positive outcomes.

Our environment is designed to facilitate maximum learning and includes a wide variety of activities that promote language, literacy, the arts, science, fine motor, cognitive, gross motor, social, and emotional development. Children are able to select activities and materials that interest them and allow them to be actively involved.

Teachers work with the individual child to promote development in all areas. Knowledge of child development, interactions, and observations allow teachers to gather information about each child's temperament, interest, emerging capabilities, and preferred learning style to meet the needs of every child and plan appropriate environments and activities. Weekly plans must be posted on the parent board in each classroom.

Everyday Math

Everyday Mathematics is a comprehensive Pre K through Grade 6 mathematics program engineered for the Common Core State Standards. Developed by The University of Chicago, School of Mathematics Project, the Everyday Mathematics spiral curriculum continually reinforces abstract math concepts through concrete real-world applications.

Second Step

Second Step is designed to promote social competences and reduce social and emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotional regulation, anger management), and problem solving. The goal is to promote a caring classroom community but also to foster children's lifelong learning to become healthy, responsible, and productive members of society.

Jolly Phonics & Heggerty Phonemic Awareness

Jolly Phonics (Pre K, Head Start, 3 year olds, Wrap-Around) and Heggerty Phonemic Awareness (3 Year olds and Wrap-Around) are a fun and child centered approach to teaching literacy through synthetic phonics. With actions for each of the letter sounds, this multi-sensory method is very motivating for children and teachers, who can see their students achieve.

Learning Centers

The act of playing is an important tool that influences a child's life. Play provides children with hands-on opportunities to enhance the skills they are learning.

Classroom learning centers shall contain opportunity for:

- Dramatic Play
- Discovery/Science
- Math
- Art
- Blocks
- Sand and Water
- Library
- Music and Movement

Materials are rotated often to promote curiosity, student engagement, and learning. Materials are developmentally appropriate and safe for the age of children in the classroom

Planning Activities

Activities provided for children need to be open ended. Worksheets and color sheets are discouraged.

Teacher Responsibilities (Assessment)

Child Find

EC Infant - three year old staff please communicate all concerns with EC Principal and ECC Assistant Director prior to contacting families of concerns-Preschool teachers should communicate to the EC Principal and EC Coach.

IDEA regulations and Iowa Rules require that "all children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities who attend private schools, regardless of the severity of their disability, and who are in need of special education and related services, must be identified, located, and evaluated."

To that end, Iowa's area education agencies (AEAs) were created by the legislature in order to "provide an effective, efficient, and economical means of identifying and serving children ... who require special education."

The standards and procedures contained in this chapter assure that the determination of eligibility for special education and related services in each AEA and LEA within the state of Iowa:

- Identifies and serves all children intended to be served under the Individuals with Disabilities Education Act (IDEA);
- Conforms with state rules and federal regulations;
- Addresses initial placement and exit decision making;
- Defines a process to collect and consider data within the context of the individual's unique educational circumstances related to - Educational Progress, Educational Discrepancy, and Educational Needs
- Establishes both the existence of a disability and the need for special education services.

Teaching Strategies GOLD

Gold focuses on 38 research based objectives for development and learning. Gold allows teachers to collect evidence through observation, portfolios, partnering with parents, and interactions to identify where a child is at in their development and where they are going. Teachers are able to individualize learning for the children in their care and use this information to plan an environment and activities to help in the development of the whole child. All student data will be entered into Gold online in the fall, winter, and spring. Check point dates are outlined on the Curriculum Scope and Sequence.

Required GOLD documentation:

- At least one piece of documentation for each objective and dimension at minimum, excluding those objectives indicating not yet for the corresponding color band/age or class.
- Documentation may include an anecdotal note, photo with narrative, audio or video clips, with narrative, Intentional Teaching Experiences, or On-the-Spot Recording Tools.
- The documentation must describe or illustrate the child's behavior/performance and be linked to at least one objective. It should not just describe an activity.
- A piece of documentation may illustrate more than one objective.

Which staff may collect and enter documentation? Teachers, lead teachers, providers, and teaching assistants who hold a current Interrater Reliability Certification may provide documentation.

Assessment/Testing and Data Analysis

Teachers are trained in both formal and informal assessment methods. Children will be assessed in a quiet area free of distractions by familiar adults/classroom teachers and support staff. Teachers will share assessment information with families via conferences and/or home visits. Confidentiality policies must be followed when handling student's assessment data. Assessment information will be utilized when planning curriculum, implementing teaching strategies, identifying children's interests and needs, and may be used for referral for diagnostic assessment when warranted.

IGDI

IGDI is a Department of Education endorsed literacy and math screener. Preschool teachers and assistants that have completed the IGDI training complete the IGDI's assessment in the fall, winter, and spring for children entering kindergarten the following year. Checkpoint dates are outlined on the Curriculum Scope and Sequence.

Outside Screenings

In addition to the tools listed above, developmental and health screenings are conducted as needed by outside agencies such as Grant Wood AEA and the Lions Club. Parental permission is requested prior to all screenings. Scheduled dates and times for screenings will be distributed to parents in advance of the screening. Parents, as well as teaching staff, will have access to the results of the screenings.

IEP Teams

As Special education teachers coordinate the dates and times of IEP meetings with parents, it is sometimes impossible for them to arrange the IEP meetings during our "normal working hours". However, Federal law requires us to have a general education teacher and an administrator/designee present. The administrator/designee is there to speak for the district. The general education teacher is there to speak about the general education curriculum and any possible accommodations that may need to be made.

Textbooks and Class Sets

Creative Curriculum books and units of study materials are available for checkout. Please see the EC Instructional Coach or Assistant Director for more information or checkout procedures.

Professional Materials

NAEYC publications are available upon request from the ECC Office.

Report Cards

See data collection: Teaching Strategies Gold

Differentiated Instruction

Differentiated Instruction is not a program or a technique, but a combination of philosophy, mindset, and practice that all teachers should strive for throughout their teaching career. It is based on a simple theory - when we set children up for success, they will succeed. Understanding children's learning style, interest, social, emotional, and academic needs and designing engaging, purposeful and brain-compatible lessons are the essence of differentiated instruction. In order to become proficient in differentiated instruction, all teachers should:

- Learn to develop and utilize reliable and valid assessments and to interpret assessment results to guide instruction.
- Be committed to weekly collaboration on teaching and learning.
- Inquire and practice research-based and research-proven strategies.
- Practice peer coaching, observe and provide feedback to each other on a regular basis.
- Include plans for differentiation regularly as a part of daily lesson planning.
- Collaborate with the Early Childhood Coach as necessary.

MTSS

Students enter school with various backgrounds, abilities, interests, and needs. Sometimes, a child may face learning challenges and require additional assistance. The teachers are encouraged to seek information and explore a variety of approaches to maximize learning for all children. Sometimes, accommodations and modifications will need to be made. Most accommodations can be implemented in the classrooms. Additional staff may provide interventions when general accommodations are not sufficient. When student support is extended with a special program, a 504 plan, supplemental plan, or an intensive plan, proper documentation should be created and maintained as these plans are established. These plans will be filed in the student's cumulative file at the end of the school year. In all cases, teachers and parents should work together closely. Learning plans, progress monitoring, and progress reports should be shared with parents at least three to four times a year. Conference time is also a good time to communicate with parents about learning plans.

PLC Meetings

Prairie Hawks Preschool Teachers shall meet weekly with their designated PLC teams on Wednesdays.

Teacher Responsibilities (Procedural)

Attendance Policies - Student

Attendance records must be accurate for state reporting. Attendance must be entered in a timely fashion. Prairie Hawks Staff enter into Campus, Daily -Little Hawks, Head Start, Wrap-Around, and School Age Staff shall submit all sign in and out sheets to the ECC Office weekly.

- Attendance should include the hot and alternate lunch count.
- If the teacher knows why a student is gone, the teacher should contact the Attendance Clerk.
- The school facilitator/ ECC Administrative Assistant will distribute attendance information to the teacher when there is a concern.
- Parent notes to excuse students during the school day should be sent to the office.

Teacher responsibilities regarding attendance

- Please keep in close touch with the parents of children who are absent or who are frequently tardy.
- Develop instructional plans to ensure punctuality.
- If a student is absent for two consecutive days, get in touch with the parents to communicate the student's schoolwork assignments. Be sure to ask the parent if the student is well enough to work on assignments. Parents and children will appreciate this concern.

Excessive Student Absences

Alert the Early Childhood Administrative Assistant as early as possible if you suspect a poor attendance or tardy pattern. When excessive absences cause a student to work below his/her capability, the school will notify the parents and that the absences are having a negative impact on the student's academic and social growth.

It is most effective when the classroom teacher is the first person to express concerns about attendance to the parent(s). Let the parent(s) know that monitoring attendance is one of our jobs and inquire about how the school can support the parent to ensure strong attendance for his/her child.

The early childhood principal or designee will work with the teacher and family to address excessive absence cases.

Teachers should be prepared to share the documentation of communication efforts with families regarding poor attendance and tardiness

Pick-Up Procedures for Students

Pick up Authorization-Parents only must sign students in and out using Brightwheel daily.

On each child's emergency forms, parents have identified specific individuals who are pre-authorized to pick-up their child. Please keep in mind that we need to keep children safe. This means that if you are unsure about who is picking up a child, do not release the child until you are sure. Please contact the ECC Office for assistance.

- **If you do not recognize the person:** If someone comes into the classroom asking to take a child home, please ask for picture identification and look for the name on the child's intake. If the name is not on the classroom

copy of the intake form, also check the original. Without picture identification and the name written on the intake, we cannot release the child.

- **If you recognize the person:** If someone you know comes into the classroom asking to take a child home, please check to make sure that the person is written on the intake form/Brightwheel. If the person is not listed, we cannot release the child.
- **Siblings:** Sometimes, an older sibling (16 years or older) comes to pick up a child. Remember, the parent must write down the name of the older sibling on the intake/Brightwheel giving permission for the pick-up. In addition, we ask that the Early Childhood Principal and parent discuss the appropriate age and responsibility level of the older children prior to writing their name on the intake.
- **Custody issues:** Sometimes, a parent will state or write that the other parent cannot pick-up the child. Please let the parent know that we need official documentation (court papers, restraining orders, etc.) stating that the other parent cannot pick-up the child; without these papers, we may release the child to the other parent. If custody concerns arise, please contact the Early Childhood Principal immediately.
- **Foster Care:** If a child is in foster care, the foster parent must fill out a new 'pick-up authorization section' on the last page of the intake. The foster parent can name the individuals that are allowed to pick-up the child while the child is in foster care.
- **Department of Human Services (DHS):** Additionally, staff at the Department of Human Services (356-6050) is authorized to pick-up children in foster care.

Late Pick Up

- All late students need to be reported to the ECC office, assistance with coverage will be provided whenever possible so staff are not punished for a parent's tardiness.
 - **Late Pickups:** late charges will be applied to all late pick ups at the rate of \$10.00 plus \$2.00 per minute per child. A late pick up form is available for all parents to sign off on to acknowledge they are aware of the late pick up and related charges. Once signed, this form is to be turned into the ECC office.

Intoxicated Person Picking Up Child

- An intoxicated person arriving to pick up a child needs to be approached assertively and immediately.
- Offer to call a cab.
- Let the person know that 911 will be called immediately and that it is in the child's best interest for them to remain at the school. Do what you can to keep the child at school; you are encouraged to keep the child at school.
- Call the other parent/guardian if available- proceed with the pick up list if needed but do not share information about the situation as this is confidential.
- Use a statement such as "It is not in the child's best interest to travel with you."
- If the person insists on leaving with the child, follow them out of the building and record the car make and license plate.
- Call 911 and give the name, car make, and license number to the police.
- If the person is not the parent, call the parent and inform them of the situation.

DHS Manual Guidance:

Staff should not attempt to physically restrict the parent from removing the child. If the parent appears so impaired as to place the child in jeopardy, you could contact local law enforcement. In addition, if the parent does leave with the child, and staff have reason to believe that the parent was substance-impaired, staff must act in their role as mandatory reporters and file a child abuse report.

Child Abuse Reporting

Iowa Code, Section 232.69 mandates that when an employee has reason to believe that a child has suffered sexual abuse, physical abuse, or neglect a report shall be made to the Department of Human Services.

Please have the following information available to make the complete report:

- Name and address of the child and the parents or other persons responsible for the child's care.
- The child's age – birth date is best.
- The child's present whereabouts.
- The nature and extent of the child's injuries, including any evidence of previous injuries, or indicators of denial of critical care.
- If known, the name, age, and condition of other children in the same home.
- Any other information reporter believes might be helpful in establishing the cause of the injury to the child, the identity of the persons responsible for the injury, or the identity of the person providing assistance to the child.

The employee will then make the report. The mandate obligates employees to contact the local Department of Human Services office:

- Des Moines - Phone 1-800-362-2178

The staff person who observed the abuse fills out the Child Abuse/Neglect report in duplicate.

All information is kept confidential. If DHS finds that there is cause for the complaint, the program administrator may share the relevant information regarding this matter with staff members that are directly working with the child/family.

It is important to stress the fact that this means relevant information that can assist staff working with the family in identifying future problems.

The DHS findings will be sent to ECC marked ATTN: staff person filing report. Staff person will review the results, reseal the envelope, mark it Confidential, and give it to their program administrator. The program administrator will put it in the locked file. DHS findings are not to be filed in the child's file.

It is important to remember that in filing a suspected abuse/neglect report, you are not making a judgment about the family. You are filing a mandatory abuse/neglect report, which means you are required by law to report any suspected child abuse/neglect. The investigators do not tell the family who reported the incident.

Iowa Code 232.73 Immunity from liability

A person participating in good faith in:

- Making of a report

- Aiding and assisting in an investigation of a child abuse report pursuant to section 232.71, shall have immunity from any liability, civil or criminal, which might otherwise be incurred or imposed. The person shall have the same immunity with respect to participation in good faith in any judicial proceeding resulting from the report or relating to the subject matter of the report.

Abuse of Child by Employee

Per Chapter 281-102.1 – 102.14 and College Community [Board Policy 402.05 Abuse of Students by School Employees](#), the College Community School District has adopted a procedure for investigating allegations of abuse of children by ECC employees. Any alleged abuse situation should be reported to the ECC Principal, College Community School District, 401 76th Ave. S.W., Cedar Rapids, IA 52404. This Level One investigation can be initiated through this office by the completion of a written report. The district will conduct in-services regarding this topic on a regular basis.

Student Behavior

Guidance Procedures and Policies

An employee of the District shall not inflict, or cause to be inflicted, corporal punishment upon a student. For purposes of this section, “corporal punishment” means the intentional physical punishment of a student. An employee’s physical contact with the body of a student is justified if it is reasonable and necessary under the circumstances, and is not designed or intended to cause pain, or if the employee uses reasonable force, as defined under section 704.1 of the Code of Iowa, for the protection of the employee, the student, or other student; to obtain the possession of a weapon or other dangerous object within a student’s control; or for the protection of property.

- We positively guide children's behavior by creating a supportive environment that:
- Focuses on children's strengths
- Encourages adults to form positive, authentic relationships with children
- Makes a commitment to supporting children's play
- Offers plenty of opportunity for children to make meaningful choices
- Uses redirection as a guidance technique
- At times ignores inappropriate behavior
- Has a consistent, yet flexible daily routine
- Provides for both active and quiet times
- Uses positive key phrases to guide children's behavior (Remember 5 to 1 ratio! 5 positives for each demand)
- Offers respectful reminders
- Acknowledges each child's individual needs
- Is aware of each child's developmental stage
- Adopts a problem-solving approach to conflict
- Facilitates age appropriate expectations

- Positive Behavior Support Strategies are to be utilized. These strategies offer a holistic approach that considers all of the factors that impact on a child and the child's behavior. They can be used to address problem behaviors that may range from aggression, tantrums, and property destruction to withdrawing or repetitive behaviors.

Behavioral Guidelines:

Prairie Early Learning's goal is to provide support and guidance to help students deal with conflicts and changes, accept responsibility for his/her actions, and to help your student develop techniques to use when upset with another student, staff member, or program expectations.

Staff will use the following techniques with children when guiding their behavior:

- Actively monitor students and prevent negative behaviors from occurring.
- Talk to students about their positive and negative feelings.
- Model and role-play positive and negative behavior situations with students.

When negative behaviors occur, staff will:

- Discuss the incident with all students involved.
- Discuss why he/she acted or reacted in a certain way.
- Discuss what he/she could do differently in the future to handle the situation in a more positive manner (i.e., use your words, talk to an adult, take a break, etc.).
- Complete BIR (Behavior Incident Report) if warranted.
- Staff may request a short and immediate break when they are unable to perform their duties.

Biting

In cases where a mark is left on another child as a result of biting or other injury, the staff will notify both parents as soon as the situation is under control. The staff will complete an incident report listing the details of the incident for the children involved. Documents will be held by the staff until the parents pick them up. At pick up time, the parent of the individual student will be shown and asked to sign one copy of the report that will be placed in the students' file for documentation.

In situations where biting occurs, the following first aid procedure will be followed:

- For a surface bite, ice will be applied to reduce any swelling or bruising.
- For a bite that breaks through the skin, the area will first be cleaned with soap and water. Bite marks will be bandaged and the child will be monitored for any changes. Should changes occur, the parent will be contacted immediately.

Disruptive/unsafe behavior or biting, which does not respond to intervention, will require Prairie Early Learning Administration or staff to contact the parent. The parent and teacher will then meet to develop an individual plan to meet the needs of the student and the program.

Punishment including Corporal Punishment

According to licensing procedures for childcare centers in the *State of Iowa [Section 109.7(2)]*:

- Corporal punishment including spanking, shaking and slapping **shall not** be used.
- Punishment which is humiliating or frightening or which causes pain or discomfort to the child **shall not** be used.
- Punishment **shall not** be administered because of a child's illness, or progress or lack of progress in toilet training, nor shall punishment or threat of punishment be associated with food or rest.
- **No child** shall be subjected to verbal abuse, threats or derogatory remarks about the child or the child's family.
- Each program shall have a written policy on the discipline of children, which provides for positive guidance, with direction for resolving conflict and setting of well-defined limits. The written policy shall be provided to team members and parents.

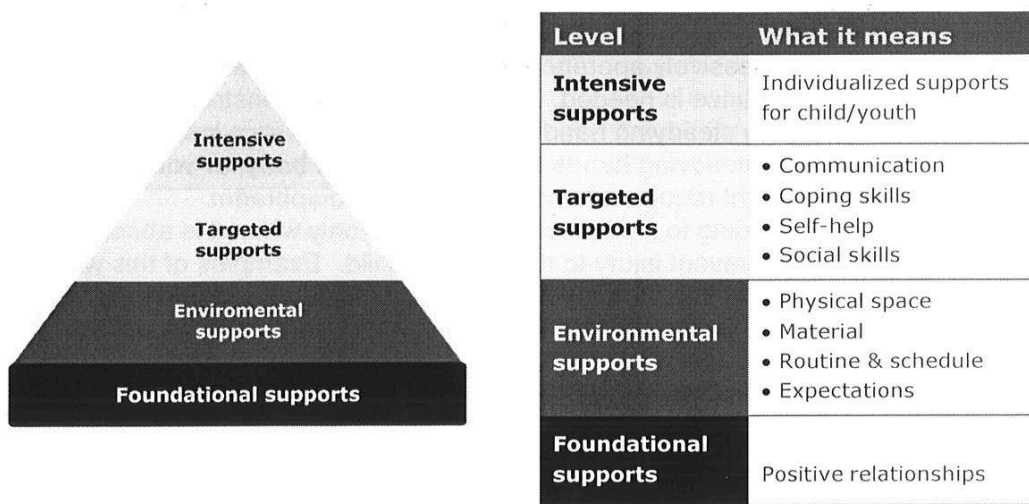
PBIS Pyramid Model of Support

College Community School District uses a support pyramid model to understand and respond to behavior. There are three key things to understand about the model:

1. **Behavior is communication.** Children and youth use behavior to tell us what is going on and what they are feeling.
2. **Behavior is tied to relationships and the environment.** Unsafe behavior often occurs because the child is feeling disconnected from other people, is overwhelmed by something that is happening in the environment, or does not have the skills needed to be successful in the activity or interaction.
3. **Behavior is an opportunity.** Behavior is a glimpse into a child's experience and is an opportunity for Prairie Early Learning personnel to teach skills and help children connect in positive ways.

PBIS Levels of support

Using a pyramid helps us think about how to build a strong foundation and basis for positive behavior. All children and youth need positive relationships and a supportive environment in order to be successful in a group setting. Targeted supports are built upon the foundation to teach skills children need to communicate and connect with others. Intensive Support (top) of the pyramid is where programs develop individualized behavior support strategies.



Treatment of Students

Students are to be treated with respect on school grounds and at school events. Employees should be courteous at all times, and report to district administration any mistreatment of students. Employee and student safety is a major district priority, and employees should remove themselves and report any situations where their safety may be compromised.

Employees must report any incident of mistreatment of students by a school employee.

Acts of behavior that tend to conflict with the educational program or that are antagonistic to the welfare of the students cannot be tolerated. Insubordination and misbehavior are incompatible with school discipline. The following conduct is prohibited and may result in disciplinary action:

An employee of the District shall not inflict, or cause to be inflicted, corporal punishment upon a student. For purposes of this section, "corporal punishment" means the intentional physical punishment of a student. An employee's physical contact with the body of a student is justified if it is reasonable and necessary under the circumstances, and is not designed or intended to cause pain, or if the employee uses reasonable force, as defined under section 704.1 of the Code of Iowa, for the protection of the employee, the student, or other student; to obtain the possession of a weapon or other dangerous object within a student's control; or for the protection of property.

Key Phrases To Use and Be Posted in the Classroom

Key phrases are familiar, positive ways to verbally guide children's behavior. For example, say "Use your inside voice" instead of "Don't shout".

- Use gentle hands.
- Be gentle.
- Susie doesn't like that.
- Use your words.
- Tell him/her what you want.
- Use your inside voice.
- Use walking feet.
- That's Susie's work; you need to find another work until she is done.
- Your feet need to be on the floor.
- Your teeth are for food only.
- Your bottom needs to be on the chair.
- Keep your hands/feet in your own space.
- Use kind and friendly words.
- Up the ladder and down the slide.
- Make good choices.
- Use your listening ears.

- It's Helen's turn to talk.
- Is that behavior helping us?

Touch Policy

Prairie Early Learning is fully committed to providing a warm and caring environment for each child enrolled. Boundaries for appropriate and inappropriate touching are established to ensure clear understanding of what is acceptable and what is not acceptable. Inappropriate touching will be investigated and may be grounds for immediate termination of an employee. Accordingly, the following Touch policy has been established to ensure that each child will feel safe, secure, and esteemed:

- Staff must respect the personal privacy and personal space of children.
- Appropriate touching involves:
 - Reassuring touches such as-Hugging, high fives, pats on the back.
 - Providing care to a student-Example, applying sunscreen or tying an article of clothing
 - Responses affecting the safety and well being of a child-Examples, holding hand when crossing the street or putting an arm out to prevent a child from striking or biting another.
- Inappropriate touching involves:
 - Coercion (rough handling, shoving, pulling, pushing, grasping of any body part) or other forms of exploitation
 - Physical Restraint forcing a child to lie down, or stay down except when restraint is necessary to protect the child or others from harm. Only crisis team members trained in CPI may restrain. Call the building office for assistance.
 - Satisfaction of adult desires at the expense of the child. Examples of this include but are not limited to forced goodbye hugs, tickling
 - Violation of laws against sexual conduct.
 - Physical contact that is violation of the law
 - An attempt to change behavior with adult physical force—hitting, slapping
 - “Striking Out” to deal with a behavior—Example, biting a child so they know how biting feels or asking a child to hit another child back.

Conflict

- A teacher helps children resolve conflict using the following strategies:
- Stop the action with your body as a barrier by getting between and requesting the children to stop. Be sure to use a firm voice.
- Say: "Something has happened," (not "what happened?") Listen to the children one at a time, face the first child, put your arm around the second child and stand next to him/her, then switch your position letting each child know they are important.

- Reconstruct what happened paraphrasing the children's words.
- Use empathy to explore the underlying issues and restate the problem. Empathy is essential. It teaches children to see the other's point of view.
- With the children, facilitate a collaborative solution to the problem and help the children follow through on their solution.
- Praise and encourage future abilities among the children to collaborate on a solution when conflicts arise.

Behavior Intervention Reports (BIR)

Always complete when a child engages in the following kinds of behaviors

- Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching)
- Running out of classroom, off playground, or from group without responding to the calls of the adult
- Intentionally injuring self in manner that may cause serious harm (severe head banging, biting self)

Also complete when a child continues to engage in problem behavior despite efforts to redirect to use alternative skills. On these occasions, complete the form for children who are persistent in problem behavior and their problem behavior appears to be unresponsive to the child guidance procedures you use in your classroom.

The form will not be completed if the behavior has not occurred before or if the behavior may be developmentally-expected (e.g., two-year olds who tussle over a toy).

Parents will receive a copy of the BIR within 24 hours after it is signed by a supervisor or preschool teacher.

When a child receives three or more BIR's for the same behavior parents will be contacted and a meeting will be scheduled to discuss additional support and/or behavior modification plans.

Discipline Policy/Behavior Related Expulsion Criteria

1. **Suspension:** Prairie Early Learning reserves the right to suspend any student from Prairie Early Learning if the student is endangering him/herself, other students, or staff members. A student may also be suspended if a student requires constant one-on-one attention, is inflicting physical or emotional harm to another student or staff, or is not conforming to the behavior guidelines.
2. **Parent Notification:** If a student is not able to adjust to the ECC program, the Prairie Early Learning Administration will notify the parents regarding the situation and request that a meeting be arranged to discuss a solution. If a student does not improve his/her behavior, Prairie Early Learning Administration may recommend that childcare services be terminated.
3. **Discharge Policy:** Prairie Early Learning reserves the right to terminate services at any time. Termination may occur for any of the following reasons, but are not limited to: failure to comply with the fee agreement and/or payment arrangements, unresolved behavior conflict by a child, noncompliance with any of our program policies, or any type of hostile situation. All decisions to terminate services, communication concerning the identified problem and/or appeal or review of the termination shall be handled by Early Learning Administration and District Administration.

Per the Iowa Department of Education, early childhood programs must report suspension and expulsion of all children as required by Student Reporting in Iowa (SRI), including all children in Statewide Voluntary Preschool Programs and all preschool children with IEPs. This would apply to suspension and expulsion decisions from SWVP programming made by SWVP community partners. Early childhood programs must also review their policies and procedures to ensure they have alternatives and prevention strategies and that they use exclusionary discipline appropriately and equitably.

- The parents of a child in a publicly funded early childhood program are constitutionally entitled to notice and an opportunity to be heard before any expulsion or lengthy removal (removal of more than ten days, See, e.g., *Goss v. Lopez* (U.S. Supreme Court, 1975)). These are the same disciplinary protections that children in grades kindergarten through twelve receive.
- Second, children with disabilities in early childhood programs are entitled to additional protections when they are removed from their educational program for disciplinary reasons. These protections are required by IDEA and Section 504.
- Third, early childhood programs must implement disciplinary removals in a nondiscriminatory manner. Suspensions and expulsions of children administered in a discriminatory manner may violate federal civil rights laws. Discipline practices should not disproportionately impact any group of children. For example, for young children with disabilities (or for whom a disability has not been ruled out), the program is obligated to consider the implications of the child's behavioral needs, and the effects of the use of disciplinary removals when ensuring the provision of Free Appropriate Public Education (FAPE). Failure to make behavioral supports available throughout a continuum of placements, including in regular education settings, could result in an inappropriately restrictive placement (and denial of placement in the Least Restrictive Environment).

Little Hawks, Wrap-Around, Head Start, and School Age reserves the right to terminate any child's enrollment if any further incident occurs or if the following conditions exist:

- The school can not meet the child and/or family's needs
- The parents are not able to work with the school to find an acceptable solution.
- The behavior endangers the well being of other children, and/or the child engaging in the behavior and/or staff.
- An excessive amount of the teacher's time is needed to attend to a particular child's special situation, to the extent that is depriving the other children in the classroom the level of care and concern to which they are entitled.
- In such a situation, the child may have to leave the school temporarily for safety's sake. Repeated uncontrolled behavior can lead to discontinuation of Prairie Early Learning services. In that case, a two week notice may be given before termination of services in order to allow parents the opportunity to find alternative care. It should be noted, however, that in extreme cases where a child must be removed from our facility immediately, the two-week notice will be waived.

Other Areas of Expectations & Procedures

Building and Grounds Expectations

See Custodial expectations in the classroom as well as guidelines for setting up the classroom.

Bus Transportation - Guidance for Teachers

Students Riding the Bus

This procedure needs to be reviewed by each Preschool classroom team quarterly during weekly classroom meetings. Please document on classroom meeting forms when this takes place.

Each classroom will have a bus roster hanging by their classroom door. The staff member taking children off of the bus and putting children on the bus will need to have the roster with them.

When getting a child off of the bus, Preschool staff members are to:

1. Let drivers know what child they are entering the bus to remove by stating the child's first and last name.
2. The bus driver will check his/her paper manifest and let Preschool staff know if the student rode the bus.
3. If the driver confirms the child rode the bus Preschool staff will sign the child into the classroom.
4. Each staff member will need to walk to the end of the bus and visually sweep on, under and behind each seat with their eyes.
5. If a bus pulls away prior to staff checking off all students on their roster please report this to your school office and the ECC office immediately.

When placing a child on the bus, Preschool staff members are to:

1. Escort the students to the bus remaining in ratio.
2. Verify the name of the child and then let the bus driver know who is getting on the bus stating the child's first and last name.
3. Transportation staff will ensure children are properly secured in their seats.
4. Never leave a child unsupervised.

Classroom Routines/Schedules

DHS, NAEYC, and IQPPS stipulate that lesson plans must be posted and accessible to families. Please post on Brightwheel as well as by sign in/out sheets.

Guest Teachers

A guest teacher binder shall be available as well as daily lesson plans.

Scheduling Activities

See field trips/scheduling a guest speaker

Staff Workroom/Lounge

The staff workroom is available for teachers to eat, prepare materials, relax and occasionally exchange and brainstorm ideas. Please make sure that you clean up after yourself. The workroom is not a place to talk down students and parents, belittle central office staff or administrators or complain. Be aware that volunteers are often in the workroom. We all deserve a positive working environment and that can only be achieved by personal modeling.

Cumulative Folders

In an effort to standardize the filing and upkeep of student records across all buildings, when a student enrolls at CCSD, a new student cumulative folder will be created to hold the student's educational record. If the student has additional documents that need to be kept, a student confidential folder will be created and documents filed within that folder.

Scholastic Book Club Points

Staff shall utilize accrued classroom materials.

Mailbox/Staff Bulletins/Emails

Please plan to check your mailbox daily.

Receiving New Students

Staff will be notified at least 24 hours prior to a new friend starting in the classroom.

Contacting Students/Parents

Parents shall receive daily communication of the day's events on Brightwheel. In addition children in the infant classroom will receive a daily sheet.

Appendix:

New Staff Training Summary

For all new Para's, Substitutes and volunteers to complete immediately and return within one week to the office.

□ Individual Classroom Para Schedule

- Individual classroom para duties and schedules are located in the office. Please get this prior to coming to a classroom.
- Prior to entering the infant classroom read and sign infant feeding policies doc.
- Please make sure your DHS background check has been completed.
- Breaks are listed on your schedule.
- If staff requires an immediate break they may request by must contacting the ECC Office for coverage
- Please make sure all soda cans/bottles etc. are out of the students' sight. IE: in a closet or locked cabinet.
- Teaching staff must supervise infants and toddlers/twos by sight and sound at all times. This includes rest time.

- When infants and toddlers/twos are sleeping, mirrors, video, or sound monitors may be used to augment supervision in sleeping areas, but such monitors may not be relied on in lieu of direct visual and auditory supervision.
- Staff is aware of, and positioned so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.
- Staff must supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as staff checks frequently on children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping).
- All staff must punch in and out daily. Please check with the lead teacher to see where to sign or clock in.

□ **Hand Washing**

Adults and students need to wash their hands upon entering a classroom, before and after meals, before and after sensory activities (shaving cream, sensory table play, playdoh, etc.), after handling pets, after toileting, and after outside play. Staff will wash hands before and after administering medication, after cleaning, after contact with bodily fluid(s), after diapering a child or cleaning diapering service, and after handling garbage. Please see hand-washing guidelines hanging in the classroom.

□ **Breakfast – 8:00 – 8:30**

- Clean tables with warm, soapy water then spray with bleach solution (labeled “Food Only”) and let sit for two minutes before wiping dry.
- Bleach solution is made each morning. Use one Tablespoon bleach to one-quart cool water. Do not exceed the ratio of one Tablespoon bleach to one-quart cool water.
- Put down chairs at the tables
- Set table with appropriate supplies. Use small plates as much as possible instead of large plates; children helpers may assist with this. If possible, use paper towels instead of the plates, such as when bananas are present.
- Trash Can lids can only be off during meal times.
- Adults and Students must wash hands before and after eating.
- One adult must be seated at the table whenever food is on the children’s plates. All adults must eat for modeling purposes.
- Trays should be put on the carts by 8:30, or the designated time for your school.
- *Please follow food guidelines when bringing in food from home. Each adult at the table is a model and should model appropriate food choices when eating with the children.

□ **Small Groups:**

- During small groups you are responsible for facilitating/leading your group while the classroom teacher and other para facilitate/lead their group.

□ **Large Motor**

- Adults must spread apart so all areas and children are visible. Keep adult-talk to a minimum.

- Stand, walk, or play during large motor time. No sitting! (with exception to the infant classrooms or if you are playing a game on the floor with a group of children)
- Children must try to walk on the sidewalk and run in the grass for safety.
- They can only ride the bikes when wearing helmets.
- They need to slide down the slide on their bottoms, feet first for safety.
- It is not safe for the children to throw the wood chips or gravel.

□ **Bathroom**

- The child in the bathroom must be visible by sight and sound at all times.
- Only one child at a time from the classroom should be going to the bathroom/stall.
- If a girl is in the bathroom no boys can be present and vice versa.
- Please see rules in the bathroom or by the changing table for diapering.

□ **Lunch – 11:00 (infants)– 11:30 (all other classrooms)**

- Clean tables with warm, soapy water then spray with bleach solution (labeled “Food Only”)
- Wipe tables after at least two minutes
- Set table with appropriate supplies. Large plates are used for lunch. Please only use utensils (spoons & forks) that will be needed for that particular meal.
- Adults and students must wash hands before and after eating.
- One adult must be seated at each table whenever food is on the children’s plates. All adults must eat for modeling purposes.
- We eat family style, so children should be serving themselves and passing the food, or an adult can help them if needed with hand over hand assistance.
- Trays should be put on the carts by 11:55 or the designated area for your building.
- Adult meals that are purchased at a restaurant must be unwrapped and placed on a plate.
- Adults should engage students in interesting pertinent conversations.

□ **Face to Name Sheets**

Face to Name sheets are used in every classroom. As students arrive and are signed in by parents, brought to the classroom from AM wrap or brought in from the bus, write their first and last name on the Face to Name sheet.

- You will write the time they arrived in the “in” section.
- Each time a student/students transition to another room you need to write the time under “out” and where they are going under “place”.
- When you write the time and place make sure you visually see each student and write the time for each student.
- **DO NOT JUST TAKE A HEADCOUNT OR LISTEN FOR THEM TO SAY “HERE”.**

□ *Proper Guidance of Children*

- Key Phrases: This list of phrases used in the classroom is posted in each classroom and attached to this sheet. Please word things positively!
- Breaks: We refer to a “time out” as a break or a thinking time to make this a positive way to guide children.
- Discipline: Redirecting children’s behavior is encouraged first. If this does not help the child, please use a break or the classroom teacher’s method of guiding children (e.g. 1-2-3 Magic, Sensory Breaks, Behavior Charts, etc.)
- Guidance: If a child needs help, you are able to hand over hand assist them in the classroom. If a child’s behavior escalates, a staff member trained in restraint will need to take over.

□ *Naptime Procedures*

- Transition to Nap (Reading to the class and/or reading books on cot or quiet activities with lights on)
- Naptime (Lights off)
- Transition to Waking Up (Lights are on, with quiet activities available for students who are awake)
- Please ask your classroom teacher and other para which students need their back rubbed and what cleaning/bleaching needs to be done during naptime.

□ *Bleaching/Cleaning*

- Bleaching should be done during scheduled time
- Put a towel down on the table, then the drying rack on top. Bleached toys will be placed on top of the drying rack to keep bacteria from growing on them.
- Cups, plates, utensils that are reusable need to soak in hot, soapy water for at least two minutes, then rinsed out before placing in bleach water.
- The ratio for bleach water is one tablespoon of bleach for every two cups of cold water.
- Objects should soak in the bleach water for at least 10 minutes before being placed on the drying rack.
- Bleach must be stored in a locked cabinet no higher than a staff member’s shoulders.



NAEYC Ethical Code of Conduct Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education
- Respect and support families in their task of nurturing children
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

Signature

Date

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

I have received a copy of the Employee Handbook on the date listed below. I understand that I am expected to read the entire handbook.

I understand that this handbook is neither a contract of employment nor a legally-binding agreement. I have had an opportunity to read the handbook, and I understand that I may ask my supervisor any questions I might have concerning the handbook. I accept the terms of the handbook. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it.

Since the information, policies, and benefits described herein are subject to change at any time, I acknowledge that revisions to the handbook may occur. All such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies.

Staff Signature _____

Date _____

CLASSROOM CHECKLIST

Name of classroom _____

Date _____

Updated daily picture schedule posted at children's eye level	
Daily schedule posted on parent info board	
Menu posted on parent information board	
Opening/closing duties posted neatly	
Fire/Tornado evacuation notices, routines, and drill dates posted neatly	
Seizure procedures posted neatly if needed	
CPR and First Aid charts posted neatly	
Emergency phone numbers posted by the phone in the classroom	
Updated emergency information binder available in classroom in confidential location	
Hand washing procedures posted by each sink	
Volunteer procedure posted on parent board	
Diaper pails labeled with permanent ink	
Diaper changing procedure posted if applicable	
Sanitizer and bleach bottles labeled w/contents and ratio of bleach to water	
Cleaning supplies out of reach of children (Bleach in locking cabinet and stored no higher than staff's eye level)	
Shelves, cabinets, and closets organized	
Toy shelves and manipulatives labeled with updated pictures	
Medications secured and inaccessible to children (including sunscreen lip balm and hand lotion)	
Cots and bag blankets labeled	
Toothbrushes labeled and in good condition/ toothbrush holder clean	
Sub folders accessible	
Hand washing sign on the front door of the classroom	
Outlets covered	
Parent Handbook located in the classroom	
DHS Licensing Standards located in the office at Crest and in classrooms at satellite locations	
Staff policies and procedures (Staff Handbook) located in the classroom or information as to where the link is online	
Lesson plan placed by student sign in sheet daily accessible to parents (Use Creative Curriculum planning template)	
Room is organized warm and welcoming	
Mandatory Reporter Sign neatly posted on door or parent info board	

Non-mobile child sign posted neatly on door if applicable	
PBIS Expectations neatly posted	
Face to Name sheets present at all times	
Classroom doors are shut at all times Signage on door as to where the classroom is currently: Gym, Playground, etc.	