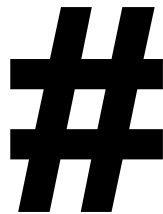


OPERATIONS MANUAL



PROPERTY OF:

Hillcrest Christian Early Learning Center

11411 Quivira Rd.

Overland Park, KS 66210

913-663-1997

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EMPLOYEE ACKNOWLEDGMENT

I, _____, an employee at Hillcrest Christian Early Learning Center, acknowledge that I have received the login information to access HCELC's Operations Manual and have been given the opportunity to read the manual and ask questions about the policies and procedures in the manual. I agree to abide by the policies and procedures set forth in the manual.

I further understand that the policies and procedures described in the manual are not conditions of employment and the language does not create a contract between Hillcrest Christian Early Learning Center and its employees. HCELC reserves the right to alter, amend or otherwise modify these guidelines, in its sole discretion, without prior notice.

I acknowledge the "At Will" status of my employment. As a business in the state of Kansas, the employer/employee relationship is "At Will". The "At Will" relationship affords the employee the right to resign for any reason. Likewise, the employer may terminate the relationship at any time, with or without cause and with or without notice. It is further understood that the "At Will" employment relationship may not be altered by any written document or by verbal agreement, unless such alternation is specifically acknowledged in writing and signed by an authorized representative of HCELC.

DATE

EMPLOYEE'S SIGNATURE

EMPLOYEE'S NAME PRINTED

MISSION STATEMENT and PHILOSOPHY

MISSION STATEMENT

To give children loving, quality care and help them develop a love of learning by:

- providing a nurturing, Christian environment
- meeting their individual educational, social and emotional needs
- and supplementing their parents' efforts.

PHILOSOPHY

We believe children learn and grow when they are in an affectionate, accepting and Christian environment. To us, learning begins with playing, so we view play as an important part of a child's experience at Hillcrest. We also believe the freedom to express feelings helps children develop a positive self-image.

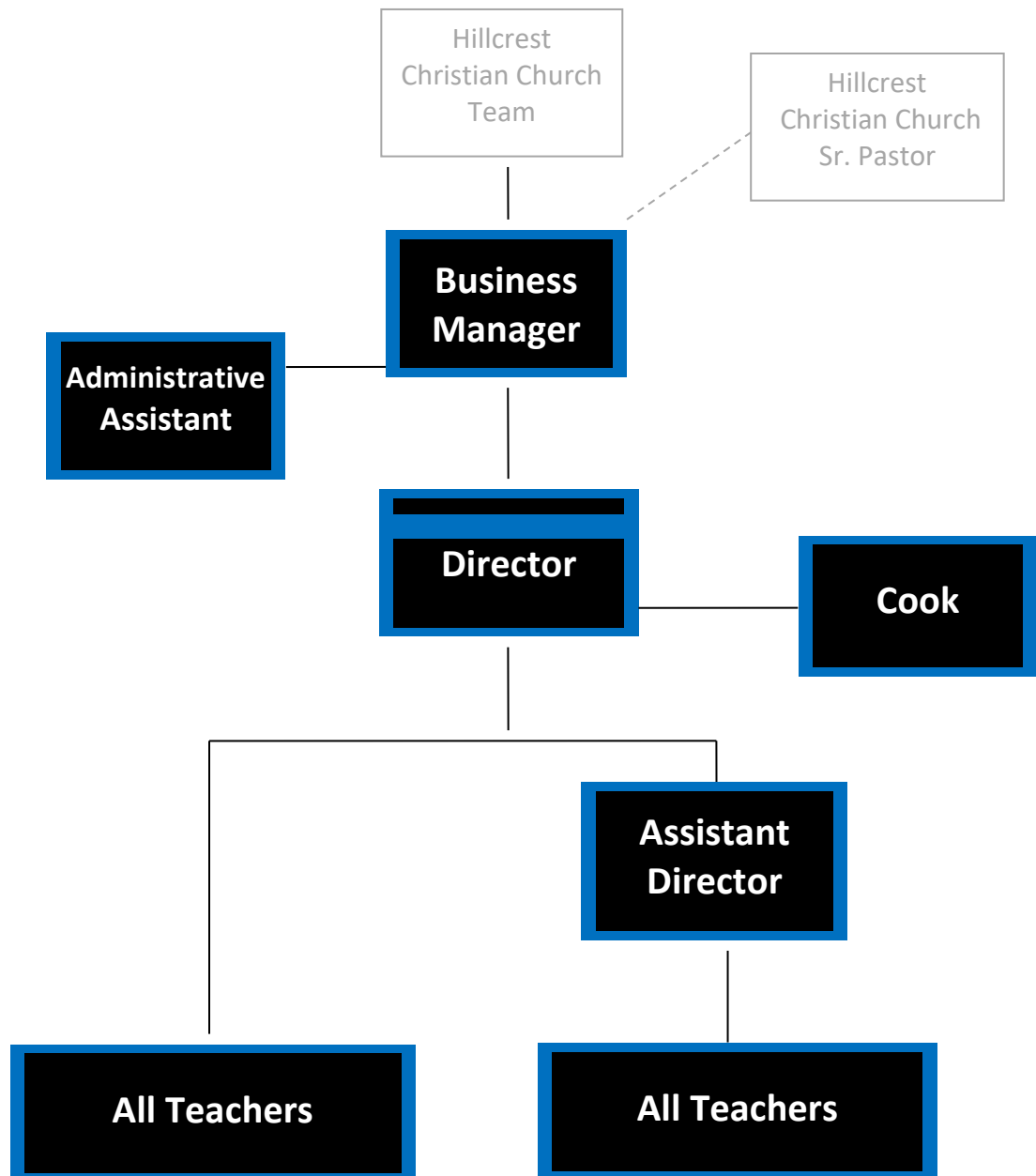
We encourage children to use their intellectual and creative abilities and to develop habits of observation, questioning and listening. We also teach that every choice has a consequence, so children will learn to make positive choices. Christian values are integrated into learning through weekly chapel, circle time and our approach to discipline.

It is our policy that every child in our care participates in a normal developmental environment regardless of his or her individual abilities. We make every possible effort within the American's with Disabilities Act and Kansas Licensing guidelines to ensure every child receives the same opportunities for learning, love, and individual attention. If, at any time, the teachers cannot meet a child's needs within normal operational guidelines, the teachers, administration and parents meet to discuss and plan the child's placement, abilities and needs. We do what we can within the means of the center to accommodate the child's needs, including outside referrals and resources.

When the center's values and practices differ from the family's values and practices, teachers and families work together to help children participate successfully in our center. We adapt our environment, curriculum and teaching methods based on information families share when they enroll in our center. If the child's needs cannot be met, the parents may be asked to find alternate care for their child.

The HCELC admission policy is non-discriminatory in regard to race, color, religion, national origin, ancestry, physical handicap or gender.

ORGANIZATION CHART



EMPLOYMENT POLICIES

4.1 NON-DISCRIMINATION HCELC is an equal opportunity employer. All employment activities will be conducted in a manner to assure equal opportunity for all and will be based solely on the individual merit and fitness of applicants, candidates and/or employees without regard to race, color, religion, creed, gender, age, national origin, pregnancy or disability.

4.2 MINIMUM AGE REQUIREMENT Employees hired for positions where the primary responsibility is direct child care must be at least eighteen years of age, in accordance with the regulations established by the Kansas Department of Health.

4.3 CHILD ABUSE & CRIMINAL CLEARANCE State law mandates all new employees have a current (< 3 months old) clearance from the Child Abuse Registry. State law and licensing regulations stipulate the clearance shows the employee has no open accusations or convictions of child abuse or neglect. State law and licensing regulations further set guidelines for what convictions and arrests may and may not appear on the clearance.

When employees are hired, they complete a clearance application during the new hire orientation and the daycare submits the form to the Kansas Department of Health and adds it to the employee's personnel record.

HCELC may, at its sole discretion, require employees to re-submit clearance applications at any time during their employ.

4.4 HEALTH APPRAISAL Employment is contingent upon receipt of a completed Kansas Health Appraisal document, with a licensed health care provider indicating fitness for duty. Employees are required to provide the completed appraisal within 30 days of employment and every two years thereafter. Employees may be required to provide additional health appraisals/certifications, as needed to reasonably accommodate an employee's disability or to determine eligibility for leave.

Health appraisals are maintained as part of the employee's medical information file, which is part of his/her personnel record. Employees who fail to provide the required health appraisals will be subject to disciplinary action, up to and including termination.

4.5 WORK ASSIGNMENTS Employees will be assigned to a position for which they are qualified, based on the needs of the daycare, to provide services of the highest quality and efficiency, and to maintain compliance with the Kansas Department of Health and accreditation standards. HCELC will make employee assignments at its sole discretion. An employee's assignment includes position, scheduled hours and location.

EMPLOYMENT POLICIES (continued)

HCELC reserves the right to change an employee's assignment at any time to continue to meet the needs of the daycare and to maintain compliance with the Kansas Department of Health requirements. Employees will be required to work overtime or alternate schedules as assigned by the Director or Assistant Director. Employees will be given as much notice as possible when changes to their normal work schedule are made. Employees who refuse re-assignment will be subject to disciplinary action up to and including termination.

Employees are expected to work their full shift, regardless of teacher to children ratios, unless they receive approval from an administrator to leave early due to special circumstances.

4.6 NEPOTISM Members of the same immediate family will not be permitted to work in the same classroom. No person shall hold a position over which a member of her/his immediate family exercises supervisory authority. For the purpose of this policy, immediate family includes: husband, wife, mother, father, sister, brother, daughter, son, mother-in law, father-in-law, son-in-law, daughter-in-law, stepchild, step-parent, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, grandmother, grandfather, granddaughter, grandson and anyone residing in the employee's immediate household.

4.7 POSITION CLASSIFICATIONS

- *Full Time Employee:* regularly works an average of 38 hours per week
- *Part Time Employee:* regularly works an average of less than 38 hours per week
- *Full Year Employee:* regularly works on a full or part time basis for 52 weeks/year
- *Part Year Employee:* works on a full or part time basis for less than 52 weeks/year
- *Long-Term Substitute:* employed for a temporary period exceeding two weeks and for a specific purpose
- *Short-Term Substitute:* employed for a daily and/or weekly period to fill a vacancy created by the absence of another employee. Short-term substitutes are not eligible for benefits.
- *Exempt:* not eligible to receive overtime pay. Their salary covers all hours worked. Exempt employees are paid to perform a job regardless of the number of hours required to accomplish all aspects of the job as outlined in the job description.
- *Non-Exempt:* eligible to receive overtime pay pursuant to the Fair Labor Standards Act. Non-exempt employees are paid for the hours worked to complete their jobs as outlined in the job description.

EMPLOYMENT POLICIES (continued)

4.8 PROBATIONARY STATUS Newly hired employees or employees placed in a new position will be in a probationary status for a minimum of 90 calendar days. The employees' supervisor will evaluate the probationary employees' performance to determine if they meet minimum performance objectives. The supervisor may choose to extend a probationary period to 120 days, if necessary. Newly hired probationary employees are not eligible for any form of paid time off. Should the probationary employee not be recommended for regular status, the employee will be terminated no later than the last day of the probationary period or any extension thereof.

Probationary employees will not be granted regular status until the following documents have been submitted to their supervisor:

- Copies of high school or college diploma, social security card and drivers license
- Completed W-4 and K-4 Tax forms
- Signed Operations Manual Acknowledgment form
- "Signs & Symptoms" training certificate
- "Child Abuse & Neglect" training certificate (2 hours)
- "Child Development" training certificate (2 hours)
- "SIDS" training certificate (if caring for infants)
- "Abusive Head Trauma" training certificate
- Current Pediatric First Aid and Pediatric CPR card
- KDHE Physical form completed by physician
- TB Test results

4.9 PERSONNEL RECORDS & REFERENCES A confidential file is maintained on each employee containing all employment related documents, such as the employment application, resume, job and salary history, performance reviews, disciplinary action, and general correspondence. To comply with the Americans with Disabilities Act, HCELC keeps all medical information in a separate, confidential file. Any false statements made by employees on employment applications or personnel records will result in disciplinary action, up to and including termination. An employee may have unsupervised access to her/his file during normal business hours upon request to the Director. Personnel files may not be removed from the Director's office. Employees are prohibited from removing any documents from their personnel file. Employee requests for copies of the documents contained in the personnel file must be made in writing to the Director.

Requests for references or employment verification should be directed to Hillcrest Christian Early Learning Center, 11411 Quivira Rd, Overland Park, KS 66210. HCELC will release the position held and length of employment only, unless the employee provides a signed release for additional information. HCELC will not provide personal information by telephone.

SECTION 4

EMPLOYMENT POLICIES (continued)

4.10 COACHING Employees meet with their supervisor once a year for a formal performance review (see section 14 “Employee Development”). Throughout the year, additional informal and/or formal coaching sessions may occur. When the coaching sessions are informal, the supervisor documents the employee name, coach name, session date, performance issue and discussion summary. When the coaching sessions are formal, the supervisor and employee document the employee name, coaching level, session date, performance issue, action plan, employee signature, and coach signature.

4.11 RESIGNATION Employees are required to give two weeks notice of the intent to terminate employment. Notice must be given to the Assistant Director in writing. Paid time off may not be used during the notice period. Employees who give the required notice, are not on disciplinary action and are in good standing, are entitled to payment of ½ of their accumulated paid time off up to a maximum of 40 hours, provided all daycare equipment and property have been returned. Employees who fail to give the required notice forfeit payment of any accrued paid time off.

4.12 TERMINATION Employees whose employment is terminated will be paid for all time worked. Their supervisor will ask them to return all HCELC property, collect their personal belongings and leave the premises immediately. If the supervisor believes the removal of personal belongings will be disruptive to the operation of the center, the supervisor will work with the employee to set a time when the center is closed for the employee to return and remove personal belongings.

EMPLOYEE BENEFITS

5.1 PAYROLL PROCESS The daycare work week begins Sundays at 12:01 a.m. and ends Saturdays at 12:00 midnight. Employees are paid bi-weekly on Fridays, unless the pay day is a bank holiday, in which case they are paid the day before the holiday. New employees are asked to complete a “Direct Deposit Authorization” form which allows the daycare to deposit the employees’ pay directly into their bank accounts. The form allows employees to designate up to two bank accounts and to split their funds between the two accounts.

Non-exempt employees are required to time in and out each time they start and end a shift or lunch break. After a two week pay period ends, the Administrative Assistant reviews the times on each timesheet and adjusts them to reflect employees’ scheduled shifts. When the timesheets show that employees swiped in more than 7 minutes before the start of their shift, the times are adjusted to their scheduled start time. When full time employees swipe in and out for a lunch break that is less than a full hour, the times are adjusted to a full hour break. Times at the end of shifts are not adjusted because employees may be meeting with parents at the time their shift ends.

The Administrative Assistant then prints the timesheets, adds hours for any paid holidays and offsite training or observations completed during the pay period, and distributes the timesheets to employees. Employees are paid for the number of hours on the timesheet, unless the employee writes changes on the sheet, along with an explanation for the changes. If the number of hours actually worked in one work exceeds forty hours, the amount over forty hours will be paid at the employee’s overtime pay rate. After signing the timesheet, employees return it to the Business Manager on the same day they receive it. Failure to return the timesheet promptly may delay the processing of the employee’s pay.

Exempt employees are paid the same rate, regardless of the number of hours worked. They advise the business manager in writing when they use paid time off.

5.2 MERIT PAY INCREASES All non-probationary employees who have worked in their positions for at least one year are eligible for pay increases, which are awarded as part of their annual performance review. A “pay for performance” approach is used, so the merit pay increase amount is tied to employees’ performance levels. Increases are not guaranteed, because they are also tied to the fiscal soundness of the daycare.

EMPLOYEE BENEFITS (continued)

5.3 HOLIDAY PAY Non-exempt, non-probationary, full year employees are eligible for holiday pay. In order to receive holiday pay, employees must work the scheduled days preceding and following the holiday, unless they have approved paid time off. Part time employees who are eligible for holiday pay will be paid the number of hours they would

have worked on the holiday if the daycare was open. The daycare is closed in observance of the following holidays: New Year's Day, Good Friday, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving Day, Christmas Eve, Christmas Day, and December 26th. Holidays on a Saturday are observed the preceding Friday and holidays on a Sunday are observed the following Monday.

5.4 WORK RELATED EXPENSES Employees who expect to incur expenses while attending an approved conference, workshop, meeting or training session, request approval from their supervisor in advance of the event to have these expenses reimbursed. After the event, the employee submits receipts to the Business Manager, who processes the reimbursement. Mileage is paid from the center to the designated site, if the travel takes place during the employee's normal workday and if the employee completes a mileage log form (available from the Business Manager). Mileage payments are added to the employee's next paycheck.

5.5 BEREAVEMENT PAID TIME OFF Full time, full year, non-probationary employees will be paid for up to **three days** when they are absent due to the death of one of the following family members: husband, wife, son, daughter, mother, father, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother, sister, brother-in-law, sister-in-law, step-parent, step-child, grandmother, grandfather, grandson, granddaughter or grandparent-in-law. They will be paid for **one day** when they are absent due to the death of their aunt, uncle, niece or nephew.

5.6 PAID TIME OFF FOR JURY DUTY Employees must provide their supervisor a copy of the court request as soon as possible after it is received. Full time, full year, non-probationary employees are paid for up to three days when they miss work due to jury duty.

5.7 UNPAID TIME OFF FOR WITNESS DUTY Employees who receive a subpoena may miss work to appear in court, if they provide their supervisor a copy of the subpoena. The time off will be unpaid, unless the employee has available accrued paid time off he/she chooses to use for the missed time.

EMPLOYEE BENEFITS (continued)

5.8 ACCRUED PAID TIME OFF After completing one year of employment, all **full time**, full year, non-probationary employees earn paid time off at the following rate:

After 6 months of employment 40 hours per 6 months
& no more than 2 days absent

After 1 year of employment: 80 hours per year

After 2 years of employment: 120 hours per year

After 5 years of employment: 160 hours per year

After completing one year of employment, all **part time**, full year, non-probationary employees earn five days paid time off. They will be paid for the same number of hours per day they worked per day during the previous year.

The year for non-exempt employees begins on their employment anniversary date and ends on the day before their employment anniversary date. The year for exempt employees is the calendar year.

Full time employees must be paid for at least 38 hours per week, including paid time off and holiday pay. If an employee's timesheet shows less than 38 hours, the employee's paid time off will be used to bring the total to 38 hours, if the employee has paid time off available.

5.9 TIME OFF REQUESTS are submitted to the Director. (Blank request forms are in the standing file on the Assistant Director's desk.) Paid time off is approved on a first come, first serve basis. A PTO calendar is posted on the Assistant Director's office door to show which days are available for PTO and which days are not available.

Because paid time off receives higher priority than unpaid time off, requests for unpaid time off are approved or denied no earlier than two weeks before the date that's requested off.

In order to avoid misunderstandings, all requests for time off and for changes in time off must be made in writing. Approvals and denials will also be made in writing.

EMPLOYEE BENEFITS (continued)

5.10 CARE OF EMPLOYEES' CHILDREN

Eligible Employees

- ✓ non-probationary employment status
- ✓ full time employment status; full time=paid for at least 38 hours weekly on average

Eligible Children

- ✓ a biological or adopted child of an eligible employee
- ✓ no younger than six weeks of age
- ✓ no older than the summer following fifth grade

Application Process

- ✓ employee sends letter or email to the center director that includes the child's name (or TBD for newborn), date of birth (or due date) and desired date for care to begin
- ✓ center director replies to the employee in a letter or email with confirmed start date or waitlist status

Space Availability

- ✓ Enrollment is contingent upon space availability in a classroom appropriate for the child's age and where the child's parent does not provide primary care. (Primary care is defined as providing care for the majority of the day.)
- ✓ If the child's age requires enrollment in a classroom where the child's parent provides primary care, the employee's work assignment will only be changed if overall quality of care will not be diminished, based on the director's judgment. If the work assignment cannot be changed, the child's enrollment will be delayed until the primary care of the child is provided by someone other than the child's parent.
- ✓ If space is not available, the child is added to the waitlist for the appropriate classroom(s)
- ✓ New waitlists are prioritized in the following order:
 1. non-employees' children whose parents paid an enrollment fee and deposit before the employee's application was received
 2. employees' children; if multiple employees' children are waitlisted for the same classroom, the waitlists are prioritized based upon the application date, with the oldest application having the highest priority and the newest application having the lowest priority
 3. non-employees' children who have not paid an enrollment fee and deposit

Tuition and Fees Discounts and Payments

- ✓ The published enrollment fee and deposit are discounted 100%
- ✓ The published tuition rate for the child's classroom is discounted 50%
- ✓ Tuition is billed weekly
- ✓ Tuition payments are processed electronically and withdrawn from employees' accounts weekly

EMPLOYEE BENEFITS (continued)

5.11 PROFESSIONAL DEVELOPMENT Employees are encouraged to take advantage of opportunities to develop professionally by attending training sessions, workshops, conferences and staff meetings.

Employees are paid for training hours if their supervisor approves the training in advance. They provide the training certificate to the Business Manager, who adds the hours to the appropriate payroll timesheet and gives the certificate to the Director, who keeps the official training file for each employee.

Our center closes for two days each year in order to host professional development sessions for employees.

5.12 HEALTH INSURANCE After 60 days, employees may sign up for health insurance. Before going through the enrollment process, employees should be aware they must work at least an average of 30 hours per week over every 12 week period in order to be eligible for benefits. The 30 hours may include hours worked, paid time off hours and paid holiday hours.

Employees may elect any or all of the following: medical, dental, life insurance and accidental death/dismemberment coverage. The Business Manager will provide the employee a cost quote, upon request, and will provide the employee a printed enrollment form to complete. The employee submits the completed form to the Business Manager, who enrolls the employee electronically. The daycare pays a portion of the premium costs and the employee pays a portion via payroll deduction twice monthly.

If new employees do not elect insurance after 60 days, they have waived their right to dental and life insurance but will be eligible to enroll in medical insurance during the center's next open enrollment period. Our annual open enrollment period is in January, with a new plan year beginning on February 1st. All eligible employees have the opportunity to enroll during the open enrollment period. This employee benefit is not guaranteed because it is tied to the fiscal soundness of the daycare.

5.13 COBRA HEALTH INSURANCE Employers sponsoring group health plans must offer their employees an extension of coverage under certain circumstances when coverage would otherwise end. The following circumstances are called "qualifying events":

For Employee: a reduction in work hours makes employee ineligible for coverage or termination of employment for reasons other than gross misconduct

EMPLOYEE BENEFITS (continued)

For Employee's Spouse: death of employee, termination of spouse's employment for reasons other than gross misconduct, a reduction in employee's hours worked, divorce or legal separation, employee becomes eligible for Medicare

For Employee's Dependent Child: death of employee-parent, termination of parent's employment for reasons other than gross misconduct, a reduction in parent's hours worked, parent's divorce or legal separation, the dependent ceases to be a dependent child under the health plan

The employee or a family member must inform the Business Manager of a divorce, legal separation or a child losing dependent status within 60 days of the event. The Business Manager will contact Humana, who will mail the necessary paperwork to the employee. Humana is required to provide coverage which is identical to the coverage provided under the plan to similarly situated employees or family members for whom a qualifying event has not occurred.

COBRA coverage may be cut short if the daycare no longer provides group health insurance to any of its employees, if the employee does not pay the premiums for the coverage or if the employee becomes covered under Medicare or another group health plan.

EMPLOYEE CODE OF CONDUCT

All employees are expected to conduct themselves in a manner appropriate for a Christian, accredited center. They must refrain from actions or public announcements which reflect adversely upon the daycare.

6.1 Acceptance of Gifts & Gratuities Employees are prohibited from accepting gifts, money, services or gratuities from vendors or contractors. Violations of this policy will result in disciplinary action up to and including termination.

From time to time, daycare parents or children may give employees thank you gifts. Our policy does not prohibit employees from accepting these gifts.

6.2 Confidentiality Our Confidentiality Policy has been adopted to ensure the confidentiality and protection of individual rights of privacy for children, families and employees. The individual dignity of children, families and employees shall be respected and protected at all times, in accordance with all applicable laws. Employees must be diligent in their efforts to maintain confidentiality and rights of privacy and should be aware that violations will result in disciplinary action and may result in civil liability against them and/or the daycare.

Confidentiality of Children's and Families' Information

- a. All children's records must be locked in a secure file.
- b. Access to children's records is limited to employees with a "need to know".
- c. Children's records must not be removed from the center.
- d. Children's records must never be left out on desks, tables, etc. where other people may have access to them.
- e. Children's or families' private information must never be discussed among employees except on a "need to know" basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to be sure other children, families or employees do not overhear confidential information.
- f. Discussion of children's or families' information with volunteers, other families, friends or community members is prohibited.
- g. Information and documents considered confidential include, but are not limited to, medical records, educational records and any other private information about the children or their families.
- h. All requests for release of information must be referred to the daycare Director.
- i. Information will only be released to people outside of the daycare with the express written consent of the child's parent or legal guardian.

EMPLOYEE CODE OF CONDUCT (continued)**Confidentiality of Employee's Information**

- a. All employee records must be locked in a secure file.
- b. Access to an employee's records is limited to appropriate supervisory employees.
- c. An employee's records must not be removed from the center.
- d. An employee's records must never be left out on desks, tables, etc. where other people have access to them.
- e. An employee's private information must never be discussed among employees except on a "need to know" basis. Employees must be particularly aware of their surroundings when discussing this information. Special caution must be taken to be sure children, families or other employees do not overhear confidential information.
- f. Discussion of an employee's information with volunteers, families, friends or community members is prohibited.
- g. Information and documents which are considered confidential include, but are not limited to, medical records, educational records, employment records, financial or pay records and any other private information about the employee.
- h. All requests for release of information to persons outside of the daycare must be referred to the daycare Director.
- i. Information will only be released to people outside of the daycare with the express written consent of the employee.

6.3 E-mail and Internet Usage Employees are not permitted to use daycare computers or internet access for personal reasons without prior consent of the Director or Assistant Director.

6.4 Employee's Personal Items The daycare is not responsible for an employee's personal items brought to the daycare facility or to any work-related field trip or training session. Purses and backpacks should be locked in the teacher's cabinet. The daycare reserves the right to remove an employee's personal possession(s) if they are inappropriate for the workplace. Employees whose employment has been terminated may not be given an opportunity to collect personal items; however, they will be given the option of having their personal property shipped to them, at their expense.

6.5 Non-Fraternization Employees must treat families, co-workers, vendors and the public with courtesy, appropriate distance and respect. They must refrain from any intimate physical contact and involvement with family members and should avoid advances and intimate contacts made by family members. Employees are required to report any advances or attempts at intimate acts by family members or co-workers to their immediate supervisor.

EMPLOYEE CODE OF CONDUCT (continued)

6.6 Non-Solicitation Employees are strictly prohibited from solicitation for personal gain while on daycare property. Employees who violate this policy are subject to disciplinary action up to and including termination.

6.7 Outside Employment Employees are prohibited from accepting employment from a parent/guardian of a child enrolled in the daycare, with the exception of occasional babysitting jobs. The daycare does not condone babysitting, nor will the daycare play a role in making babysitting arrangements. Parents must contact the employee directly, outside of his/her daycare working hours, to make babysitting arrangements.

6.8 Personal Appearance Employees must present a neat and clean appearance and dress appropriately for their position and duties. Employee's dress should reflect the professional nature of their position and yet be functional for their job responsibilities. All clothing must:

- be clean and in good repair
- allow movement without revealing under garments or inappropriate parts of the body (for example, a belt should be worn to prevent low riding pants from revealing too much)
- be free of distasteful or derogatory graphics

In addition, the length of shorts must be at least to the tip of the employee's fingers. Shoes must be neat and practical and must always be worn. Sweat suits may be worn if they appear neat and in good repair. Employees may wear tasteful swimsuits when they are outside for water days, however, bikinis are not allowed.

Employees may be asked to leave work if their appearance does not meet these guidelines. Violations of this policy result in disciplinary action up to and including termination. The daycare is not responsible for damage to or loss of any employee's articles of clothing, jewelry and/or accessories.

6.9 Political Activities During hours of employment or while on daycare property or with the use of daycare funds, employees are prohibited from:

- participating in any partisan or non-partisan political activity or any other political activity associated with a candidate or contending faction or group, for an election for public or party office.
- participating in any activity to provide voters or prospective voters with transportation to the polls or similar assistance in connection with any such election.

Violation of this policy will result in immediate termination.

EMPLOYEE CODE OF CONDUCT (continued)

6.10 Harassment The daycare provides a workplace free of harassment. Actions, words, jokes or comments based on an individual's sex, race, age, ethnicity, religion or any legally protected characteristic are not tolerated. Actions and/or words that belittle, ridicule or harshly confront an individual are also not tolerated. Overt and subtle harassment creates an offensive, hostile and uncomfortable work environment and is strictly prohibited. Harassment by any employee or family member to an employee requires investigation. If harassment is found, the harasser will be subject to disciplinary action including possible termination.

Sexual harassment is strictly prohibited and will not be tolerated. Sexual harassment may be defined as, but is not limited to:

- a. Suggesting to an employee that submitting to sexual favors enhances employment opportunities and/or advancement.
- b. Threatening or insinuating that refusal to submit to sexual advances will adversely affect employment appraisal, wages, advancement, assigned duties, shifts or any other employment condition or career development.
- c. Offering unwelcome sexual advancement or flirtation.
- d. Using sexually degrading words.
- e. Offering sexually suggestive or erotic comments regarding a person's body or mannerisms.
- f. Displaying graphically sexual pictures and/or objects in the workplace.

Sexual harassment complaints should be reported immediately to a supervisor or the daycare Director. Complaints will be investigated promptly and all information will be kept confidential.

6.11 Smoke-Free Workplace All daycare facilities, grounds and vehicles are smoke-free environments. Smoking is prohibited in any of these areas. In addition, employees are prohibited from loitering on neighbors' property while smoking. Due to the hazards of second hand smoke, employees may not enter the building smelling of smoke. Violation of this policy will result in disciplinary action.

6.12 Substance Abuse Daycare management takes necessary measures to assure the use of alcohol or unauthorized substances by employees does not endanger the health, safety and security of our children, employees, volunteers and Hillcrest Christian Church members. The unlawful manufacture, distribution, dispensation, possession, concealment, transportation, sale or use of unauthorized substances on daycare premises, vehicles or while conducting daycare business off-site are absolutely prohibited. The presence of an

EMPLOYEE CODE OF CONDUCT (continued)

unauthorized substance(s) in an employee's system while on daycare premises, vehicles or while conducting daycare business off premises is also strictly prohibited. Unauthorized substances include illegal drugs, unauthorized drugs and drug paraphernalia. The use of alcohol on daycare property or vehicles is also prohibited. A violation of this policy will result in termination of employment.

Employee Drug Testing If there is reasonable suspicion of substance abuse or misuse because an employee's behavior or health appears to endanger the health, safety or well-being of the children, the employee will be required to submit to drug testing. Confirmed positive tests of urine, blood or expired air, or refusal to submit to testing or refusal of permission to release substance testing information to appropriate management will be the basis for termination of employment. Substance testing is not part of the daycare's ongoing evaluation program. Substance testing may be required (1) where reasonable suspicion exists to warrant such testing or (2) where necessary to comply with federal, state or local regulations.

Inspections and Searches The daycare has the right to require employees, while on duty or on daycare premises including parking lots, to agree to inspections of daycare property, vehicles, as well as the offices, desks and file cabinets assigned to them. If an employee withholds consent to such an inspection, the employee will be immediately terminated.

Employees are required to notify their supervisor of any criminal drug statute conviction no later than 24 hours after such a conviction. The daycare Director must notify the Hillcrest Christian Church Team Leader within 8 hours of receiving notice that an employee has been indicted or if there is a complaint. The daycare Director is also required to notify the State Department of Human Services licensing division of an employee incident or complaint within 24 hours or on the next work day. The employee's employment will be terminated due to violation of the daycare's Substance Abuse Policy, The Kansas Minimum Standards, The Kansas Controlled Substance Act and the Federal Drug-Free Workplace Act of 1988.

Indictment or Official Complaint The daycare must ensure that a person who is indicted or who is the subject of an official criminal complaint accepted by a county or district attorney alleging she/he committed a felony violation of any law intended to control the possession or distribution of any substance included as a controlled substance in the Kansas Controlled Substance Act, must not be at the center while children are in care and must not have contact with the children in care until the charges are resolved.

EMPLOYEE CODE OF CONDUCT (continued)

Personnel Records The center must maintain personnel records for all employees and ensure that each employee's records include a statement from the employee providing information about all felony and misdemeanor convictions and all pending criminal charges, including deferred adjudication.

Conviction of a Felony Violation No one may serve as a center director or employee of the daycare who has been convicted of a felony violation of any law intended to control the possession or distribution of any substance included as a controlled substance in the Kansas Controlled Substance Act.

Personnel Action Violation and conviction of any law intended to control the possession or distribution of a controlled substance will lead to termination of employment as consistent with state licensing requirements for child care facilities.

6.13 Electronic Device Usage Electronic devices such as cell phones, tablets, PCs and eReaders must be locked in a teacher cabinet at all times. The only exceptions to this policy are:

- Cell phones taken for emergency use when the Infants, Toddlers, Cyclones or Summer Camps leave their classrooms. These classrooms don't have cordless phones, so cell phones are needed when they leave their rooms.
- Devices may be used for educational purposes in classrooms, if the specific use is approved by an administrator in advance of their use.
- Devices may be used during nap time, if a majority of children in the classroom are sleeping and care will not be compromised for those who are still awake.
- Cell phones may be used in an emergency, if arrangements are made with an administrator so someone can step in for the person using the phone.

6.14 Social Media For the purposes of this policy, social media should be understood to include any website or forum that allows for open communication on the internet including, but not limited to:

- Social Networking Sites (LinkedIn, Facebook, Snapchat, Instagram)
- Micro-blogging Sites (Twitter)
- Blogs
- Online Encyclopedias (Wikipedia) and
- Video and photo-sharing websites (YouTube, Flickr)

Employees should act appropriately when posting online. Online behavior should be consistent with our Center's policies and practices with respect to ethics, confidential

EMPLOYEE CODE OF CONDUCT (continued)

information, discrimination and harassment. Because online tone can be interpreted in different ways by readers, employees should not engage in any online conduct that would not be acceptable or appropriate in the workplace, including derogatory, discriminating or stereotypical remarks, threats, intimidation, harassment, insults, slander, defamation or pornography.

The posting of confidential and identifying information is prohibited. This includes information about and photos or videos of children who are currently enrolled or were previously enrolled at our Center, the children's parents and current or previous employees (see "Section 6.2 Confidentiality" for the definition of confidential information).

Keep in mind that all employees are required to follow the NAEYC "Code of Ethical Conduct" which states, "to do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code." Employees should avoid using any statements, photos, video or audio that may be viewed as malicious, obscene, threatening, harassing or abusive of co-workers, parents, children or other individuals that work on behalf of or are associated with our Center. Employees should refrain from engaging in offensive postings that may create a hostile and abusive work environment based on race, sex, religion or any other protected class. Protected concerted activity covered by the National Labor Relations Act is *not* prohibited by this policy.

6.15 News Media

Purpose This policy exists to assure that information disclosed by Hillcrest Christian Early Learning Center is timely, accurate, comprehensive and relevant to all aspects of our center. Adherence to this policy is intended to provide an effective and efficient framework to facilitate the timely dissemination of information.

Scope This media policy applies to all employees, third party vendors and contracted services of Hillcrest Christian Early Learning Center. This policy covers all external news media including broadcast, electronic and print.

Designation of Center Spokespeople Our Business Manager and Center Director are designated as Hillcrest Christian Early Learning Center principal media contacts and center spokespeople. They will convey the official Hillcrest Christian Early Learning Center position on issues of significance or situations that are particularly controversial or sensitive in nature.

Guidelines for Talking with the Media A reporter, producer or other news media may contact you for a number of reasons, for example:

- To get information about Hillcrest Christian Early Learning Center.

EMPLOYEE CODE OF CONDUCT (continued)

- To get information about a recent unexpected event such as natural disasters, thefts or arrests, accidents or injuries; customer or employee complaints, federal, state or local regulatory actions; etc.
- To get information or comment about an action or event that could impact our industry, new competitive entrants, changes in government or center policies.
- To get general information on a topical story in our community such as changes in local governmental officials or policies, problems or issues specific to the community we serve, etc.

Refer all media requests to the Business Manager or Center Director. Please do not say you are not allowed to talk to a reporter or have to get permission to do so. Instead, tell the reporter: "Hillcrest Christian Early Learning Center policy is to refer all media inquiries to the Business Manager or Center Director." Whenever speaking to the media, the same courtesy and professionalism we afford customers should be displayed toward the media. Please act quickly when approached by the media to ensure that the reporter's deadline is met. This is important because the way this request is handled may be the reporter's first impression of Hillcrest Christian Early Learning Center and that first impression may end up in the story published or the news segment broadcast. In order to promote our customer service image, it is important to respond quickly, courteously and professionally to all media requests. Do not let a reporter compel you to answer questions on the spot.

Guidelines for Photographs and Film A similar process as described above will be used when someone from the media is requesting permission to take photographs or to film inside our facility. Refer the media to the Business Manager or Center Director. No one will be given access to our facility for a photo or filming without approval from the Business Manager or Center Director.

A reporter or camera crew may show up unannounced at our center. This is most likely to occur in crisis situations at our center or within one of the communities we serve. Or, it could occur if the media learned about an event at our center from an external source who has organized a demonstration or boycott.

When dealing with reporters and camera crews who may show up unannounced, all employees should act with the same courtesy and professionalism we afford customers. Contact the Business Manager or Center Director immediately and let her know which news source is here. Be courteous and friendly, but also remember that no matter how congenial or affirming the reporter, photographer or camera crew are, everything you say and do may be observed and reported by the media representative who is trying to make the facility come alive for his/her audience.

Guidelines for Seeking Media Coverage In circumstances when you believe you have a positive news story to share with the public, contact the Business Manager or Center

EMPLOYEE CODE OF CONDUCT (continued)

Director. They are the only people authorized to distribute Hillcrest Christian Early Learning Center news releases or hold news conferences.

- Do not call a reporter directly without first consulting the Business Manager or Center Director.
- The Business Manager or Center Director will work with you to gather information and determine if and how the news media should be contacted.

6.16 Firearms All employees, parents and visitors to our center are strictly prohibited from possessing firearms, ammunition for any caliber of firearm, explosives or weapons on the premises.

EMERGENCIES

7.1 Emergency Plans Fire & Tornado Drill Procedures are posted in each classroom. Teachers must be familiar with the exit routes. During monthly practice drills, teachers follow the instructions posted in the classroom and take their attendance sheet and emergency cards with them. Do not use the elevator in fire or tornado emergencies. Dental emergency instructions and emergency First Aid/CPR instructions are also posted in each classroom. Teachers must know where these are posted in their assigned room. All teachers are CPR & First Aid certified at all times. The only exceptions are newly hired teachers, who have 30 days from their hire date to become certified. A flip chart with information to reference in emergencies is in each classroom's teacher's cabinet. Emergency provisions can be found in the pantry next to the kitchen.

7.2 Severe Weather Conditions In the event of severe weather conditions, the center does not follow a school district to determine whether or not to close. Employees are to call the center and listen to the recording or check the HCELC website or Facebook page for closing information. If possible, employees will be called prior to 6 a.m. if they are not to report to work that day.

7.3 Possible Violent Intruder These situations are extremely rare and unique. The best response will be determined by the specific circumstances at the time of the event. Try to remain calm and use the following guidelines to help make the best possible plan:

If the intruder is on our property, either inside or outside the building, take the children to the closest room with a door that can be locked or barricaded. Close and lock or barricade the door, turn off the lights and if possible, get everyone away from view so no one is visible from outside the room. Silence cell phones and similar devices. Contact 911 and inform them of what is happening and where you are. Remain in place until you are instructed by police that it is safe to leave the room. Do not respond to unfamiliar voices until you can verify their identity, as it may be the intruder attempting to lure victims from safety.

7.4 Other Emergencies Other situations including, but not limited to, electrical power failure, lack of water, lack of heat or air conditioning, hazardous road conditions or other situations which may endanger the safety or health of children and employees may result in the closing of the center. Employees will be advised of their obligations in these situations.

In the event of emergency closing in the middle of the day, employees will be instructed by their supervisor as to their responsibilities during the emergency. Employees will be required to remain at the center as long as children are present. This may require employees to remain after normal closing hours. Employees must be mindful that

EMERGENCIES (continued)

compliance with licensing regulations must be maintained, even in emergency situations. Employees will be informed by their supervisor when they may go home. Employees who refuse to cooperate during an emergency closing situation will be subject to disciplinary action, up to and including termination.

7.5 Employee Pay during Emergency Closings Exempt and non-exempt employees will be paid for up to two days when the center closes due to inclement weather or other emergency situations. Employees may choose to use accrued paid time off, if available, if the center is closed for more than two days.

When the daycare closes after opening for the day, non-exempt employees will be paid only for the hours they actually work. They may choose to use accrued paid time off for the balance of the regular work schedule. Exempt employees who report to work and are sent home due to inclement weather or other emergency will be compensated for the entire day.

7.6 Alternate Safe Location The daycare's alternate safe location is Christ Lutheran Church, located at 11720 Nieman Rd. (See the "Emergency Flipchart" located in each classroom for the transportation plan.) This location will be used to house employees and children when our center is uninhabitable. Such scenarios include, but are not limited to, fire, flood, toxic spill or fumes. The Center Director, Assistant Director or Business Manager will make the determination to evacuate and proceed to the alternate safe location. Teachers must have the attendance sheet and emergency cards for their classroom when they exit the center.

HEALTH & SAFETY

Neither smoking nor firearms are permitted on daycare property, including parking lots and playgrounds. Violations should be reported to the Director immediately.

8.1 Classroom Safety All items labeled “May be Hazard to Children” must be in a cabinet locked by a child safety lock at all times. These items include but are not limited to: wipes, diaper cream, Clorox wipes, insect repellent, sunscreen, air freshener and Lysol. In addition, all adult scissors, packing tape, contact paper, pens, permanent markers, purses or backpacks and cell phones must be locked away from children. All employees must take steps to reduce injuries and environmental stressors to children, and other adults. Teachers are responsible for reporting broken toys, furniture or floor tiles that may be harmful to children or other adults to the Assistant Director or Director. Maintenance lists are turned over to the church property team. If repairs require immediate attention, the daycare contracts the work through outside companies. Electrical outlets are covered at all times. Extra covers are kept in the bathroom. Baby walkers are prohibited.

To reduce the risk of Sudden Infant Death Syndrome (SIDS): Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.

- Pillows, quilts, comforters, sheepskins, stuffed toys and other soft items are not allowed in cribs or rest equipment for infants.
- The infant’s head remains uncovered during sleep. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

Accident/Incident Report If a child is involved in an accident, the witnessing teacher fills out an incident report in Brightwheel.

A First Aid Kit is located in the teacher cabinet in each classroom. Lead Teachers are responsible for making sure the kit in their classroom is stocked with the necessary items. Extra supplies for the kits are in the Assistant Director’s office. A First Aid Kit is also located on each playground. The Assistant Director is responsible for making sure these two kits are stocked with the necessary items. Lead Teachers who take their class off daycare premises for field trips must take their classroom first aid kit with them.

8.2 Personal Safety All employees are covered by the daycare’s Workers Compensation Insurance and are required to immediately report an on-the-job- injury, no matter how minor, to the Business Manager. Employees are required to provide a doctor’s

HEALTH & SAFETY (continued)

written diagnosis of their injury and to complete the recommended course of treatment in order for the claim to be covered by our insurance.

Universal Precautions Employees are required to use Universal Precautions when handling blood and other potentially infectious materials or when it is reasonably anticipated that contact will occur. The following preventive measures are to be used to reduce the spread of all infectious and contagious disease:

1. **Wash Hands** The American Academy of Pediatrics supports the belief that the only way to stop the spread of illness and germs is by using proper hand washing techniques; therefore, all employees and children are required to follow these procedures at all times. Teachers must model, verbally prompt and monitor children to make sure they use the following steps for washing their hands:
 - a. Wet hands
 - b. Apply liquid soap
 - c. Rub hands vigorously for 20 seconds outside the stream of water, including backs of hands, wrists, between fingers, under fingernails, and around jewelry. (A nail brush must be used for long nails.)
 - d. Rinse hands with water
 - e. Dry hands with single use paper towel.
 - f. Use paper towel to turn off water.
 - g. Dispose of paper towel in hands free trash can.

Employees and children must wash their hands when they arrive at the center, before and after serving food and bottles, before eating meals and snacks, after preparing meals or handling raw meat, before and after giving medications, before and after all sensory/water play, before and after diapering a child, after using the bathroom or helping a child use the bathroom, after handling items soiled with body fluids, after coughing or sneezing into hands, after wiping or blowing a nose, after handling or touching a sick child, after touching or playing with animals, after being outside, after messy art activities, after handling garbage and when their hands are otherwise soiled. The proper hand washing procedure is posted above every sink along with a poster of when to wash hands. Teachers who assist a child with hand washing must wash their own hands after they are done assisting the child.

2. **Wear Disposable Gloves** All employees must wear disposable gloves while cleaning up blood, bloody saliva, urine, feces, mucous or vomit. Teachers are responsible for keeping children's faces and hands free from food, mucous and debris and for washing their hands when they are done cleaning.

3. **Avoid alcohol based hand rubs** Alcohol-based hand rubs are not recommended in lieu of hand washing, however, they may be used as a temporary measure with children over age 2. If teachers must use hand sanitizer, the amount of liquid must keep their hands wet for 15 seconds. Hand sanitizer must be kept out of the reach of children at all times.
4. **Sanitize Sinks** In classrooms where there is only one sink, teachers must sanitize the sink after diapering children and before preparing food.

Blood-borne pathogens are human blood or other potentially infectious materials.

Employees may come into contact with blood-borne pathogens in the course of their daily activities, such as when they are providing first aid to a child, employee or parent, diapering children or cleaning up fecal matter or soiled clothes. Employees are not allowed to rinse out clothes. Soiled clothes are to be placed in a plastic bag and given to the parents at the end of the day.

Employees, children and parents who are infected with a blood-borne pathogen are not required to disclose their illness and are protected by the daycare's confidentiality policy. Therefore, all employees are required to wear latex or vinyl gloves when changing a diaper, administering first aid, handling soiled clothes and all other times they may be exposed to blood or bodily fluid. Latex and vinyl gloves are provided by the daycare and are stored in the bathrooms and the supply closet.

Teachers who begin work at 7:00 a.m. are responsible for stocking classrooms with enough gloves for the day. When bodily fluid is spilled, such as when someone vomits, teachers must immediately clean the area with soap and water, then sanitize according to the guidelines in section 8.6 "Cleaning and Sanitation". If carpet is contaminated, children must leave the room and the carpet must be cleaned. Employees' clothing and personal items may become contaminated and may need to be removed to prevent further exposure. HCELC is not responsible for personal items ruined or destroyed as a result of contamination.

8.3 Child Supervision Teachers are required to monitor the arrival and departure of children and to record all arrivals and departures in Brightwheel. Each room has an iPad for the teachers' use. Teachers must check attendance each time they leave an area, such as the playground, big room and chapel. They must visually check off each child, NOT JUST COUNT THE NUMBER OF CHILDREN. If an iPad is lost, the teacher must notify an administrator immediately.

All children must be supervised by sight and sound. Teachers can call an administrator for help with supervision and potty calls.

HEALTH & SAFETY (continued)**Supervision on Playgrounds**

NO CHILD IS ALLOWED TO COME IN ALONE FROM THE PLAYGROUND TO USE THE BATHROOM. When a child on the playground needs to go to the bathroom, the teacher announces a “potty call” so other children who need to use the bathroom can come in with them. The teacher also lets the other teachers on the playground know they are leaving the playground for the bathroom. No more than one teacher should be inside taking children to the bathroom at one time. If necessary, teachers can call an administrator for help with potty calls.

Teachers who are supervising children on playgrounds are responsible for every child on the playground. They must spread out throughout the playground so all children are seen by at least one teacher at all times and they must remain vigilant at all times.

Teacher to Child Ratios

HCELC staffs all rooms according to the Kansas Department of Health ratio standards. Teachers are not permitted to leave other teachers over ratio unless there is an emergency. If there is an emergency, teachers notify an administrator immediately so they can help supervise children. Teachers who need to use the bathroom when they are working in a classroom ask support staff or an administrator to supervise their class for them while they take a brief break.

Supervision on Field Trips Lead Teachers are required to follow the safety procedures listed on the next page when taking their classes on field trips. They must sign and date each section of the form to indicate the procedures have been followed and turn the completed form into the Assistant Director upon returning to the center.

Field trips require everyone who is supervising children to be extremely vigilant at all times. Children must be counted every time a group enters and leaves an area and Lead Teachers must have “Emergency Medical Release” forms for each child with them at all times.

HEALTH & SAFETY (continued)

Field Trip Safety Procedures for Preschool Classrooms*****To be signed by Lead Teacher**

Location:

Items needed for Field Trip

1. Copies of all permission forms signed by parents.
2. Copies of each child's Emergency Medical Release Forms and Health Assessment forms in a file to take with you on field trip
3. One red Hillcrest T-shirt for every child.
4. An address label with Hillcrest's Address and phone number for every child's back.
5. Clipboard with Attendance checklist and Field Trip Safety Procedures Checklist
6. Water bottles if needed (ask administrator)
7. First aid kit

Signature

Date

Prepping to get on bus

1. Everyone goes potty.
2. Put a red t-shirt on each child.
3. Put an address label on each child's back.
4. Teacher has accurate clipboard, and emergency information (health assessment and EMR forms).
5. Count children as you leave the room.
6. Count children as you get to the bus.
7. Hand Admin your clipboard.
8. Admin will count your children as you get on the bus then hand you back your clipboard.
9. Write down bus driver's name and phone number.
10. Check bus to ensure all belongings and people are off the bus.

Signature

Date

While on field trip

1. Count children everytime you leave an area and while walking through doors.
I.e. Move rooms, before and after bathrooms, etc.
2. Check stalls for children before leaving the bathrooms.
3. Keep emergency information with you at all times.
4. Keep first aid kit with you at all times.

Signature

Date

Returning to Hillcrest

1. Count children when you have them line up.
2. Count children before you leave the building / field trip area.
3. Count children when you get to the bus.
4. Hand Admin your clipboard.
5. Admin will count your children as you get on the bus then hand you back your clipboard.
6. Check bus for belongings and children before returning to classroom.

Signature

Date

HEALTH & SAFETY (continued)

8.4 Cleaning and Sanitation All employees are responsible for the cleaning and sanitation of the center. The cleaning duties within a classroom are shared by all teachers who work in the room and are assigned by the Lead Teacher.

“Routine Cleaning” is using detergents or abrasive cleaners and rinsing with water to remove surface soil. The daycare uses a soap and water solution for cleaning.

“Sanitation” reduces microorganisms from an inanimate environment to levels considered safe, according to public health codes. The daycare uses Clorox wipes for sanitation. All cleaning products must be labeled and stored in locked cabinets in the classroom. To sanitize a table, the soap and water solution is sprayed on the table then wiped with a paper towel. The tables are then wiped with a Clorox wipes and allowed to sit for thirty seconds and air dry. Toys are cleaned using a dipping method: dirt is removed from the toy, 1/5 teaspoon of household bleach is mixed per gallon of water, the toy is immersed for two minutes, then allowed to air dry.

The daycare follows the “Cleaning and Sanitation Frequency Table” on the next page, which is adapted From: *Healthy Young Children, A Manual for Programs*, NAEYC, 2002. Teachers complete all of the duties on this table, with the exception of the vacuuming and mopping done each night by the daycare’s cleaning service.

Cleaning and Sanitation Frequency Table

SECTION 8

AREA	CLEAN	SANITIZE	Frequency
<i>Classrooms/child care/food areas</i>			
Countertops/tables	X	X	Daily and when soiled
Food preparation and service surfaces	X	X	Before and after contact with food activity; between preparation of raw and cooked foods
Floors	X	X	Daily and when soiled
Door and cabinet handles	X	X	Daily and when soiled
Carpets and large area rugs	X		Vacuum daily when children are not present. Clean with a carpet cleaning method approved by the local health authority. Clean carpets only when children will not be present until the carpet is dry. Clean carpets at least monthly in infant areas, at least every three months in other areas and when soiled.
Small rugs	X		Shake outdoors or vacuum daily. Launder weekly.
Utensils, surfaces, and toys that go into the mouth or have been in contact with saliva or other body fluids	X	X	After each child's use; or disposable, one-time use utensils or toys.
Toys	X		Weekly and when soiled
Dress-up clothes not worn on the head	X		Weekly
Sheets and pillowcases, individual cloth towels (if used), combs and hairbrushes, washcloths, and machine-washable cloth toys	X		Weekly and when visibly soiled (used only by one child)
Blankets, sleeping bags and cubbies	X		Monthly and when soiled
Hats	X		After each child's use (or use disposable hats that only one child wears)
Cribs and mattresses	X		Weekly or before use by a different child
Mops and cleaning rags	X	X	Before and after a day of use, wash, rinse, and sanitize mops and cleaning rags.
<i>Toilet and diapering areas</i>			
Handwashing sinks, faucets, surrounding counters	X	X	Daily and when soiled
Soap dispensers	X	X	Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surfaces, floors	X	X	Daily or immediately if visibly soiled
Toilet bowls	X	X	Daily
Doorknobs	X	X	Daily
Changing tables	X	X	After each child's use
Potty chairs	X	X	After each child's use. (Use of potty chairs in child care is discouraged because of high risk of contamination.)
Any surface contaminated with body fluids: saliva, mucus, vomit, urine, stool, or blood	X	X	IMMEDIATELY

HEALTH & SAFETY (continued)

Teachers complete the “Classroom Cleaning Duties” sheet on the next page and turn it into the office at the end of each week. After cleaning/sanitizing an item on the sheet, the teachers sign their initials. Administrators do evening and morning classroom checks to ensure cleaning duties have been done. All toys children put in their mouth must be removed from play until they are sanitized in the weekly toy cleaning process.

ROOM # _____

WEEK OF _____

Classroom Cleaning Duties

Initial each duty after completed. Use bleach water for all cleaning tasks. Each classroom is assigned one day per week for toys to be cleaned. On the assigned day, place all toys on the lunch cart. Pick them up and place them back in the classroom by 6:00 p.m. that evening. Cot sheets are also washed weekly; teachers remove the sheets from the cots on the day they will be cleaned.

DAY TOYS WASHED: _____**DAILY****Naptime**

Duties	Monday	Tuesday	Wednesday	Thursday	Friday
Wipe down chairs					
Wipe down step stool					
Clean trash cans					
Disinfect door handles & doors					
Disinfect mats					

Closing

Duties	Monday	Tuesday	Wednesday	Thursday	Friday
Stack chairs on tables					
Sweep floor					
Pick up all toys in classroom					
Clear off sink					
Lock outside door					

WEEKLY**Monday**

- _____ Thoroughly clean/disinfect changing table
- _____ Restock and fill cabinet with supplies (Kleenex, cups, paper towels, etc.)
- _____ Thoroughly scrub and clean floor mats

Tuesday

- _____ Disinfect Art and Quiet Area shelves
- _____ Disinfect items that can't be washed in Art and Quiet Areas

Wednesday

- _____ Disinfects House and Block Area shelves
- _____ Disinfects items that can't be washed in House and Block Areas

Thursday

- _____ Disinfect circle time mats
- _____ Disinfect outside of teacher cabinets

Friday

- _____ Thoroughly clean/disinfect chairs
- _____ Thoroughly clean /disinfect tables (Don't forget underneath)

***TURN INTO OFFICE EVERY FRIDAY EVENING. THANK YOU!**

HEALTH & SAFETY (continued)

8.5 Diapering & Toilet Training All classrooms with children in diapers are equipped with a designated diaper changing station. The changing table is not used for any purpose other than diapering a child. Objects should not be placed on the table; however, if this does occur, teachers follow the sanitation guidelines. Diapering is only done in this area, nowhere else in the facility. The procedure for changing a diaper is posted at each diaper changing station. All teachers are responsible for following the proper diapering procedures.

Diaper Types Families provide disposable diapers or pull ups unless the child has a medical reason documented by a health provider that does not permit their use. If this is the case, the cloth diapers they provide must have an absorbent inner lining completely contained within an outer waterproof covering that contains the feces and urine.

Diapering Frequency Teachers check if diapers are wet or contain feces at least every two hours when children are awake and change them, if needed. All diapers are changed at least every three hours and after children awaken from a nap.

Preparing for Diapering To minimize contamination outside of the diapering area, preparation for a diaper change is done before bringing the child to the diapering area. The following items are removed from their containers or storage areas and placed near, but not on, the surface where the child will be placed: changing table paper, enough wipes, clean diaper, plastic bag for soiled clothing, latex/vinyl gloves and diaper cream on a disposable piece of paper.

Diapering Procedure

- ✓ Prepare for diapering and put on gloves.
- ✓ Place paper covering on diapering table
- ✓ Place child on diapering table. Remove clothing to access diaper. If clothes are soiled, place in plastic bag. Do not rinse contaminated clothing.
- ✓ Remove soiled diaper and place into gloves and then into a hands-free trash container. If a cloth diaper is being changed, the diaper and outer covering are changed as a unit.
- ✓ Use wipes to clean child's bottom from front to back.
- ✓ Remove gloves and use a wipe to remove any soil from adult hands.
- ✓ Use another wipe to clean child's hands.
- ✓ Throw soiled wipes into lined, hands-free trash container.
- ✓ Put on clean diaper and re-dress child.
- ✓ Place child at sink and wash hands following the "hand washing procedure."
- ✓ Wipe down the surface to remove any fecal matter.

HEALTH & SAFETY (continued)

- ✓ Clean the surface by spraying with soapy water, then sanitize with a Clorox wipe and keep the surface wet for 30 seconds.
- ✓ The adult washes own hands using the “hand washing procedure”

Never leave the child unattended at the diaper changing table. Always keep at least one hand on the child.

Toilet Training The children in rooms 104, 106 and 108 are taken to the bathroom regularly. The Lead Teachers discuss toilet training with the parents prior to starting and throughout the process. Face-to-face discussions with parents are most effective to insure that teachers and parents are using the same toilet training methods. Extra toilet training supplies are kept in a classroom bag and are carried to the bathroom by each teacher. The following steps are taken when children are toilet training:

- ✓ Prepare to take children to bathroom. If extra clothes are necessary, locate them before you go to the bathroom.
- ✓ Put on latex gloves.
- ✓ Help child out of soiled clothes. Do not allow child to sit on the floor to remove clothing.
- ✓ Place clothes in plastic bags.
- ✓ Wipe down the toilet, if needed.
- ✓ Remove gloves and wash hands.
- ✓ Child must wash hands also.

8.6 Health Assessment All enrolled children must have up-to-date immunizations, unless the requirement has been waived in writing due to religious or psychological reasons. If, at any time, a child at the center is determined to have a disease that is treated by a vaccine, any unimmunized children must be excluded from care immediately. For example, if child A has not had the MMR vaccine and child B has the mumps, child A must be excluded from care. Records of immunizations and well child check-ups are kept on file at the center.

Medication Only employees who have attended “Medication Administration” training may give children over-the-counter or prescribed medication. All medication must be given to the teacher in the original container and be clearly labeled with the child’s first and last names. (Parents may write the child’s name on over-the-counter medication.) Parents must fill out a KDHE medication form each time they want their child to be given medicine. If the medication is given for several days, the “Long-term Medication Form” may be used. The “Short-Term” and “Long Term” authorization forms are on the next four pages. HCLEC does not administer the initial dose of medication, except with a physician’s written permission for life-threatening situations (ex: EpiPen®).



Authorization for Dispensing Medications to Children or Youth Short-Term Medications (Prescription and Non-Prescription)

Prescription medications must be in their original containers labeled with the child's or youth's first and last name, the date the prescription was filled, the name of the licensed physician or licensed nurse practitioner who wrote the prescription, the expiration date of the medication, and specific and legible instructions for administration and storage of the medication. Administer the medication according to the instructions. Non-prescription medications can be given by permission and direction from the parent, guardian or legal custodian based on general advice received from the child's or youth's physician. Administer nonprescription medication from the original container labeled with the first and last name of the child or youth and according to the instructions on the label. A record of administration must be kept.

Medication #1

First and Last Name of Child or Youth

Name of Medication

Reason for Medication

Dose Time to be Given Stop Date

Name of Licensed Physician/Nurse Practitioner
prescribing the medication
()

Phone number of Health Care Provider

I allow the above medication to be given to my child or youth
by the child care provider/staff member or school
program staff member.

Parent's Signature

Date

Medication #2

First and Last Name of Child or Youth

Name of Medication

Reason for Medication

Dose Time to be Given Stop Date

Name of Licensed Physician/Nurse Practitioner
prescribing the medication
()

Phone number of Health Care Provider

I allow the above medication to be given to my child or youth
by the child care provider/staff member or school age
program staff member.

Parent's Signature

Date

THIS FORM IS TO BE USED TO DOCUMENT ADMINISTRATION OF ONLY THE MEDICATION(S) IDENTIFIED ABOVE. Provider or staff member to note any comments or remarks about the child's or youth's appearance on the back of this form.

Date mm/dd/yy	Time	Name of Medication Given to Child	*Initials	Date mm/dd/yy	Time	Name of Medication Given to Child	*Initials

HEALTH & SAFETY (continued)

The parent must sign each day the medicine is given. Standing orders given by the child's pediatrician will be used to guide the teacher only when there are clear instructions for individual dosing of the medication. Medication orders on administering medicine will only be given with written instruction from the parent unless an administrator confirms instructions through direct communication for a specific occurrence. Expired medications will not be administered.

All medication must be locked in the teacher's cabinet when not in use.

Inclusion/Exclusion of Children and Employees Newly hired employees are required to attend "Signs and Symptoms" training which equips them to recognize illnesses that require exclusion. In order to maintain the health of everyone who comes to the center, the following guidelines are used to conduct daily health checks, determine if a child or employee must be excluded and, if necessary, how to exclude a child.

Daily Health Checks Teachers watch for changes in children's behavior in order to assess health concerns. They develop relationships with families and discuss children's general well being with parents each day. Only through open communication with families, are teachers equipped to make judgments on children's health. Teachers inform families verbally about any unusual level or type of communicable disease to which their child has been exposed. Signs notifying all parents of a disease in the center are posted on the front and classroom doors. At no time does an employee release the name of an ill child. On a daily basis, teachers check for skin rashes, boils, flush appearance, complaints of pain or not feeling well and ill family members.

Exclusion IS NOT REQUIRED for common colds, runny noses and coughs, fevers under 101 degrees with no signs or symptoms of illness, a rash without fever, Thrush, Fifth Disease, HIV, Cytomegalovirus infection, headaches and Pink Eye, after treatment with antibiotic eye drops. If a child is behaving normally but has a fever, the child should be monitored.

Temporary Exclusion (24 hours) IS REQUIRED for vomiting, fever with other illness symptoms such as sore throat, mouth sores, swollen glands, earache, congestion, lethargy and headache, symptoms that prevent the child from participating comfortably in activities as determined by teachers, two or more water stools or a stool not contained in the diaper, Impetigo, Strep, Scabies, Chickenpox, Rubella, Pertussis, Mumps, Measles, Head Lice, Ringworm and any child determined to be ill by an administrator.

Exclusion Procedures: When a child is determined to be too ill to stay in care, the Lead Teacher notifies the parents through Brighwheel. The child is provided care in an administrator's office by a familiar staff member until a parent or guardian arrives to pick up.

HEALTH & SAFETY (continued)

The teacher sanitizes toys and any other items the child may have put in his or her mouth and practices good hand washing.

Employee Exclusions Employees are required to follow the above guidelines to assess their personal health. When employees are too ill to come to work, they follow the procedure outlined in section 11.1 “Attendance”.

Child Abuse and Neglect Under the Federal Child Abuse Prevention and Treatment Act and the Kansas Department of Health (K.A.R. 28-4-430), employees are required to report suspected child abuse and neglect by a family member or a daycare employee. Within 24 hours, that person reports to the Kansas Protection Report Center at 1-800-922-5330. All evidence of neglect or abuse is noted in the child’s file and reported, upon discovery, to the program director or person designated in charge of the daycare. Employees are exempt from criminal and civil liability and discharge from employment for reporting or testifying in child abuse hearings unless the report is found to be malicious. All teachers attend “Child Abuse and Neglect” training during their probationary period.

All teachers must be familiar with the following **characteristics of battered children**: Abused children endure life as if they are alone in a dangerous world, with no real hope of safety. Feeling unprotected, an abused child tries to protect himself in all the ways he can. Some children appear fearful and quiet; they have no close feelings for parents and no expectation of being comforted. Children who may be physically abused flinch at loud sounds or fast gestures by adults. They are apprehensive when an adult approaches crying children or may appear hyper-alert. Children who have been battered do not behave as typical children do; they usually display many adult-like reactions. Children who are being sexually abused may have inappropriate sexual knowledge or behaviors.

Indicators of Neglect Various characteristics can describe neglect in general, but for clarity, neglect can be divided into two subgroups: physical and emotional neglect. A child experiencing neglect may show characteristics such as: being hungry when they arrive at the daycare, consuming more food than other children or wearing dirty clothes or clothes that are too small. Children who receive inadequate supervision may be frequently ill, constantly absent or not getting their special needs met.

If a teacher is accused of abuse or neglect by a parent or an employee, he/she is immediately placed on paid leave until the matter is investigated by the Kansas Health Department and the results of the investigation are in writing. If the report is substantiated, the employee is immediately terminated. If the report is not substantiated, the employee is immediately returned to the same position held before the allegation was made.

CURRICULUM & TEACHING

9.1 Curriculum Our center uses three types of curriculum:

- **“Creative Curriculum”**, which is nationally recognized and designed to provide children a consistent, loving atmosphere where they learn to be actively involved in all aspects of their environment, both physical and social. This curriculum addresses all areas of children’s development, including Social/Emotional, Language, Cognitive and Physical.
- **“Weekday Early Education Curriculum”** provides a Christian component to children’s development. Teachers use Bible stories, religious holidays, weekly chapel, Christian morals and Christian values in lesson plans.
- **“Conscious Discipline®”** is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline® has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Teachers implement Conscious Discipline® by developing skills to help children become aware of and express their feelings, work out conflict and become a school family. HCELC teachers use and teach specific breathing techniques and the use of Safe Space to create an environment that fosters safety, models composure and pro-social behavior, and helps children become aware of, and in turn, manage conflicts and their emotions appropriately. Every child learns how to be helpful, take responsibility, and offer kindness and love to people around them.

Parent involvement is encouraged in all aspects of our curriculum. Parents may suggest activities, ideas, language and traditions that reflect their child’s home environment. We also encourage parents to share their individual experiences, goals, celebrations and hopes for their child’s development with us. Teachers use daily sheets, surveys and other communication to seek out ideas and input on children’s home life from parents. This process is important to ensure the incorporation of different cultures and traditions into the classroom environment.

Play-based learning is our learning philosophy. We believe children learn best through active participation in their environment. Therefore, we strive to promote trust, independence and self-control in children by setting clear age-appropriate and individual-appropriate expectations. We allow children opportunities to learn by doing, observing, exploring, interacting and making their own independent choices. These opportunities are

CURRICULUM & TEACHING (continued)

provided through a variety of activities and interactions as reflected on each classroom's daily schedule and weekly lesson plans.

Daily Schedules are based on the individual needs of the children in the classroom. They include child-initiated play for at least one-third of each day. According to the Kansas Department of Health and Environment, children in attendance at the center for more than four hours must be encouraged to nap to meet their individual needs. Our center has set times for each class to observe quiet time. Children who do not fall asleep may engage in quiet activities during nap time. Playground schedules are posted in each classroom. KDHE requires children to have 45 minutes outside both in the morning and the afternoon, weather permitting, according to the KDHE "Childcare Weather Watch Chart" which is posted on the back of the front office door.

Lead Teachers are responsible for having an accurate Daily Schedule posted in their classroom's "Parent Corner".

9.2 Weekly Lesson Plans Each plan addresses the four areas of development, as well as the Christian area of development. The areas of development are clearly labeled under each activity to ensure a well rounded lesson plan. Each day, teachers use individual, small group and large group activities, as well as music and movement, to continually observe, assess and address each child's individual goals and development.

Because children learn best by exploring new ideas and materials, at least four out of the six areas in the classroom are changed or adapted weekly to reflect the topic or theme of the week. A multicultural activity is required at least once a month to promote an appreciation of community and different cultural influences.

Our center recognizes that each child develops at his or her own rate. Therefore, lesson plans are flexible and address the individual goals set for each child in their classroom. Children's individual goals and objectives are determined using the tools outlined in section 9.3, "Assessment".

Lead Teachers are responsible for writing lesson plans using the lesson plan format on the following pages. When the schedule allows, Lead Teachers plan time each week to work on writing lesson plans and preparing to implement them. A copy of the lesson plan is to be placed in the file outside of their supervisor's office no later than the Wednesday of the week prior to implementation.

Following implementation of lesson plans, Lead Teachers are responsible for completing the lesson plan evaluation, which is on the back of the lesson plan form. These completed forms are kept in the classroom and used as a resource for future planning.

Weekly Lesson Plans

Unit Title:

Date:

Classroom:

Spiritual Emphasis:

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group:					
Goals:					
Dev. Area					
Small Group:					
Goals:					
Dev. Area					
Music and Movement:					
Goals:					
Dev. Area					

Changes to the Environment:

Overall Theme Evaluation

1

2

3

4

5

Never Again

Needs Some Changes

Do This Every Year

What Worked:

What Didn't:

Notes:

Infant Room Lesson Plan

Week: _____

[illegible]

Week Evaluation

What Worked:

What Didn't:

Notes:

CURRICULUM & TEACHING (continued)

9.3 Child Portfolios A portfolio is evidence of a child's learning, collected over time, which demonstrates a child's effort, progress and achievement. When a child is enrolled in our center, the child's Lead Teacher begins the portfolio process using the portfolio folders in the teachers' resource cabinet. A portfolio includes classroom observations, photos of participation in various activities, art work and developmental assessment tools. All portfolios are kept in the locked teacher's cabinet, however, parents may have access to their child's portfolio any time, upon request.

When a child moves to a different classroom, the child's portfolio is given to the child's new Lead Teacher. The portfolio allows the new Lead Teacher to see the child's developmental progress as well as the goals to help the child reach the next stages of their physical, cognitive, language and social/emotional development. The portfolio also provides an excellent reflection of the child's years in our center and the important work our teachers do on a daily basis.

9.4 Assessment Our center uses various assessment materials to evaluate a child's physical, cognitive, language and social/emotional development, including health and self-help skills.

Observations are a key part of assessment. Lead Teachers organize the observations in their classroom and make certain all children are observed equally. They ask other teachers who work with the children on a daily basis to assist with the observations. Teachers make certain children are in a comfortable setting before conducting observations. These observations are dated and the developmental areas are noted. Documented events are done in anecdotal note form, which is a short, objective and factual description of an event involving one or more children. Notes written with judgmental statements or words such as "frustrated", "sad", or "happy" do not provide a picture of the actual event.

If a child is not progressing or even regressing in one area or objective, further screening may need to occur. Teachers consult their program administrator if such a concern arises.

When a developmental delay or other special need is suspected, this possibility is communicated to families in a sensitive, supportive and confidential manner and is provided with documentation and explanation for the concern, suggested next steps and information about resources for assessment.

Individual Plans Lead Teachers set individual goals for the child to improve specific skills. Changes are then made to the child's environment, such as the daily routine, interactions and materials used in the classroom, to support the individual goals.

CURRICULUM & TEACHING (continued)

Parent Involvement is a critical part of assessment. Parent/Teacher Conferences are conducted at least twice a year, in the autumn and spring. Lead Teachers encourage parents to schedule a time during the conference week to meet with them. In addition, parents may request conferences at any time during the year.

Teachers promote the purpose and importance of assessment to the parents and explain the basic process. A conference is an excellent time to share this process with parents. During the conference, teachers share the child's assessments. The Lead Teachers and parents then set common goals and identify ways to achieve these goals at school and home. Conferences are a great way to strengthen relationships with parents.

Although teachers spend lots of time with children in the classroom, parents know their children best. Teachers are sensitive to the many influences on a child, such as family values, culture, life circumstances, temperament, and home language. These influences are factors in the child's continuing development, so teachers encourage parents to participate in assessment whenever possible.

9.5 Transitions Children are assigned a classroom based on state licensing regulations, availability and their developmental needs. In order to make transitions to a new classroom as smooth as possible, parents and teachers receive a transition letter from the administration informing them of the child's move date and the classroom they will be moving to prior to the transition. Lead teachers work together to set up times for the child to visit their new classroom. All materials, welcome packets, and labels need to be ready for a child's arrival in the classroom. In order to ensure a positive transition experience, teachers, administrators, and parents discuss any new routines, procedures, special needs or concerns they may have.

9.6 Food Program Our daycare participates in the "Child & Adult Food Program" sponsored by the Federal Government. We receive reimbursement for serving meals that provide the daily recommended nutrition as outlined on the FDA Food Pyramid. In order to receive this funding, we must count the number of snacks and lunches served each day and file a monthly claim. Each classroom has a weekly "Meal Tracking" form which lists each child in the classroom. Every time a snack or meal is served, a checkmark is placed next to the names of the children who were served. Accurate meal counts are extremely important! After the pm snack is served each Friday, the Lead Teacher gives the completed "Meal Tracking" form to the Business Manager.

All children must eat food prepared by the center unless there is a CACFP form signed by a doctor in the child's file listing food items the child cannot consume. A CACFP form can be obtained from the Administrative Assistant. A list of children who have diet restrictions

CURRICULUM & TEACHING (continued)

is posted in each classroom and updated when new children enroll. If a child requires a special diet, parents are required to submit an individualized meal plan to the teacher, who ensures the child is not exposed to any problem food. Teachers document daily consumption on the daily sheets, if requested by the parents. Weekly menus are provided for all parents. Parents individualize their child's needs for each menu and give it to the teacher to post in the classroom. Lead Teachers protect children from being exposed to food or other substances which contain ingredients they are allergic to.

Mealtimes are an opportunity for teachers to talk to children about their home lives or events that have occurred at school. Teachers are required to sit with children while they are eating and engage them in conversation. **No food is withheld as a form of punishment nor is any child forced to consume food.**

Below are the guidelines for each age group:

Infants Teachers must wash their hands before preparing a bottle. When teachers are bottle feeding infants, they hold the babies and talk to them. This is an important time for bonding for an infant. At no time does a teacher prop a bottle or give a baby a bottle in the crib. Once an infant can hold his/her own bottle, the teacher still must hold the child while eating. Parents provide all formula and jar food, which teachers heat and store according to manufacturer's instructions.

Our daycare supports breastfeeding by:

- Accepting, storing and serving expressed human milk for feedings
- Accepting human milk in ready-to-feed sanitary containers labeled with the date and the infant's name.
- Storing milk for no more than 48 hours, or 24 hours, if previously frozen.
- Gently mixing, not shaking, the human milk, in order to preserve special components of human milk.
- Welcoming breastfeeding moms to use the classroom or another quiet area to feed their babies

When an infant transitions to **cereal or jar food**, the teacher must seek parents' guidance on the foods to be introduced and when to introduce them. Parents are responsible for providing all formula, cereal and jar food until the child is able to eat off our menu. All food & formula must come in a factory sealed container and will be prepared according to manufacturers guidelines. Adding solid food to bottles will only be done with written instructions and a medical reason for this practice. Leftover formula from feedings will be immediately stored in the refrigerator and disposed of at the end of the day. At no time is formula, human milk or food warmed in a microwave. Surfaces used for feeding are sanitized before babies are placed in chairs. When parents want their baby to begin eating

CURRICULUM & TEACHING (continued)

table food, the Lead Teacher provides them a daycare menu and the parents decide which foods their child will be served. Copies of the weekly menu must be available to parents on the parent table in the classroom. All table food must be cut into ¼ inch pieces for infants.

Transitioning from a bottle to a sippy cup will start once the child is developmentally ready. 100% juice may be served to infants beginning at 8 months of age, if they are developmentally ready to drink from a cup. The total amount of juice given to a baby is limited to no more than 4 ounces per day.

Toddlers & Twos All children and teachers must wash their hands before meals. Teachers must prepare the toddlers' food by cutting it into ½ inch pieces or smaller, if needed. Toddlers may not carry bottles while walking. If a child needs a bottle for supplement, a teacher must hold the child while feeding. Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally read to use a cup. Teachers must wear gloves when handling food for service. Children are not served food off the table. Children use sippy cups in the Toddler Room and transition to using regular cups in Room 102. Teachers must sit with children, engage in conversation and help them master utensils. Only whole milk is served in these classrooms.

Preschool All children and teachers must wash their hands before eating lunch or helping set the tables. Teachers must wear gloves when touching food for service. (For example: they must wear gloves when placing hamburgers on a plate.) Mealtime is a great time to promote self help skills for children. Children are asked to pass out napkins, spoons or cups. Whenever possible, food is passed so children can serve themselves. Teachers must sit with children, engage in conversation and model good table manners.

All Children At some point during the day, children who are older than one year old brush their teeth. Teachers must wash their hands before starting to brush teeth. Teachers use a 3-fold towel, place small dots of toothpaste on the towel and then transfer the toothpaste onto the toothbrush to maintain the cleanliness of the toothpaste. Toothbrushes are labeled with each child's name and allowed to dry without touching another surface. Extra toothbrushes are located on the shelf in the janitor's closet. When children transition to a new classroom, they receive a new toothbrush. Toothpaste is provided by the daycare and is also stored in the janitor's closet.

9.7 Classroom Management Plan Classroom groupings follow the "Classroom Management Plan" on the next page. Teachers must comply with ratio standards for each age group and must notify an administrator if their classroom is not within these ratio standards.

9.7 CLASSROOM MANAGEMENT PLAN

Classroom Teams	Children's Ages	Classrooms	Group Sizes	Ratios
Infants	6 weeks-12 months	Infants	6	1:3
Toddlers	12-21 months	Toddlers	10	1:5
Two Year Olds	18-30 months	102	10	1:5
	24-36 months	104	12	1:7
Three Year Olds		106	10	1:10
	30-48 months	108	10	1:10
		110	16	1:12
Four Year Olds	36 months to kindergarten enrollment	112	10	1:10
		Cyclones	18	1:12

CURRICULUM & TEACHING (continued)

9.8 Classroom Management Techniques HCELC believes keeping children busy and actively engaged decreases the frequency of behavior problems in the classroom. Transition activities help the children move smoothly from one activity to another. Teachers use only positive guidance and redirection to manage most behavior issues. Setting consistent, clear and understandable limits fosters the child's ability to become self-disciplined, which is our ultimate goal. Teachers try to ignore negative behavior as much as possible (since much of it is an effort for attention) and focus their attention on the children who are doing what is appropriate. Hopefully, this draws the child into the group and avoids the need for frequent discipline.

Children are born with enormous creativity! We feel that too much discipline destroys their spirit. By teaching children that each choice they make has a direct consequence, they begin to learn to be responsible for their own actions. Teachers never use physical punishment, such as shaking or hitting, and do not engage in psychological abuse or coercion. They never use threats or derogatory remarks and do not withhold, nor threaten to withhold, food as a form of discipline. We also follow the KDHE regulation (K.A.R. 28-4-427.d.2) prohibiting punishment which is humiliating, frightening or physically harmful to the child. Prohibited methods of punishment include: corporal punishment, verbal abuse, threats or derogatory remarks about the child or the child's family, binding or tying to restrict movement, or enclosing in a confined space such as a closet, locked room, box or similar cubicle and withholding or forcing foods.

Infant/Toddler/2s Policy: It is HCELC's belief that no discipline should be used on children under the age of 12 months. Toddlers are redirected when engaging in unwanted behavior. Teachers ignore negative behavior and praise good choices. Biting is a developmental stage some children go through at this age. If a toddler is experiencing a tantrum, they are monitored in a safe area so they do not harm themselves or others around them.

2 ½ Years-Kindergarten Policy: Teachers use developmentally appropriate methods of disciplining. First, teachers ignore negative behaviors and focus on those positive choices children are making. Children are encouraged to work out differences between each other. Teachers may redirect a child to another area in a room if they are having difficulty.

School-Age Policy: Teachers involve children in planning activities and setting classroom rules. The children suggest consequences for breaking rules. At no time are consequences physical punishment or derogatory towards a child. This fosters a sense of community within the classroom. Teachers ensure classroom rules are within developmentally appropriate guidelines.

CURRICULUM & TEACHING (continued)

Conscious Discipline© Our center implements several aspects of Conscious Discipline©, a comprehensive classroom management program and a social-emotional curriculum. It is based on brain research, child development information and developmentally appropriate practices. Conscious Discipline© has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children by developing skills to help children become aware of and express their feelings, work out conflict and become a school family.

9.9 Developmentally Appropriate Practices Infants (Birth-12 months)

Motor Development (Birth-12 months) Infants' motor skills develop from the center of their body outward. In the first twelve months, infants go from involuntary reflexes to almost walking and are able to manipulate objects and toys. Movement is the foundation of learning for infants. Gross motor skills include rolling over, sitting up, crawling and walking. Fine motor skills include grasping, shaking, reaching and clapping. It is by developing these gross and fine motor skills that infants can begin to explore and change their world.

This means teachers:

- allow Infants to spend lots of time on the floor, not in excersaucers and swings
- provide “tummy time” for infants
- offer infants a variety of toys and show them various ways to use them, such as shaking, banging, dropping, etc.
- help infants sit with support
- let infants feed themselves safe finger foods (9 months)
- are responsible for providing a safe environment to move and explore
- encourage infants to use their muscles and discover with their hands/feet
- place all infants on their back to sleep (see SIDS policy)
- supervise infants by sight and sound at all times. (see supervision policy)

Language Development (Birth-12 months) Infants' main form of communication is through crying. By crying, infants can express hunger, discomfort, fear, frustration and exhaustion. Infants can also communicate their emotions through facial expressions and sounds such as smiling, laughing, cooing and babbling. Older infants begin to babble consonants sounds and may use inflection in their voices as a reflection of their moods. Infants react to voices and other noises around them. As they grow older, they can understand a variety of simple words, such as their name, “bye bye” and “bottle”.

This means teachers:

- learn to distinguish individual cries, in order to understand needs and wants
- need to use a pleasant tone of voice with infants and acknowledge the infants' vocalizations to encourage turn taking in conversations

CURRICULUM & TEACHING (continued)

- use talking, reading aloud and singing to help support language development
- mirror back positive facial expressions
- verbally label objects that infants show interest in to create a language rich environment
- describe actions and routines to infants

Social/Emotional Development (Birth-12 months) Infants are learning to build relationships by developing trust and security. They thrive on individual contact with their caregivers. Infants show preference for primary caregivers and have anxiety around strangers. Touch is a vital part of a child's development, especially during infancy. Infants like to observe and listen to others.

This means teachers:

- provide one on one positive interaction frequently such as holding, touching, cuddling and eye contact
- make sure infants receive responsive care and meet their needs to help build trust in the infant/caregiver relationship
- hold and interact with infants during routine care such as diaper changes, feedings and play; this builds a sense of security for the infant.
- use a positive and respectful tone with infants
- encourage infants to use skills they possess and praise them for using these skills to promote a positive sense of self
- do not use any form of discipline for children under the age of 18 months (refer to discipline policy)
- allow infants to interact with each other if they show interest, but watch them to ensure safety

Cognitive Development (Birth-12 months) Infants learn and explore using their senses. Infants explore objects primarily with their mouths. Repetition is how infants practice and figure out how things work. Some of the first concepts they learn are cause & effect, object permanence and dumping and filling. They also begin to show some awareness of functional relationships of objects.

This means teachers:

- make sure non-mobile infants are moved throughout the day to be given new perspectives
- provide infants with a routine so they can learn to anticipate events
- interact and play simple games with infants such as peek-a-boo, patty cake, toy hide and seek
- do activities repeatedly to help build memory
- provide a variety of objects to explore with hands, mouth and body
- provide toys that encourage discovery of cause and effect

CURRICULUM & TEACHING (continued)

Developmentally Appropriate Practices Toddlers (12-36 months)

Motor Development (12-36 months) Toddlers are always on the move and have an abundance of energy. Toddlers tend to be clumsy, as they are mastering many gross motor skills, such as walking, running, jumping and pedaling a bike. Toddlers' fine motor skills are also becoming more refined, such as throwing a ball, scribbling with writing objects, turning pages in a book and drinking from a cup. Toddlers use their body and high energy to fuel their desire for exploring surroundings. Older toddlers may become interested in toilet learning.

This means teachers:

- provide lots of outside time so toddlers have lots of space to practice their gross motor skills
- provide activities that encourage gross motor skills
- provide activities that promote the use of fine motor skills and hand-eye coordination
- make sure they are providing toddlers with a safe environment for motor activities
- supervise toddlers on the changing table at all times
- supervise toddlers by sight and sound at all times (see supervision policy)
- encourage toddlers to make safe choices with their bodies. Beware: toddlers love to climb.
- make toilet learning a positive experience and do not push toddlers who show fear or hesitation (see toilet learning policy)
- provide rest/naptime during the day to reenergize (see naptime policy)
- acknowledge falls and give comfort when needed

Language Development (12-36 months) Toddlers' language skills increase greatly during this time. Toddlers understand more language than they can speak themselves. Young toddlers begin speaking in "jargon", then use one word phrases to convey an entire thought. By the end of toddlerhood, their vocabulary is between 50 to 300 words, on average, and they begin to use two or three word sentences. Toddlers are very inquisitive and like to point to objects and have them identified.

This means teachers:

- expose toddlers to lots of speaking, singing, identifying items, describing everyday routines and answering questions
- read books to toddlers in groups and individually
- encourage toddlers to "use their words" to communicate their wants, needs and emotions with others
- do not correct toddlers' grammar, they simply model proper speech and grammar
- allow extra response time for toddlers to answer questions
- speak in simple sentences that are easy for toddlers to understand

CURRICULUM & TEACHING (continued)

Social/Emotional Development (12-36 months) Toddlers are learning all about identity and are becoming very independent. They are very egocentric and do not have a great understanding of empathy yet. Toddlers are learning how to control the world around them and testing limits any chance they get. During toddlerhood, tantrums are very common. Toddlers crave adult attention and interaction, despite their need for autonomy.

This means teachers:

- respond consistently to toddlers' needs and behavior issues
- have one on one interactions that are affectionate, warm and caring and use a calm tone of voice
- get down on the child's level
- use redirection when discipline issues arise (see discipline policy)
- use positive reinforcement and lots of praise using positive wording
- set appropriate limits for toddlers and follow through on promises
- adjust expectations to toddlers' skill levels
- comfort toddlers when they're sad
- try and avoid power struggles unless it's a health/safety issue
- encourage self-help skills, but help toddlers when needed
- give toddlers simple choices that have a positive outcome either way
- model and encourage empathy toward others
- model and encourage how to express emotions appropriately
- encourage turn-taking and sharing with others

Cognitive Development (12-36 months) Toddlers are sensory-oriented and love to explore their world. Toddlers love to observe and then imitate and act out real life events. Toddlers like to choose activities to participate in and toys to play with. They like to experiment with objects and learn best through repetition. Toddlers tend to have a short attention span, but love to problem solve.

This means teachers:

- provide activities that encourage using problem solving skills
- encourage imagination through pretend play
- provide sensory activities and encourage exploration with all five senses
- build on mastered skills by adding new twists to old activities
- ask open ended questions
- encourage children to reflect on past events and talk about future events to build memory
- provide time appropriate activities given toddlers' short attention spans and extend on toddlers' interests to build longer attention spans
- provide lots of toys that encourage cause & effect, putting objects together and sorting

CURRICULUM & TEACHING (continued)

Developmentally Appropriate Practices Preschoolers (3-5 years old)

Motor Development (3-5 years old) Three to five year olds are in constant motion. Learning takes place and is transmitted through muscles and hands on activities. They are gaining control of both their large and small motor skills. They will still be clumsy and have spills and collisions but are becoming more fluid in movements. Children are refining fine motor skills such as cutting and drawing.

This means teachers:

- spend at least 45 minutes in the morning and 45 minutes in the afternoon outside or in gross motor activity in which children can explore their body's movement
- actively engage and play with children on the playground to encourage learning and provide ample supervision
- use hands-on learning activities to ensure maximum learning
- offer occasional assistance in self-help skills such as pouring food, fastening clothing and potty training (See "Toilet Training" section 8.6 for guidelines on potty training.)
- always accompany children in pull-ups
- expect accidents, spills and frustration with more difficult tasks. (See "Blood-borne pathogens" in section 8.2 for guidelines in handling accidents and section 8.6 "Cleaning and Sanitation" for guidelines on cleaning up spills)
- provide material such as puzzles, play dough, scissors, buttons and zippers to help children practice fine motor skills
- provide gradually smaller materials as children get older, to promote greater small muscle control
- encourage children to pick up their own toys and put them in the correct place before leaving an area

Language and Literacy Development (3-5 years old) Children ages 3-5 have a vocabulary of between 500-1500 words and are constantly learning new words through their environment. They are starting to be able to follow multiple step directions. They can recognize their own name. Children will begin to reproduce shapes and letters. Four and five year olds may be able to write their own name. Children this age are using 4-7 word sentences (sometimes longer with older children). Children will become very curious at this age and begin to question stories, events, etc. They will become familiar with the names of those around them and by age five can usually name their family members and their city, state and school. Children's language development will vary greatly depending on their environment.

This means teachers:

- converse with children constantly throughout the day
- give children their full attention when speaking with them
- use new words and vocabulary whenever possible

CURRICULUM & TEACHING (continued)

- repeat and expand on children's sentences when speaking to them
- do not correct grammar mistakes. Instead, continue to role model with their own grammar
- encourage the use of the home language, if different than that used at school
- promote a print-rich environment. Label all toy bins, shelves, objects around the room, cubbies, coat hooks, chairs, etc
- place writing materials in multiple areas of the room to encourage writing
- place books in multiple areas of the room
- read, read, read, to children both individually and in groups
- encourage and assist in children's writing efforts

Social and Emotional Development (3-5 years old) Three to five year olds are in the process of learning to regulate and control their emotions. They are beginning to show more independence. Children are beginning to play with others in a more involved way. They are beginning to show caring for other's feelings. At this point children are able to sit and participate in activities for about 15 minutes at a time if engaged.

This means teachers:

- form relationships with the children in their care
- get down on the child's level and look them in the eye when speaking to them
- speak to children in a respectful manner
- learn the children's names and their parents' names
- ask children about themselves and their lives
- use positive reinforcement. (Praise what children do well and try to ignore negative behaviors)
- sit on the floor with children and PLAY with them
- encourage social skills by helping them be the problem solver with friends
- set clear, consistent and concise limits and ENFORCE the limits
- help them label their emotions and find ways to cope with them
- engage children in songs, finger plays, books, etc. while they are waiting for activities such as bathroom, lunch, drinks, etc.
- arrange the schedule to make time for children to have extended play together to explore relationships and practice sharing, caring and helping others
- Model appropriate pro-social behavior by listening attentively to children and showing caring and concern for others.

Cognitive Development (3-5 years old) Children 3-5 years are learning to draw objects, write letters, etc. They are beginning to understand the concept of time, yesterday, today, etc. Preschoolers are better able to organize their thoughts and think more deeply. Children this age learn best by doing. Attention spans are getting longer and the ability to remember more details is also improving. They are beginning to be able to classify objects with similar attributes such as color,

CURRICULUM & TEACHING (continued)

shape, size, etc. However, children this age may still have trouble distinguishing real from make-believe.

This means teachers:

- plan activities that children can participate in actively
- give children time to explore new objects, concepts, etc., at their own speed and ability
- ask children open-ended questions (any question that must be answered with more than just a word or two) to promote thinking and reasoning skills
- incorporate new ideas and concepts into play areas of the classroom so that children can explore on their own
- repeat, repeat, repeat!! Use new words, routines, etc. many times before expecting children to remember them
- play with children and let them direct the play
- encourage children to experiment and explore on their own during play
- state classroom rules with positive wording; display and repeat them multiple times
- Word directions positively, i.e. "Walk in the hall" instead of "Don't run."
- are patient when answering questions

RELATIONSHIPS

10.1 Respect Families are our organization's most valuable assets. Every employee must treat parents and children with respect, courtesy, friendliness, helpfulness and prompt attention. Failure to do so will result in disciplinary action, up to and including termination.

10.2 Listen to parents, coworkers and children. HCELC teachers encourage teamwork and positive relationships by practicing good listening skills. Ways to improve listening skills include:

- Look the person in the face and animate yourself by nodding, smiling, or shaking your head when appropriate.
- Listen without interrupting. Mentally count to three when you think the speaker is finished to be sure they are done speaking.
- Pause before replying to give yourself time to let the message sink in.
- Repeat back what the speaker has said in your own words. This will give the impression that you understand them.

10.3 Employees with Children All employees greet children in a welcoming manner when they arrive at the center. Children feel more comfortable leaving their parents if teachers know their name and are smiling and friendly. During the course of the day, teachers should play with children during free play and center time and interact in an age appropriate and developmentally appropriate manner (see section 9.9 Developmentally Appropriate Practices). In order to best form relationships with children, teachers look children in the eye and get down on their level when speaking with them. They ask them about their interests and family life. When children show fear or concern, teachers should accept their fears and console the child to the best of their ability. Teachers speak on behalf of children and their rights by acting as an advocate when difficult situations arise. Teachers act as positive role models for children by not eating and drinking in front of children, sitting only in chairs or on the floor with children, modeling pro-social behaviors, walking in the building and behaving as they want children to behave at all times. At departure, teachers must be sure to acknowledge that the child is leaving.

10.4 Employees with Parents Parents and families are our clients. All employees greet parents in a welcoming manner by using their names and asking about their child's night, weekend, etc. HCELC promotes family centered messages. We are respectful and inclusive of all types of families. Employees recognize that parents know their child best and are competent caregivers. Teachers should always be friendly and helpful and open to input from parents. Teachers listen to parents' concerns and suggestions using good listening techniques (section 10.2) and two-way communication. Teachers complete daily information accurately and thoroughly and promote other types of communication.

RELATIONSHIPS (continued)**Ways to Communicate with Parents**

- Face to face
- Brightwheel
- Phone calls
- Email
- Newsletters
- Dry erase boards
- Bulletin boards

Tips for Building Great 2 Way Communication with Parents

- Be curious (ask questions to keep parents talking)
- Start conversations with an open ended question
- Answer objective questions with a question (opens dialogue and gives you info about parent's perspective. "What have you tried? What have you seen?")
- Share small amounts of info about yourself
- Observe individual comfort zones of communication (do they like to speak in private, on phone, etc)
- Recognize and thank them for their attempts at communication
- Use language and terms that are understandable
- Choose words that will emphasize the values and expectations you want to convey
- Use an appropriate tone of voice
- Make note of individual preferences for the quantity of communication needed for each family's peace of mind

Teachers collaborate with parents to set goals for children and encourage parent and family participation in all aspects of the curriculum. Parents' rights are supported and teachers should act as an advocate for parents in difficult situations. The amount of personal information that teachers share with parents should be kept to a minimum. Conflicts with parents may arise and should be resolved in a timely, constructive manner. Teachers use a variety of techniques to negotiate difficulties and differences that arise.

Causes of Family-Teacher Conflict

- Conflicting family and program needs: parents need childcare even when children are sick. Programs need children healthy at all times.
- Differing views of teaching and child development: discipline techniques, teaching techniques, etc.
- Inadequate communication: when weaning from pacifiers, or toilet training, etc.
- Cultural differences: about food, sleep, discipline, etc.

RELATIONSHIPS (continued)

4 Basic Resolutions to Conflict

- Teacher Education: Parent informs about beliefs or practices and teacher or program changes to meet the needs.
- Parent Education: Teacher informs parents about policies or beliefs and parent understands and accepts practices. (corporal punishment, unrealistic potty training expectations)
- Mutual Education: Families and teachers share beliefs and concerns and negotiate a solution.
- Agree to Disagree: After talking and listening, neither party feels able to change. This resolution is a last resort. An administrator makes this decision.

Steps to Conflict Resolution

- Greet person and make sure you both have time and an appropriate area to talk and share.
- Share your observations using facts only. If your feelings are involved, use I-messages describing how you feel, not placing blame on other's actions.
- Listen to other person's ideas, observations, and feelings. Use open-ended questions to draw the person out, if necessary.
- Restate and clarify the exact problem. (At this point, the other person's view of the cause or the problem itself may be different.)
- Discuss several options for handling the problem.
- Negotiate and choose a solution.
- Clarify and restate exactly what the solution will be and how you will be following through to ensure success.
- Thank the person and set up a time to check back in.
- Follow up, follow up, follow up.

10.5 Employees with Co-workers Employees should remain professional when interacting with co-workers at all times. Gossip must be avoided and the focus should remain on the children. All employees are expected to be flexible when working with others and the work schedule and to help each other with the tasks required for the smooth running of the classroom. If a teacher is unsure of what to do at any given time, he/she should ask a co-worker "What can I do?" Teachers must be patient with each other, encouraging and supportive of each others' efforts. Personal information should be kept to a minimum.

Conflict Resolution

Employees are encouraged to resolve conflicts among themselves. If employees are unable to resolve conflicts, they ask their direct supervisor to schedule a meeting to discuss their concerns. After working with their direct supervisor to resolve the conflict, employees who feel the conflict has not been resolved, ask their supervisor to refer the conflict to the supervisor's

RELATIONSHIPS (continued)

superior. The early learning center's line of authority must be respected and followed at all times (section 3 Organization Chart) during the conflict resolution process.

PROFESSIONALISM

11.1 Attendance A work schedule is posted by Friday for the following work week. The schedule includes work days, work hours and days off. Hours of attendance have been carefully planned and employees are required to work the hours and days for which they have been scheduled. Teachers are expected to be in their classroom, ready to begin working, at their scheduled start time. The daycare must follow Kansas Department of Health & Education regulations governing the ratio between teachers and children. Unplanned teacher absences and tardiness require other teachers to make adjustments in their schedules to cover for their coworkers. Please do everything possible to avoid unplanned absences and tardiness!

Employees who are unable to report to work for any reason must notify their immediate supervisor at least **2 hours prior** to their scheduled starting time. Failure to provide notification will be considered abandonment, which will result in termination. Failure to provide notification in a timely manner will be considered an unexcused absence and will result in disciplinary action up to and including termination.

11.2 Commitment Employees demonstrate commitment to their job by performing their assigned duties, following the mission statement and attending staff meetings and special functions.

11.3 Appropriate Conduct See section 6 “Employee Code of Conduct”

PERSONAL EDUCATION

12.1 Training Requirements The center training calendar begins on May 1st each year and runs through the end of April the following year. All full time employees must complete 20 hours of training, including 10 hours of KDHE certified training, in each training year. In addition, all teachers must maintain “Pediatric First Aid” and “Pediatric CPR” certifications, which require training every two years.

All new hire teachers must attend or provide a certificate of attendance for “Child Abuse & Neglect”, “Signs & Symptoms”, “Child Development” and “Abusive Head Trauma” training within 30 days of their hire date. New hire teachers who will be caring for infants must also attend “SIDS” training within 30 days of their hire date.

The Kansas Department of Health “Medication Administration” training is required for all Lead Teachers. Only employees who have completed this training may administer medication.

The center training plan includes the following classes:

Frequency	Subject
at hire:	<ul style="list-style-type: none"> ■ The Hillcrest Team / Orientation ■ Employment Policies and Benefits ■ Child Development (2 hours) ■ Parent Handbook ■ Licensing and Regulations ■ Curriculum and Teaching ■ Relationships ■ Diapering and Toileting / Cleaning and Sanitation
at hire if working with infants:	<ul style="list-style-type: none"> ■ SIDS and Safe Sleep
at hire and as needed:	<ul style="list-style-type: none"> ■ Mentoring / observing in classrooms
at hire and annually:	<ul style="list-style-type: none"> ■ Safety and Emergency plans (including fire extinguishers) ■ Composure ■ Positive Intent ■ Empathy ■ Medication Administration (including use of inhaler and nebulizer)
at hire, annually, and as needed:	<ul style="list-style-type: none"> ■ Brain Start Smart (overview of CD) and Classroom Management
at hire and every 2 years:	<ul style="list-style-type: none"> ■ Health Assessment, Signs & Symptoms of Illness, including Blood Borne Pathogens ■ Child Abuse and Neglect and Abusive Head Trauma (2 hours) ■ Professionalism
at hire, position change & every 2 years:	<ul style="list-style-type: none"> ■ Assessment for Lead Teachers
at hire and every 3 years:	<ul style="list-style-type: none"> ■ NAC Commission Standards
every 2 years:	<ul style="list-style-type: none"> ■ Pediatric First Aid and CPR ■ Parent Communication / Involvement

LEAD TEACHER LEADERSHIP

13.1 Instruction Lead Teachers provide the Assistant Teachers and/or Floaters who work in their room instruction on their assigned duties.

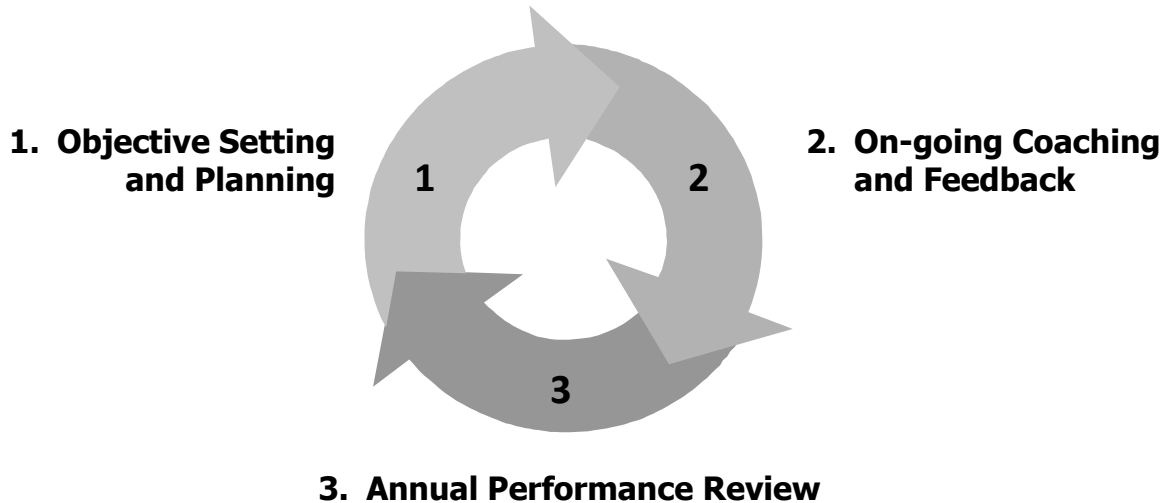
13.2 Coaching Lead Teachers coach the Assistant Teachers and/or Floaters who work in their room to help them learn and build skills.

13.3 Performance Feedback Lead Teachers provide performance feedback to Assistant Teachers and/or Floaters who work in their room and to the Assistant Teacher's or Floater's immediate supervisor.

13.4 Performance Evaluations Lead Teachers provide input regarding the job performance of Assistant Teachers and/or Floaters who work in their room when the center Director is preparing performance evaluations.

EMPLOYEE DEVELOPMENT PROGRAM

14.1 Overview The employee development program is an annual cycle made up of three phases.



- 1. Objective Setting and Planning.** The annual cycle is triggered by the setting of objectives and planning for the year ahead. These objectives set the direction for the individual activities for that year. A development plan is used to determine activities required to help achieve those objectives, such as training. Any career preferences and personal goals are incorporated into the objectives and employee development plan.
- 2. On-going Coaching and Feedback.** In order to ensure that performance issues are raised sooner rather than later and to recognize quality performance in a timely manner, on-going coaching and feedback is an integral part of the employee development process.
- 3. Annual Performance Review.** On or near the employee's hire date anniversary, a performance review is conducted where the past year's performance is assessed against original objectives. Results of the performance review, along with the availability of funds, will determine any increase in pay. Any gaps between performance requirements and actual performance are assessed and actions are recorded in the development plan for the next year.

EMPLOYEE DEVELOPMENT PROGRAM (continued)

Performance objectives are spelled out in detail so employees know what is expected from them and what will be included in their annual performance review. The next three sub-sections are the following performance objectives:

14.2 Performance Objectives: Infant Lead Teacher Position**14.3 Performance Objectives: Lead Teacher Position** (all except Infants)**14.4 Performance Objectives: Assistant Teachers & Floaters**

14.2 PERFORMANCE OBJECTIVES – Infant Lead Teacher

Duties may be delegated to Assistant Teachers, Floaters or Aides, however, the responsibility remains with the Lead Teacher.

HEALTH & SAFETY

- Wash Hands
 - Self and Children
- Maintain Classroom Safety
 - Lock up Policy
 - Furniture, Equipment, Toys in Good Repair
- Supervise Children
 - Monitor children's arrival and departure
 - Post and follow Fire/Tornado Drill Procedures
- Follow First Aid Procedures
- Post and Follow KDHE Diaper Changing Policy
- Maintain Healthy Classroom
 - Clean room, disinfect, sweep nightly, clean chairs & trash cans, clean up spills
 - Assess children's health and make exclusions as necessary
 - Communicate with parents when child hurt or ill
 - Ensure children's good hygiene
 - Maintain good personal health & hygiene
 - Follow meal procedures

CURRICULUM & TEACHING

- Create and Post Daily Schedule
- Assess Developmental Needs
 - Complete the "Goals and Objectives" form
 - Document observations, anecdotal notes, "aha learning moments"
 - Complete Brightwheel with personalized information
 - Conduct parent/teacher conferences
- Create Individualized Action Plan
 - Address the 5 learning areas
- Implement Individualized Action Plan
 - Use daily routine to enhance learning
 - Sit with children
 - Encourage learning with choice of words, open-ended questions
 - Be prepared, with necessary supplies
 - Be developmentally appropriate
 - Individualize activities to support individual goals
- Create and Maintain Portfolios
 - Collect artwork, take pictures, summarize development

Manage the Transition Process

- Have classroom material and labels prepared prior to child's arrival
- Create and implement a transition plan with the other lead teacher
- Inform parents of new schedules and routines
- Listen and address parents' & coworkers' concerns in a calm and positive manner

RELATIONSHIPS

Treat children, parents and co-workers with **respect**.

Listen to children, parents and co-workers.

With Children:

- Greet them in a welcoming manner and say goodbye at departure
- Smile and be friendly
- Play with them
- Interact in an age appropriate and developmentally appropriate manner
- Show an awareness of their interests
- Acknowledge their fears and concerns; touch them to show caring and concern.
- Act as their advocate

With Parents:

- Greet them in a friendly, personalized manner and say goodbye at departure
- Smile and be friendly
- Listen to their concerns and suggestions and support their parenting efforts
- Be aware of their home situation
- Complete daily sheets accurately and thoroughly
- Collaborate with parents to set goals
- Contact parents with positive feedback as well as concerns
- Resolve conflicts in a timely, constructive manner
- Act as their advocate; treat them as clients
- Limit the amount of personal information shared with parents

With Co-Workers:

- Remain professional, avoid gossiping
- Be flexible and "pitch in" as needed
- Be patient, encouraging and supportive
- Limit the amount of personal information shared with co-workers

PROFESSIONALISM

Attendance

- Arrive to work on time
- Limit unplanned absences
- Attend staff meetings and special functions
- Follow procedures for requesting paid time off
- Meet minimum training requirements

Commitment

- Demonstrate commitment to job by performing duties & following the mission statement

Appropriate Conduct

- Follow HCELC dress code and confidentiality requirements (see staff handbook)
- Keep conversations with parents focused on their child rather than personal information
- Act as a role model for the children
- Respect and follow the HCELC line of authority
- Maintain composure

PERSONAL EDUCATION

Complete a minimum of 20 hours of training, including 10 hours of KDHE certified training, per training year.

INSTRUCT, COACH AND DELEGATE TO ASSISTANTS, FLOATERS AND AIDES

- Provide instruction on their assigned duties
- Coach them to help them learn and build skills
- Provide the Assistant Director performance feedback
- Provide the Assistant Director input for performance evaluations

14.3 PERFORMANCE OBJECTIVES – Lead Teacher Position

Duties may be delegated to Assistant Teachers, Floaters or Aides, however, the responsibility remains with the Lead Teacher.

HEALTH & SAFETY

- Wash Hands
 - Self and Children
- Maintain Classroom Safety
 - Lock up Policy
 - Furniture, Equipment, Toys in Good Repair
- Supervise Children
 - Monitor children's arrival and departure and time on playground
 - Supervise trips to the bathroom
 - Post and follow Fire/Tornado Drill Procedures
- Follow First Aid Procedures
- Post and Follow KDHE Diaper Changing Policy
- Maintain Healthy Classroom
 - Clean room, disinfect, sweep nightly, clean chairs & trash cans, clean up spills
 - Assess children's health and make exclusions as necessary
 - Communicate with parents when child hurt or ill
 - Ensure children's good hygiene
 - Maintain good personal health & hygiene
 - Follow meal procedures

CURRICULUM & TEACHING

- Create and Post Daily Schedule
- Create Weekly Lesson Plans
 - Submit during the prior week and post in the parents' corner
 - Address the 5 learning areas
- Implement Weekly Lesson Plans
 - Use daily routine to enhance learning
 - Sit with children
 - Use small groups
 - Encourage learning with choice of words, open-ended questions
 - Be prepared, with necessary supplies
 - Be developmentally appropriate
 - Individualize activities to support individual goals
- Assess Learning
 - Document observations, anecdotal notes, "aha learning moments"
 - Complete Brightwheel with personalized information
 - Conduct parent/teacher conferences

Create and Maintain Portfolios

Collect artwork, take pictures, summarize development

Manage the Transition Process

Have classroom material and labels prepared prior to child's arrival

Create and implement a transition plan with the other lead teacher

Inform parents of new schedules and routines

Listen and address parents' & coworkers' concerns in a calm and positive manner

Follow the Food Program Process

Sit with children, eat family style, complete meal sheets

RELATIONSHIPS

Treat children, parents and co-workers with **respect**.

Listen to children, parents and co-workers.

With Children:

Greet them in a welcoming manner and say goodbye at departure

Smile and be friendly

Play with them

Interact in an age appropriate and developmentally appropriate manner

Show an awareness of their interests

Acknowledge their fears and concerns; touch them to show caring and concern.

Act as their advocate

With Parents:

Greet them in a friendly, personalized manner and say goodbye at departure

Smile and be friendly

Listen to their concerns and suggestions and support their parenting efforts

Be aware of their home situation

Complete daily sheets accurately and thoroughly

Collaborate with parents to set goals

Contact parents with positive feedback as well as concerns

Resolve conflicts in a timely, constructive manner

Act as their advocate, Treat them as clients

Limit the amount of personal information shared with parents

With Co-Workers:

Remain professional, avoid gossiping

Be flexible and "pitch in" as needed

Be patient, encouraging and supportive

Limit the amount of personal information shared with peers

PROFESSIONALISM

Attendance

Arrive to work on time

Limit unplanned absences

Attend staff meetings and special functions

Follow procedures for requesting paid time off
Meet minimum training requirements

Commitment

Demonstrate commitment to job by performing duties & following the mission statement

Appropriate Conduct

Follow HCELC dress code and confidentiality requirements (see staff handbook)
Keep conversations with parents focused on their child rather than personal information
Act as a role model for the children
Respect and follow the HCELC line of authority
Maintain composure

PERSONAL EDUCATION

Complete a minimum of 20 hours of training, including 10 hours of KDHE certified training, per training year.

INSTRUCT, COACH AND DELEGATE TO ASSISTANTS, FLOATERS AND AIDES

Provide instruction on their assigned duties
Coach them to help them learn and build skills
Provide the Assistant Director performance feedback
Provide the Assistant Director input for performance evaluations

14.4 PERFORMANCE OBJECTIVES – Assistant Teacher & Floater Positions

HEALTH & SAFETY - *Perform any of the following duties as assigned by a Lead Teacher:*

- Wash Hands
 - Self and Children
- Maintain Classroom Safety
 - Lock up Policy
 - Furniture, Equipment, Toys in Good Repair
- Supervise Children
 - Monitor children's arrival and departure and time on playground
 - Supervise trips to the bathroom
 - Follow Fire/Tornado Drill Procedures
- Follow First Aid Procedures
- Follow KDHE Diaper Changing Policy
- Maintain Healthy Classroom
 - Clean room, disinfect, sweep nightly, clean chairs & trash cans, clean up spills
 - Assess children's health & make exclusions as necessary *(only when Lead Teacher not available)*
 - Communicate with parents when child hurt or ill *(only when Lead Teacher not available)*
 - Ensure children's good hygiene
 - Maintain good personal health & hygiene
 - Follow meal procedures

CURRICULUM & TEACHING - *Perform any of the following duties as assigned by a Lead Teacher:*

- Assist with Implementation of Weekly Lesson Plans
 - Use daily routine to enhance learning
 - Sit with children
 - Use small groups
 - Encourage learning with choice of words, open-ended questions
 - Be prepared, with necessary supplies
 - Be developmentally appropriate
 - Work with Lead Teacher to support individualized goals
- Assess Learning
 - Document observations, anecdotal notes, "aha learning moments"
 - Complete Brightwheel with personalized information
- Assist with Portfolio Maintenance
 - Collect artwork, take pictures
- Follow the Food Program Process
 - Sit with children, eat family style, complete meal sheets

RELATIONSHIPS

Treat children, parents and co-workers with **respect**.

Listen to children, parents and co-workers.

With Children:

- Greet them in a welcoming manner and say goodbye at departure
- Smile and be friendly
- Play with them
- Interact in an age appropriate and developmentally appropriate manner
- Show an awareness of their interests
- Acknowledge their fears and concerns; touch them to show caring and concern.
- Act as their advocate

With Parents:

- Greet them in a friendly, personalized manner and say goodbye at departure
- Smile and be friendly
- Listen to their concerns and suggestions and support their parenting efforts
- Be aware of their home situation
- Resolve conflicts in a timely, constructive manner, with the assistance of the Lead Teacher or HCELC Director. **(Floaters must refer all conflicts to a Lead Teacher or Director)**
- Act as their advocate; treat them as clients
- Limit the amount of personal information shared with parents

With Co-Workers:

- Remain professional, avoid gossiping
- Be flexible and “pitch in” as needed
- Be patient, encouraging and supportive
- Limit the amount of personal information shared with co-workers

PROFESSIONALISM

Attendance

- Arrive to work on time
- Limit unplanned absences
- Attend staff meetings and special functions
- Follow procedures for requesting paid time off
- Meet minimum training requirements

Commitment

- Demonstrate commitment to job by performing duties & following the mission statement

Appropriate Conduct

- Follow HCELC dress code and confidentiality requirements (see staff handbook)
- Keep conversations with parents focused on their child rather than personal information
- Act as a role model for the children
- Respect and follow the HCELC line of authority
- Maintain composure

PERSONAL EDUCATION

Complete a minimum of 20 hours of training, including 10 hours of KDHE certified training, per training year.



ANNUAL PERFORMANCE REVIEW

EMPLOYEE TITLE:**PERFORMANCE PERIOD:**

HIGHLY PROFESSIONAL EMPLOYEES PROVIDE QUALITY CARE AND COMMUNICATE EFFECTIVELY WITH PARENTS AND CO-WORKERS. THEY ARE DEPENDABLE AND FOCUSED ON THE CHILDREN'S NEEDS, WHILE ALSO ASSISTING COWORKERS AND MEETING CHALLENGES IN A POSITIVE, PRODUCTIVE MANNER.

[illegible]

<ul style="list-style-type: none"> ● IN CLASSROOM AT START OF SHIFT ● LIMITS UNPLANNED ABSENCES ● ATTENDS TEAM MEETINGS ● FOLLOWS MISSION STATEMENT ● FOLLOWS LINE OF AUTHORITY 	<ul style="list-style-type: none"> ● ACTS AS A ROLE MODEL ● KEEPS FOCUS ON CHILDREN ● MAINTAINS COMPOSURE ● AVOIDS GOSSIPING ● USES GOOD JUDGMENT WHEN SHARING PERSONAL INFORMATION
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STRENGTHS & IMPROVEMENT AREAS:

COMPETENCIES ARE THE KNOWLEDGE, SKILLS, ABILITIES, AND BEHAVIORS CRITICAL TO SUCCESSFUL JOB PERFORMANCE.

[illegible]

<ul style="list-style-type: none"> ● ASSUMES RESPONSIBILITY FOR ACTIONS ● COLLABORATES AND COOPERATES WITH OTHERS ● MAINTAINS PRODUCTIVE WORKING RELATIONSHIPS THRU CONFLICTS ● PERSONALIZES SERVICE BASED ON KNOWLEDGE OF CHILDREN AND PARENTS ● ENCOURAGES OPEN COMMUNICATION 	<ul style="list-style-type: none"> ● ACTIVELY PROBLEM SOLVES ● MAKES DECISIONS BASED ON THE GREATER GOOD OF THE CENTER ● PRIORITIZES TASKS EFFECTIVELY AND REMAINS ORGANIZED ● HELPS AND SHARES KNOWLEDGE WITH OTHERS; PITCHES IN WHEN NEEDED ● TREATS OTHERS WITH RESPECT
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STRENGTHS & IMPROVEMENT AREAS:

