



Young Peoples
Learning Center

Employee Training and Policy Handbook

Updated July 2012



Welcome to Young Peoples Learning Center	3
Employee Orientation	3
About These Guidelines.....	4
Philosophy and Goals	5
Classroom and Operations Policies	20
Job Descriptions	45
Training and Development Policies.....	57
Personnel and Conduct Policies	59
List of Appendixes.....	83
Staff Forms to be Submitted Before Employment	84



Welcome to Young Peoples Learning Center

Welcome to Young Peoples Learning Center! We are very excited to have you here. You would not have been hired if we did not believe that you were one of the best and ready to be a member of our team. This book was designed to familiarize you with the policies and procedures of YPLC. There are six sections:

- Our Philosophy and Goals
- Classroom and Operations Policies
- Job Descriptions
- Training and Development Policies
- Personnel and Conduct Policies
- Appendixes
- Forms to Be Submitted

Employee Orientation

Young Peoples Learning Center's Employee Orientation Program is our way of welcoming and educating new employees. Our goal is to make new employees feel comfortable, informed about our school and prepared to perform well in their position. You are encouraged to familiarize yourself with the contents of this publication, as it will answer many of the questions you may have concerning your employment.

This handbook includes an overview of our company history, an explanation of our core values, philosophy and curriculum and personnel procedures you will be expected to know. Our intention is to provide new employees with a clear understanding of our goals and objectives and your responsibilities. In addition to this book, you will be given paperwork to fill out before your first date of employment. Your employment does not officially start until all paperwork is complete.

New employees will be introduced to staff throughout the school and acquainted with their classroom(s). During orientation, administration may meet with new employees to review their job descriptions and position, scope, explain the Young Peoples Learning Center performance evaluation system, and answer any specific questions.

Employee Orientation is not something we take lightly and we will expect you to always have more to learn. The first 90 days of your employment with us will be considered an orientation period and will be a chance for YPLC and new employees to evaluate their fit with our company.

PROBATIONARY PERIOD

1. All new personnel will be placed on a probationary status for ninety (90) days. This period is designated as an opportunity for new employees to demonstrate that they can become familiar with and perform their duties satisfactorily. At the end of the probationary period, a decision will be made by the employee and YPLC as to continuance based on attendance, tardiness, professionalism and teaching abilities.
2. During the probationary period, work performance will be informally evaluated by the YPLC Director and any other direct supervisor the employee might have, and then discussed with the new personnel. A formal evaluation report will be prepared near the end of the probationary period. All evaluation reports become part of the employee's permanent personnel file.

3. Employees will be ineligible for all leaves discussed in this handbook and will also be ineligible for holiday pay, vacation pay, sick pay, health insurance and similar benefits until the probationary period has ended. At the end of the probationary period all accumulation of holiday pay and sick pay will accrue from the first day of full-time employment according to the accrual procedures of those policies.

All team members must meet the following minimum training requirements before the end of their probationary period of 90 days. New staff may be paid at a “probationary rate” until the following requirements are met:

1. Completion of the Child Sexual Behavior and Abuse Training packet.
2. Completion of the Universal Precautions Training packet.
3. Certification in First Aid and CPR (*Staff members may request to be exempt from this training or may have scheduled a training session to attend if one has not been offered before the end of the probationary period.*)
4. At least four hours of observation time. This is time you will be paid for, but needs to be completed during hours you are not a scheduled teacher. You are required to fill out four “observation sheets”. We encourage this time to be split between two separate classrooms.
5. Pyramid Training is required in the form of either (1) a training course offered through the Early Childhood Council, (2) a training course offered through another trained individual or (3) completion of the Pyramid Model Training Booklet, an additional 2 hours of observation specifically on Pyramid Models of working with children and an observation and review session with a coach from the Early Childhood Council.

About These Guidelines

This publication cannot anticipate every situation or answer every question about your employment and your duties here at YPLC. This publication is not an employment contract and does not create contractual obligations, implied or otherwise.

In order for us to have the necessary flexibility in the administration of policies and procedures, the leadership of YPLC reserves the right to interpret, modify, suspend, cancel, or dispute, with or without notice, all or any part of our policies, procedures, and benefits at any time. Changes will be effective on the dates determined by Young Peoples Learning Center, and after those dates all superseded policies will be null and void. No individual supervisor or manager has the authority to alter policies in any way. Any employee who is unclear on any policy or procedure should consult their site director or Heather Griffith.

It is understood that the contents of this handbook do not constitute the terms of a contract of employment. Nothing contained in this handbook should be construed as a guarantee of continued employment. Employment with YPLC on an “at-will basis”. This means that the employment relationship may be terminated at any time by either the employee, upon giving proper notice, or the company, for any reason that is not expressly prohibited by law. Any oral or written representations to the contrary are invalid and should not be relied upon by any prospective or existing employee of YPLC.



Philosophy and Goals

SUGGESTED WORK PRACTICE

During working hours, it is essential that each one understand that friendliness shall prevail at all times. Consideration of each other's work and value as an addition of the overall program and team should be maintained at all time. We are doing the most important work in the world and each staff member should be involved to the best of his or her ability to instill respect for all persons, starting with their coworkers, continuing with parents and most importantly, cycling back to the children in our care.

OVERVIEW

Young Peoples Learning Center is a non-discriminating, state licensed, early childhood education center for children 1-15 years of age. Toddler care, for children 1 to 3 years, is offered at our Mathews Street location and Preschool care, for children 2 ½ to 5 years, is offered at our Plum Street location. For school age children, we offer transportation from selected nearby schools to our school age program which is run out of O'Dea Elementary. Our school agers also enjoy special weekly programs for Christmas and Spring Breaks; the most active summer programs around for children ages 5 to 10 years (KinderCamp and FunCamp); as well as a unique, very active summer program for 11 to 15 year olds (TeenCamp.) We also have a preschool program at a site in Milliken as of August 2012.

Most people select Young Peoples because we have a small, homelike environment - a good stepping-stone between home and elementary school. Our center is privately owned and our owners are on-site and actively involved in the center's daily activities. We treat employees like family. It is not unusual for our teachers to remain with us 5 years or more.

Young Peoples Learning Center welcomes and celebrates the diversity of our students. We accept students with disabilities whenever feasible. We will work with outside agencies in order to provide additional programming as needed.

HISTORY

Janice and Dennis Griffith began running Young Peoples Learning Center (YPLC) out of the Mathews Street location in 1978. Janice is an active director and Dennis is the Business Manager as well as the Director of our summer Day Camp programs. Janice has a degree in Early Childhood Education, and a Colorado Teaching Certificate for Preschool and Kindergarten. Prior to starting Young Peoples Learning Center, she had experience as a Child Counselor and taught in a Montessori program. Dennis' qualifications include a degree in Business Administration and several years' experience as a business manager prior to running YPLC. Heather Griffith joined the administrative team in 2010 as the Head Director. She has a master's degree in Social Work with Children and Families. She has experience with many children in at-risk populations including children in group homes, homeless shelters and the foster care system. In the following pages we will share with you our philosophy toward children, as well as our school policies. As you read them, it is our hope you will sense our commitment to providing a positive high quality learning environment for children.

PHILOSOPHY

Young Peoples Learning Center was named after its philosophy was developed. “Young Peoples” was chosen to accentuate equality between children and adults. The rights and desires of adults are comparable to those of children; the right to be respected, the right to express feelings and opinions, the right to be heard and responded to, the right to independence, the right to choose, etc. As individuals touching children’s lives (this includes parents and teachers), we need to guarantee children their rights as people.

“Learning Center” was chosen because children learn and grow socially, emotionally, physically, and intellectually through the many activities and situations presented to him/her – dramatic play, books, manipulative toys, block play, cognitive learning games, large muscle exercise, creative art, craft projects, puppets, science experiments and displays, field trips, group time discussions, baking projects, social interactions, eating experiences, etc. These various experiences enable children to become an independent and positive person ready to succeed in the life-long learning process.

EDUCATIONAL GOALS AND CURRICULUM BELIEFS

To provide a happy and safe learning environment by:

Providing laughter, socialization, and fun activities

Providing constant quality supervision and the ability to foresee and prevent problems and accidents

Providing quality experiences; such as projects, field trips, and routines that encourage learning in a kind and gentle manner

To gain respect from children by:

Showing genuine interest in children

Talking with children

Playing with Children

To teach self-discipline and self-control by:

Providing CHOICES with consequences, not punishments

Teaching children to make good choices early in life which help them make good choices later

Speaking to children as we would want to be spoken to – kindly, gently, and most importantly with respect

What we want for the children in our programs:

We want children to learn to enjoy school and learning. We want them to experience being able to make choices and to learn to be confident so they know how to make right choices for themselves. We want them to feel safe, loved and cared for. We want them to experience success in academic, kinetic, physical and social tasks.

By the time they leave our programs, we want children to be ready to succeed in kindergarten. We want them to have the social and emotional skills to be ready to learn in a group setting. We want

them to be in control enough to choose their own behaviors and have the skills to communicate their feelings and needs to others.

We want them to have the basic language skills to be able to write their name, recognize and identify letters and beginning word sounds and to begin to decode words. We want them to be excited about words, reading and new vocabulary.

We want them to have counting skills and an understanding of basic addition and subtraction concepts. We want them to have a full understanding of words such as over, under, more, less, bigger, smaller, little and big.

We want them to be able to appreciate art and music both through having experienced others' art as well as through making their own.

We want them to have a developed physical ability to dress themselves, feed themselves, run and play with outdoor materials, and to hold and manipulate small objects.

We want them to have a curiosity for their world that leads them to explore and ask questions, as well as the ability to seek answers to those questions

To Achieve These Goals:

We have developed an extensive and unique curriculum.

Children learn best by experiencing a concept through a *hand- on approach*. Reading and talking about water is not as beneficial as actually feeling and working with water. Our goal is to help children learn and grow through hands- on experiences in their world. Every day we want children to **experience** science, math, art, music, literature, small and large motor activities. Block centers, housekeeping centers, computers, writing, art, and library visits are additional ways we supplement the classroom material.

Children also need both child-directed activities, such as center playtime, and teacher-directed activities, such as creative art projects, so they can grow socially, emotionally, intellectually, and physically. Before kindergarten we want children to be able to have social control over their world by being able to find a friend, enter into a group, listen to different adults as well as having the necessary skills such as how to use scissors, how to write their name, and how to follow directions. Our balanced curriculum supports children in meeting these learning goals.

We have many extra special activities into our curriculum in order to help children become successful in as many ways as possible. Two to three times a week we have special instructors from the community come to teach the children in areas like yoga, literature, Spanish, Stretch and Grow, Music, and Science.

In continuing with the hands- on approach to teaching and learning, we also enjoy field trips into the community. It is important that children get to experience for themselves, first hand, how things work. The pumpkin patch, the farm, nursing homes, music stores, grocery stores, and many more community locations provide many more hands on opportunities. Please become familiar

with the field trip policies in the next section of this handbook. Visitors are also invited to share with us their time, talent or information. We have enjoyed having “Bat Man” – a researcher from CSU come and talk to us about bats! We have had a parent who plays country music come and play for us with his band! We have had many parents set up a time to spend an hour or so in the classroom each week with their child. Parents are always welcome to share their time or talents with our school! Please see the visitor policies in later sections of this book.

We make families our partners in helping their children learn and grow. Families are a child’s first and foremost teacher and we cannot accomplish our goals with children unless we work together. In addition to checking in with parents in person, we communicate several times per week through written notes in their parent boxes. We think it is important to have quality teachers in the morning and afternoon that can talk to parents about their child’s day.

TEACHING STRATEGIES GOLD ASSESSMENT BOOKS

Head Teachers are responsible for completing child assessment books on a regular basis. Attached at the end of this document is a schedule for completing each objective in the assessment twice per school-calendar year and a breakdown of the learning objectives. The assessment books themselves also give guidance on each area and there are additional resources online for understanding the learning objectives. These books need to be completed according to this schedule and accessible to parents. Typically, teachers will use planning time on Friday to complete these books.

It is expected that each child will be assessed on EVERY learning objective and comments made on MOST learning objectives. Directors are available for help on how to complete these books. These assessments will be used in writing out “Family Conference Forms” 3 times per year (November, January and April) and for Parent Teacher Conferences in January.

Assessments should be completed regularly in order to guide your planning and teaching. We use these tools as a guide to what children are ready to learn next, not as a test for what we have taught them. You should have tasks each week on each learning objective, but knowing what the upcoming assessment objectives are can help with your planning if you feel you need to assess a particular skill. Our curriculum and the assessment tools should complement each other. Because you know what is coming up, you should rarely have to add additional activities into your curriculum in order to meet your assessment needs.

Completing these assessments is a critical part of the Head Teacher role in our school and the ability to do so is a job requirement.

The Turtle and Dolphin Classes use The Ounce Scale and hold parent teacher conferences three times per year.

POSITIVE WORDS

Choose your words wisely. Choose your tone wisely. Choose your volume level wisely. A wise mix of all three make a character-building impact on the students: this is why we are here. You should be receiving training on the Pyramid Model of practice with children and should base your choice of words and relationship building with children on these methods. Keep in mind that 90% of

student's social, emotional, academic and behavioral needs can be met by positive and supportive relationships and environments. These positive relationships should be taught to children to utilize between themselves, practiced between you and your coworkers and always used between staff and children.

DISCIPLINE POLICY

We believe that children need limits in order to feel secure about themselves and their environment. The purpose of discipline is to help children learn acceptable behavior and develop self-control. Good discipline does not mean punishing children and laying down the law - it is knowing what behaviors you want to see and teaching children to be able to do those things. Respecting and loving children is paramount to this approach. They need to know you respect and love them and that you are there to teach them. At YPLC we strive to develop a positive relationship between the teacher and the child. We also believe that if an interesting and challenging program is offered to the child, then discipline problems are at a minimum. Good classroom management and prevention are the keys to limiting behavior problems. Separating children from situations where they will not have self-control, modeling good behaviors and teaching problem solving skills are the first methods of defense. **If inappropriate behavior does occur, we begin with a positive approach.**

- a) Corporal punishment including spanking, shaking and slapping shall not be used.
- b) Punishment which is humiliating or frightening or which causes pain or discomfort to the child shall not be used.
- c) Punishment shall not be administered because of a child's illness, or progress or lack of progress in toilet training, nor shall punishment or threat of punishment be associated with food, rest or outside play time.
- d) No child shall be subjected to verbal abuse, threats, or derogatory remarks about the child or the child's family.
- e) Reasonable accommodation shall be made, based on special needs of children with disabilities. This accommodation shall be recorded in the child's file. Accommodation can be a specific treatment prescribed by a professional or a parent, or a modification of equipment, removal of physical barriers or special meal choices.
- f) All programs will use positive guidance, conflict resolution techniques and limit setting as their first and primary means of shaping children's behaviors. All disciplinary action shall be designed to help children develop self-control, self-esteem, and respect for the rights of others.

Children at YPLC are expected to:

Keep themselves safe: This includes, but is not limited to, good health practices (eating, washing, napping), not running in the classroom, staying with their group, asking permission from teachers before using the restroom or moving to a different classroom or play area, etc.

Keep their friends safe: This includes, but is not limited to, no hitting, biting, using aggressive actions or language, 'being mean' or making friends sad, not cooperating, etc.

Keep their toys and belongings safe: This includes, but is not limited to, cleaning up toys, using equipment appropriately, keeping belongings in their cubbies, etc.

YPLC believes that it is the first line of action to evaluate the relationships and environments a child is part of before moving to address specific behaviors. Before even the first steps of addressing the behavior, teachers will ask themselves:

- How is my relationship with this child impacting his/her behavior?
- How is my relationship with the class and other staff impacting his/her behavior?
- How is this child's relationship with teachers, peers and family members impacting his/her behavior?
- What are influences in the environment of the classroom that might be impacting his/her behaviors?
- What are influences in the environment of this child's home life that might be impacting his/her behavior?

After reflection, the teacher has four options when dealing with inappropriate behavior:

- 1) **Redirection and Teaching** - Encourage child's good behavior and/or redirect his or her activity. Children need to know both what the incorrect behavior was and how they could have changed their behavior.
- 2) **Moving to the "Soft Spot" within their area:**
 - A) If after utilizing the teaching tools, a problem still exists, the child may be asked to play or relax in a space removed from the situation. This is not a time-out, but rather a space for the child to work towards redirecting themselves. Sometimes this space is already designated, and sometimes it is a more natural area. For example, a child using weapons to fight may be asked to move to the book center to get some new ideas on games to play from the books there. A child who is struggling with using words with their friends may be asked to move to the computer area where they can play alone for a few minutes.
 - B) The child will be allowed, as soon as they are ready, to return to the group. We hope to teach children about being "ready" to rejoin activities. If they have gained some new perspective or have calmed down and are ready to listen to their friends and teachers and keep themselves, their friends and their toys safe, they may return to the activity of the group.
 - C) The teacher must TEACH each of these steps. Children are learning to regulate themselves and not only need models and to learn approaches, but also need to know why they are being asked to behave a certain way in order to be able to make appropriate choices the next time they are in a similar situation.
- 3) **"Safe-Spot" away from the group**
 - A) If the child continues in the inappropriate behavior or if they have hurt themselves or their friends, they may need to be in the "Safe Spot" in the classroom. This space should be utilized only when dangerous or aggressive behaviors are present.
 - B) Children may be in the "Safe Spot" for no more than 1 minute for every year of age.
 - C) Children must be told why they are going to the Safe Spot and what they should be doing while they are there. I.e.: Calming their bodies down, thinking about what action they could have done instead of what they did do, or working out what they might say as an apology.
 - D) Children need to be given the knowledge of when they can leave the space – either when they have "calmed down" or after they speak with a teacher, etc.
 - E) Be aware that there are going to be situations when this consequence becomes either inappropriate or ineffective
- 4) **Asking the child to visit the front desk**
 - A) If the child is so out of control they are disrupting their classmates for an extended period of time, if they are unsafe in the classroom, if teachers need some separation from a child or if a child's behavior needs a type of attention they cannot get in the classroom setting, they may be asked to visit the front desk.

- B) While at the front desk, while bringing themselves under control enough to join their classroom again, children will be offered the option of reading books, doing puzzles or drawing on paper with a clipboard. These choices may be limited based on extreme behaviors or poor choices of students, but will be utilized as a means of teaching children methods of self-regulation.
- C) The classroom teacher who removed the child from the room is expected to discuss the child's plans to return to the room with the director and to come and check on the child within 5 minutes of removal and to discuss their return to the classroom. The director or teacher may change the plan for returning depending on the child's behaviors. Please note that if the director is on the phone, speaking with a parent or away from the desk, the teacher must wait with the child until the director can be available. Teachers are expected to relay information to the director in a way that is respectful of the child and which is beneficial for them to hear.
- D) If a child is being brought to the front desk more than once or twice a week, a meeting should be arranged to discuss more effective solutions.

Time-Out vs. Taking a Break

Think about how you use each of the following in your classroom when there are negative behaviors: Time outs - consequence - punishment - guidance

Think about what *teaching* is happening when you use each of them.

At YPLC we want to teach children to problem solve and guide them to better choices. This takes a lot of talking, modeling and is a different *intention* than traditional time-outs, consequences or punishments.

Time-Outs, while not completely excluded from our program, need to be used in the following way: We do not use the word "time out", this is a loaded word in children's minds and has other meanings associated with it. We do ask children to "take a break" from their classmates or, if necessary, their classroom. The point of the break is to give children some time and space to calm down, think about what has happened and take a little initiative in developing some answers to the questions we know they are going to ask. If this is a few minutes (no more than one for each year of age for the child, but often less than that) then children do not need additional materials. However, if it is taking a longer time for children to be ready to problem solve and then join the group (they are still upset or still refusing to talk) they should get choices such as books or small motor activities that might help them process things. Children process emotions and situations really well while drawing, building or having something to do with their hands.

These techniques are for children who are upset or being unsafe to get them to a problem solving point.

It is even better if behaviors are caught before children become upset and that children are helped to problem solve as the incident is occurring.

It is even better if children can be re-directed before problems arise because teachers notice that they are struggling with their peers.

It is BEST if teachers can teach kids how to notice and re-direct themselves when problems are imminent.

Consequences vs. Punishment vs. Guidance

The techniques above reflect the guidance approach. We should be guiding children to make the right choices for themselves and the class. This is what we want to be doing.

Punishment is a form of consequence which is unrelated to the behavior or is a negative used in exchange for having performed a particular behavior. Punishment serves the purpose of shaming a child and making the punisher feel better. It does not teach any skills and it does not enable a child to build a relationship of trust with the adult or their peers.

Consequences, if explained correctly to children and if used “naturally” do teach children that there are reactions to their actions. However, if the “consequence” is used to shame a child or to make the person giving the consequence feel better, it is really a “punishment” under another name. Even a “natural consequence” (i.e. you are not listening and so we are scared to take you on a field trip and are asking you to remain at the center) is not appropriate if not also combined with the teaching of skills. It is also not appropriate to give consequences in response to a child being upset – therefore sitting out of the group is rarely used in the form of a consequence. It is appropriate for a child to learn to self-control and therefore separating from the group while being talked through the process of calming themselves IS appropriate, but is a teaching moment, not a consequence. If the word “consequence” is being used, we need to teach children that there are positive consequences too.

Not all children or situations fall into these circumstances. Specific behavior plans may re-direct children in a different way and will be discussed with directors, teachers and parents in order to be consistent and effective.

Behavior Reports

Anytime a child is aggressive toward another child or commits any act which involves private parts of their body (breasts, penis, vagina or buttocks) OR anytime a child is a victim of either of these acts, a Behavior Report (example attached in appendix) must be filled out. The front side of this paper is filled out by the teacher and one of the four boxes on the back is circled. These notes are to be given to the director within a few minutes of the incident. The director will notify parents of the incident and will photocopy the front of the report on blue paper and file it in the child’s file.

If a child accumulates a concerning number of blue notes, as the aggressor or the victim, a Behavior Planning Meeting will be called.

If behaviors persist to a point that these measures are not effective or appropriate, parents and staff will need to create a plan for the child’s continued attendance in our programs.

Behavior Planning Meetings, Behavior Reports and Sending a child home

- A) A child will only be sent home if we are UNABLE to keep them safe at YPLC. A child who is throwing large objects, being constantly physically aggressive toward a teacher or who is inconsolable may fit into this category. Any child who is sent home for behavior issues will only be allowed to return after a meeting between the child's parents, the child's teacher(s) and administration or a behavior specialist has occurred (A Behavior Planning Meeting).
- B) A Behavior Planning Meeting will include a parent, a teacher and/or an administrator and anyone else who the parent, family or school feels is necessary or helpful. The purpose of the meeting will be outlined beforehand or at the beginning of the meeting. It should be either identifying issues, creating a safety plan, and/or discussing additional intervention partners. It MUST include developing a classroom plan that is seen as necessary and appropriate by all parties. It will hopefully include home interventions as well. A child may not return to school if no such agreement can be reached.

5) Termination of services

- A) When the severity of a problem is great enough that it could endanger the safety of the child or other children, a child may be asked to leave.
- B) Every effort will be made to retain children in the program if they are able to safely be part of our school. Behavior plans, safety plans, charts, behavior intervention meetings and outside resource help, such as Early Childhood Council Coaches or Larimer Center for Mental Health professionals may all be utilized.
- C) If a child is not able to be successful, termination may be a necessary step. If this is the case, the terms of termination will be discussed with the parent. Termination may be effective immediately, within the week or we may be able to give longer notice.
- D) The parent or guardian will be notified by a center director.
- E) YPLC considers this to be a drastic measure and would not resort to such unless the child's behavior significantly and directly threatens the physical or mental health, safety or well-being of one or more of the other children or team members and, that threat cannot be eliminated.

YPLC expects parental involvement and cooperation in all aspects of discipline. When parent involvement is present, YPLC is much more likely to be able to find workable solutions for children. Failure to participate in behavior plans can warrant termination.

We reserve the right to discontinue work with any child/parent whose needs we feel we cannot meet.

HOLIDAYS, CELEBRATIONS AND PARENT EVENTS

YPLC believes strongly in a spirit of celebration. It is important to us that we are a place where children can learn about the joy that can be brought by enjoying special time with others. Children will be presented with the commercial and materialistic parts of all holidays the rest of their lives. It is our job to instill teaching about how holidays are about spending time with one another and appreciating people or events. In order to do this, we work hard to make holidays a big part of our curriculum. Teachers are expected to have their rooms decorated for holidays and to include group and other activities around the celebrations.

We host events each year to help parents get involved in the school. This may be the only time that parents come to the school besides pick-up and drop-off times, so it is important that we do these things WELL. Please be aware of your role in each of the following events.

Spirit Week & Spirit Days – Throughout the year, YPLC might institute “Pajama” or “Crazy Hair” days. If we are asking children and parents to put effort into costumes or special clothing, we expect teachers to do the same. We also expect that there will be an additional activity and/or discussion around whatever the spirit of the day is -special pillow time, special hair stylist center, backwards walking activities, etc.

In January, the school will host a representative from Poudre School District to answer parent questions about Kindergarten. Directors will arrange this night, all classrooms should be extra clean and exciting.

Parent/Teacher Conferences – Held in January at the preschool center
Teachers need to have conference materials ready. Directors will arrange for teachers to be out of the classrooms for these conferences. At our Toddler Center, Parent/Teacher conferences are held prior to a children leaving to move to the Preschool or anytime upon parent request.

Valentine’s Day – Each Classroom will have a Valentine’s Day party which needs to be on their monthly calendar.

- Parents may be invited to provide edible (store bought or commercially prepared) and non-edible treats (parents LOVE to help out)
- Teachers need to order supplies needed a week ahead of time on the shopping list
- Parents and children should be encouraged to bring Valentines and classrooms should have prepared bags or boxes for the valentines ahead of time.
- Children should be taught a special song or game to sing or play during the party
- Children should make parents “invitations” to the event ahead of time
- Activities in centers should be theme related during the party and parents should be given direction on how to play with children in centers while they are there
- Directors need to: Post information in newsletters & community announcement boards, put sign-up sheets for treats on clipboards, take pictures during the party and greet all parents during the party.

Dr. Seuss’s Birthday is March 2nd! Consider a literacy celebration!

Saint Patrick’s Day-

- Usually the school participates in the downtown Fort Collins Saint Patrick’s Day Parade on a Saturday. Parents and kids should be invited to this event and we should work to get everyone excited!
- Throughout the month, green snacks, projects, face painting and theme related stencils, necklaces and art projects should be made.

- The school will also host a “Green Parade” through the neighborhood during school time for those who cannot participate in the Saturday parade. Everyone should wear green for the parade and wagons and other items should be decorated.
- This is a great time to talk about color mixing and making green from yellow and blue.

Easter Egg Hunt– We like to celebrate the non-religious parts of this holiday and this is typically held the Friday before Easter.

- Classroom curriculums should include egg dying activities, jelly beans, bunnies, chicks and signs of spring.
- The school will arrange an Easter Egg hunt with treat bags and parent prizes for the Saturday before Easter
- Children and teachers should make invitations to this event

Art Show/Spring Sing – Typically held in April

- At the preschool center, we like to host an art show, auction and workshop for children and their families. Teachers need to create extra special pieces of art for this show and each child should have a piece in the show. Teachers are responsible for helping children create each piece, or mounting all pieces to be displayed and for labeling each piece with the child’s name and a title.
- During the evening, the children families can work on some bigger pieces of art while the parents browse and bid on the children’s work. The money raised will go to the “TRIP” Fund.
- At the toddler center, our music teacher hosts a spring sing where parents and children can gather to sing together outside of the school. This is typically held on a Friday afternoon.

Mother’s Day – We host a Mother’s Day Tea each year on the Friday before Mother’s Day, it is very important to include grandmothers, aunts or other important female adults in children’s lives and to acknowledge family dynamics that might not include a traditional one-mother household.

- Teachers and children should make invitations for parents.
- Teachers should order tea and other supplies at least a week ahead of time
- Children and teachers should be encouraged to “dress up” for the occasion – this can look different for different classrooms, but needs to be announced well in advance to parents.
- Children should make gifts for their “mothers” which should be wrapped or be tagged with a special tag. These gifts should be given out at the party or at the end of the day if parents were unable to attend. Teachers have an extra budget of about \$1 per child for extra supplies for these gifts, but the gifts need to be MADE by children.

Graduation Day – The Eagle Class hosts a special graduation ceremony each year in May.

- A special program including music, diplomas, cake and parents needs to be planned
- Teachers need to prepare children for participating in the program
- Teachers need to recruit parent volunteers to type up the “Question of the Day” books. Directors will help with typing that is unable to find parent volunteers and will copy the documents for parents

- Children should make special Graduation Hats (could be substituted for another graduation wearable item)
- Question of the Day Books should be bundled with the children's notebooks or portfolios and children's assessment books to be given to parents that day.
- Parents should be given special invitations to the event

Father's Day – We host a Father's Day event each year. It is very important to include grandfathers, uncles or other important male adults in children's lives and to acknowledge family dynamics that might not include a traditional one-father household. Traditionally, this event has been an "Ice Cream Social", but could also be a "Donuts for Dads" event etc.

- Teachers and children should make invitations for parents.
- Teachers should order treats and other supplies at least a week ahead of time
- Children should make gifts for their "fathers" which should be wrapped or be tagged with a special tag. These gifts should be given out at the party or at the end of the day if parents were unable to attend. Teachers have an extra budget of about \$1 per child for extra supplies for these gifts, but the gifts need to be MADE by children.

Splash Party – Each year, YPLC rents out City Park Pool for our exclusive use, usually on the last Wednesday before school starts. It is a potluck event with pool time and entertainment. Each camp program will prepare a special performance. Besides this, the only teacher responsibilities are to get kids and families excited and to come with a side-dish and have a good time!

Parent Orientation – During the first few weeks of September each year, we host a Parent Orientation Night. These may occur on the same night for each classroom, or separate nights for each classroom depending on needs of families and teachers (this is an option for Toddler Classroom and FunZone, but not a requirement and often does not make sense for families, please discuss your preferences with the director.)

- Each class needs to prepare a handbook for their classroom to be given to parents
- Teachers should be prepared to walk parents through this handbook and answer questions from parents in about 1 hour. Teacher's need to discuss which teacher will present which material so that both teachers get a chance to introduce themselves to parents
- Light snacks and beverages should be served – teachers need to order these supplies on the shopping list the week before. Teachers should arrive to the event night early to help set up. Directors should help with the set up and should greet parents and introduce themselves to each group.

Halloween – Halloween is a great time to underscore some concepts with children. Each Classroom will have a Halloween party which needs to be on their monthly calendar

- Real vs. Fake (Focus on funny instead of scary areas)
- It is a good time to talk about things that are orange and black.
- Great to talk about parts of the face (Jack-o-lanterns)
- Talk about healthy food choices, special treats and saying no to treats sometimes
- Great time to talk about harvests and farms.
- Teachers are expected to organize a Halloween Party for the classroom

- Parents may be invited to provide treats (store bought or commercially prepared) Parents LOVE to help out!
- Teachers need to order supplies needed a week ahead of time on the shopping list
- Children should be taught a special song or game to sing or play during the party and/or a special book should be chosen.
- Children should make parents “invitations” to the event ahead of time
- Activities in centers should be theme related during the party and parents should be given direction on how to play with children in centers while they are there. Theme related music is also great!
- At the preschool center, we ask parents to bring children in costume and bring other clothes to change into. At the toddler center, we ask parents to bring the child’s costume and the teachers will change the child into it. Children’s costumes should not have weapons while at school and anything that is a choking hazard should be put in a special area until they are ready to go home.
- Each school will have a “costume parade” through the classrooms as part of the party!
- The toddler center also often participates in the Tiny Tot Parade through Old Town.
- EVERY TEACHER is expected to DRESS UP for the party. This can be as simple as wearing a silly hat or pajamas that day!

Thanksgiving – Each year, YPLC hosts a Thanksgiving Feast at lunch time the week before Thanksgiving.

- YPLC provides all the food – directors and cooks will make the meals. Each class is responsible for cooking a dessert for their kids and parents. These should be prepared a day or two ahead of time and should not require refrigeration.
- YPLC will buy supplies needed, please order at least a week before you need them.
- Teachers are expected to decorate their rooms and make centerpieces and/or placemats for the feast.
- Children should be taught a special song or game to sing or play during the party or a special book should be chosen.
- Children should make parents “invitations” to the event ahead of time
- Activities in centers should be theme related during the party and parents should be given direction on how to play with children in centers while they are there. Theme related music is also great!

Winter Holidays – Each year we invite “Santa” to come visit our school and we host a Holiday Sing.

- Santa Visit – Parents are welcome to attend, but this is an event for the children. The director will arrange for Santa to visit the class. For the preschool, Santa will visit during the classroom party, for the toddler center, Santa will visit in the morning and the party will be in the afternoon. Each child should sit on Santa’s lap (if they want to) and tell him what they want for Christmas. We recognize that not all children celebrate Christmas, but all children will be exposed to Christmas and we can use this opportunity to teach them about “wishing”, about “giving” and about “generosity”. A picture should be taken of each child on Santa’s lap and a teacher should take notes about what the children want in order to

share with parents (often these answers are more cute than practical). Songs, decorations and special activities should be planned for this time.

Holiday Sing –

- Plum: Directors will arrange the space and time for the event – Usually on the stage at the mall. Staff will agree on a list of about 10 songs to perform and classes will practice these songs during the 2 weeks before the event. Parents may be provided with a CD of the songs in order to practice them at home as well. (Distributed by the director). Staff is expected to attend, help with and usually dress up for this event. This is a GREAT opportunity for kids to be proud of themselves and we want you there to be proud of them! Teachers need to work together to decide who will “conduct” the music that night, what costumes or props are needed. These all need to be prepared ahead of time so children have practice with them.
- Mathews: Directors will arrange an evening for our music teacher to come and conduct a sing along with parents and kids. Directors will advertise to parents, and children should make invitations. Snacks can be provided and/or brought by parents as a pot luck. Parents and kids will sing 5-10 traditional songs and then enjoy treats and chatting time together. Children should be practicing these songs in class and with their music teacher for the 2 to 4 weeks before this night.
- Milliken procedures to be determined.
- Directors should make sure there are plenty of announcements and reminders for these events as well as decorations in all common areas of the school.

NO COMPLAINING RULE

“Employees are not allowed to mindlessly complain to their coworkers. If they have a problem or complaint about their job, their company, their customer, or anything else, they are encouraged to bring the issue to their manager or someone who is in a position to address the complaint. However, the employees must share one or two possible solutions to their complaint as well.”

3 NO COMPLAINING TOOLS

1. The But → Positive Technique. This simple strategy helps you turn your complaints into positive thoughts, solutions, and actions. It works like this. When you realize you are complaining, you simply add the word but and then add a positive thought or positive action.

Example:

- *I don't like driving to work for an hour but I'm thankful I can drive and that I have a job.*
- *I don't like that I'm out of shape but I love feeling great so I'm going to focus on exercising and eating right.*

2. Focus on “Get To” instead of “Have To.” Too often we complain and focus on what we have to do. We say things like “I have to go to work.” “I have to drive here.” “I have to do this or that.” Instead, shift your perspective and realize it's not about having to do anything. You get to do things. You get to live this life. You get to go to work while so many are unemployed. You get to drive in traffic while so many don't even have a car or are too sick to travel. Focus on what you get to do. Focus on feeling blessed instead of stressed. Focus on gratitude.

3. Turn Complaints into Solutions. The goal is not to eliminate all complaining. The intent is to eliminate the kind of mindless complaining that doesn't serve a greater purpose and allow

complaining that is justified and worthwhile. The opposite of mindless complaining is justified complaining. The former is negative and the latter is positive. The difference is intent. With mindless complaining, you are mindlessly focusing on problems; however, with justified complaining you identify a problem, and the complaint moves you toward a solution. Every complaint represents an opportunity to turn a negative into a positive.

5 THINGS TO DO INSTEAD OF COMPLAINING

- 1. Practice Gratitude.** Research shows that when we count three blessings a day, we get a measurable boost in happiness that uplifts and energizes us. It's also physiologically impossible to be stressed and thankful at the same time. Two thoughts cannot occupy our mind at the same time. If you are focusing on gratitude, you can't be negative. You can also energize and engage your coworkers by letting them know you are grateful for them and their work.
- 2. Praise Others.** Instead of complaining about what others are doing wrong, start focusing on what they are doing right. Praise them and watch as they create more success as a result. Of course, point out their mistakes so they can learn and grow, but make sure you give three times as much praise as criticism.
- 3. Focus on Success.** Start a success journal. Each night before you go to bed, write down the one great thing about your day. The one great conversation, accomplishment, or win that you are most proud of. Focus on your success, and you'll look forward to creating more success tomorrow.
- 4. Let Go.** Focus on the things that you have the power to change, and let go of the things that are beyond your control. You'll be amazed that when you stop trying to control everything, it all somehow works out.
- 5. Pray and Meditate.** Scientific research shows that these daily practices reduce stress; boost positive energy; and promote health, vitality, and longevity. When you are faced with the urge to complain or you are feeling stressed to the max, stop, be still, plug-in to the ultimate power, and recharge.



Classroom and Operations Policies

CLASSROOMS AND AGE GROUPS:

Toddler Center:

Turtle Class – 12 to 18 months

Dolphin Class – 18 to 24 months

Whale Class – 24 to 36 months

Preschool Centers:

Penguin/Chipmunk Class –
2.5 to 3.5

Parrot/Jackrabbit Class –
3.5 – 4.5

Eagle/Fox Class –
Pre-Kindergarten

School-Age Programs:

FunZone – Kindergarten
through 5th grade afterschool
program

FunCamp, TeenCamp – Summer
programs for 7-15 year olds

CHILD CARE CENTERS AND PRESCHOOLS LICENSING STANDARDS AND PROCEDURES

It is recommended that all teachers are familiar with the current Policies and Procedures Handbook released by the state. This reference is available for review upon request from the center director.

Our Child Care Consultant can be reached at:

Thierry A. Godette (Fort Collins locations)
Licensing Specialist
1575 Sherman Street (1st Floor)
Denver Co 80203
303-866-2304
thierry.godette@state.co.us

Bettina Stuzman (Milliken location)
Childcare Innovations
Licensing Specialist

970-686-9506
Bettina.stutzman@rrcc.edu

NEVER LEAVE CHILDREN UNATTENDED!!!

Never leave your area without being sure another teacher is present and that teacher knows where you are going and how soon you plan to be back. This includes leaving the room briefly to get a cup of water, get additional supplies or use the restroom. If you will be out of your classroom for more than 5 minutes, you must inform a director and get your time “covered”. Make sure you never leave a child unattended, even to get supplies for diaper changes, warming bottles or food, etc. If you have any questions regarding this information, please check with a director. Remember that you can never be too careful.

ALWAYS KNOW YOUR NUMBERS/NAME TO FACE LIST

Each classroom is responsible for having a current Name-to-Face list at all times. One teacher in the class is responsible for this list and each teacher is responsible for knowing who that is at all times. Teachers will be able to present this list to a director anytime they ask. These lists should be dated and initialed.

How to do a Name to Face List:

- A. As children come in the class, write their name on the list.
- B. As they leave, draw a line through their name and scratch out the last # on the list and you will be able to keep up with the count easily.

For Example:

1. Charlie
2. Xander (draw a line through Xander, not number)
3. Brian
4. Pierce

When Xander leaves, draw a line through his name, and scratch out the #4 and you will see that you have 3 children left.

- C. Not only count the children but match their names to their face.

If you have questions, feel free to ask a director for assistance. A blank form is attached in the appendix.

If a child is missing, the list should be consulted and another teacher should verify the list is correct. At the point of two teachers confirming the discrepancy, all children should be asked to stop what they are doing and go to one area (the book center is a good option), right away and without cleaning up and a director should be summoned. One teacher should remain with the children while the other staff search for the child.

If the child is not found within 10 minutes, parents and state authorities should be notified.

QUALITY ASSURANCE CHECKLISTS FOR CLASSROOMS

(* - only for preschool classrooms, ** - only for toddler classrooms)

Curriculum is intentionally planned

- Specific activity is planned and executed daily for children's arrival from 8 – 9 am *
- 3D art projects are planned at least once per week
- All 9 learning objectives are planned into the curriculum each week
- Project specifics are planned, available in writing for supporting staff and all materials are prepared at least one day in advance
- Afternoon teacher-directed activity time is planned and displayed for parents
- Teacher directed large muscle activities are planned daily
- One class-time parent event planned and prepared for monthly
- New weekly materials for centers are planned on monthly planning sheets
- Cooking activities are planned with kids at least once per month
- Correct classroom schedule is posted in classroom

Curriculum is intentionally implemented

- Specific activity is planned and executed daily for children's arrival from 8 – 9 am *
- Parents are greeted by name
- Music is playing throughout the day (not necessarily constantly, but during several times)
- 3D art projects carried out at least once per week
- One continual or "growing" project happening at all times
- Children care for pets daily
- Children care for plants daily

- All 9 learning objectives are taught each week
- Story time happens outside of group times
- 5 hugs per child per day
- Teacher helpers are assigned each day
- Children centered discussion happens at snack and lunch times
- Children are outside in unstructured play time for 60 minutes per day
- Children are offered outside structured activities at least 3 times per week
- Afternoon teacher-directed activity time happens
- Teacher directed large muscle activities are executed daily with enthusiasm
- Class-time parent events give parents time to see teachers in action with kids as well as interact with teachers directly
- Tactile tables are set up and available to children on a daily basis
- Tactile tables are changed twice per month
- Easel materials are changed weekly
- Center materials are added to or changed weekly
- Teachers follow daily schedule closely, making exceptions irregularly, but when necessary
- Diaper changing is made into a comfortable and positive teacher-child interaction time**
- Individual attention is given during teacher-directed activity time
- Teachers are engaged with children during mealtimes, sitting at the table, with a plate of what the children are eating and talking with children about the food and their day. They are not required to eat school food, but must be sitting with a plate. If they would like to eat differently than the children, they may do so on break.

Curriculum is consistently reported on and reviewed

- Group time is an educational experience centered on one concept with a clearly defined learning objective
- Classroom wipe off boards are written on daily to inform parents about the days' activities before each afternoon starts
- A positive comment about the day is delivered to each parent as they pick up their child
- Communication notebooks are written in at least 3 times a week, usually 4 times per week *
- Daily notes are filled out and given to parents before pick-up
- Assessment books are completed on schedule
- Parent-teacher conferences are held yearly and teachers are prepared for conferences*

CLASSROOM PLANS AND BINDERS:

Each classroom should have their monthly planning, weekly planning and daily activity sheets in a binder on their "teacher desk". Everyone working in a room should be knowledgeable about what the plan for the day is, though it is understood this plan may need to change. If you cannot locate a plan for the day, please check with the lead teacher in that classroom or a director.

HAND WASHING

Hand washing is the single most effective practice that prevents the spread of germs in our school.

Children must wash their hands:

- Upon arrival to the school
- Before and after eating
- After using the toilet/diapering
- Before using water tables
- After playing on the playground
- After handling pets
- After coughing or coming in contact with a runny nose
- When their hands have been in their mouth
- Whenever their hands are visibly dirty
- Before going home

Staff must wash their hands:

- Upon arrival to work
- Before handling food or feeding children
- After using the toilet/diaper changing
- After coughing or contact with runny noses, vomit or other bodily fluids
- After handling pets or pet cages
- Whenever hands are visibly dirty
- Before and after administering first aid
- After cleaning up
- After removing gloves
- Before giving medication
- Before going home

Hand sanitizer can only be used with children 3 years old or older and only in situations where hand washing facilities are not available.

Children and teachers should wash hands according to the following procedure: Turn on water, wet hands, put on soap, scrub for 10 seconds without water, rinse for 10 seconds with water, dry with paper towel, turn off water with paper towel and discard paper towel. Be sure to wash areas between fingers, around nail beds, under fingernails and the backs of hands. When washing before meals, children must go directly to the table after washing hands.

Toddler children should be helped through this procedure each time with a teacher's hands. Preschool children should be supervised and talked through this procedure each time. Because bathroom dedicated supervision takes attention of one teacher, the other teacher should be singing songs and playing games with the children in a group.

SICK CHILDREN, CONTACTING PARENTS AND SENDING CHILDREN HOME

Parents must be contacted if:

- A child has a temperature over 100 F
- A child vomits or has diarrhea
- A child has sustained ANY head injury
- A child has sustained an injury requiring follow-up care of any kind (stitches, continued observation, a doctor's visit)
- A child has signs of a contagious illness
- A child's behavior indicates they may be ill and require more care than our school can provide
- A child has a hang nail, object up their nose or other uncomfortable conditions that the school cannot treat
- A child develops an unexplained rash

- A child is having trouble breathing for longer than 5 minutes or for unexplained reasons
Parents must pick-up their child
 - The child has any injury or conditioning requiring medical care (objects up their nose, injury requiring bandaging greater than a band-aid)
 - A child cannot regulate their breathing after a half hour or prescribed treatment
 - A child has a seizure
 - The school does not feel they can care for the child's needs
- Parents must pick-up their child and the child must remain home for at least 24 hours if
- The child vomits or has 3 or more episodes of diarrhea
 - The child has a temperature of 100 F or over

Guidelines for When a Child Can Return:

These guidelines are recommended by the American Academy of Pediatrics and the American Public Health Association. These guidelines will be observed unless your child has a doctor's release

- **Fever Free:** Must be fever free for 24 hours with the exception of an ear infection. In case of an ear infection, the child may return after treatment of antibiotics has started
- **Vomit Free:** Must not have vomited for 24 hours
- **Uncontrolled Diarrhea:** Defined as an increased number of stools compared with the child's normal pattern, with increased watery stool and/or decreased formed consistency that cannot be contained by the diaper or toilet use. The child cannot return until he/she has had normal stools for 24 hours. If a child is on a medication that causes diarrhea, we need a doctor's note for the file (which we can keep for further reference) and if the child is teething we can allow the child to continue coming to the Center at that time (if it is determined this is the cause of the diarrhea).
- **Conjunctivitis (Pink Eye):** Child is fever free and able to function in the classroom without touching/itching their eyes for 24 hours.
- **Mouth Sores:** Must have a doctor's note stating that the child is non-infectious (please note how important this is for toddler children since everything goes into their mouths)
- **Rash:** With any rash accompanied by a fever or behavior change, the child cannot return until they have a doctor's note stating that the illness is not a communicable disease.
- **Infestations (e.g. head lice, scabies):** Cannot return until 24 hours after appropriate treatment has begun and has to be checked by the First Aids/Meds person before re-entering.
- **Tuberculosis:** Must have a doctor's note stating that the child is non-infectious.
- **Impetigo:** Cannot return until 48 hours after treatment has begun.
- **Strep Throat:** 24 hours after documented treatment has been initiated.
- **Varicella (Chicken Pox):** Cannot return until 7 days after onset of rash or until all lesions have dried and crusted.
- **Shingles:** Child needs to be excluded only if the sores cannot be covered by clothing or a dressing, until the sores have crusted.
- **Whooping Cough:** Cannot return until 5 days of appropriate treatment has been started.
- **Mumps:** Cannot return until 9 days after onset of swelling of glands near the ear.

- **Hepatitis A:** Cannot return until one week after the onset of illness or until after immune serum globulin has been given to the appropriate children and team members in the program as directed by the responsible health department staff.
- **Measles:** Cannot return until 6 days after the rash appears
- **Rubella:** Cannot return until 6 days after the rash appears.
- **Ringworm:** Cannot return until 24 hours after starting treatment or a doctor's note saying non-infectious.
- **Head Lice:** If you suspect lice, notify a director. Parents must be contacted immediately. Quarantine the child immediately.
 - Follow procedures on sending a child home. Notify the pick-up person that the child must be properly treated before returning.
 - All sheets, blankets, and sleep toys in the affected room must be bagged and washed. Suggest to the parents that they do this as well.
 - A complete head lice check must take place in the affected program, as well as in any program where siblings are attending.
 - The child must be checked for re-entry into YPLC. It is the parents responsibility to seek out someone to check their child upon return.
- **Other Communicable Disease:** Parents are required to notify YPLC when a child contracts a contagious disease. These include, but may not be limited to, chicken pox, conjunctivitis, 5th disease, impetigo, measles, scarlet fever, ringworm, etc. YPLC will notify parents when two or more children in one room have been effected by a particular virus. Parents will be provided with background information on the disease and preventative measures at their request or if the center feels it will be helpful. The child may return to YPLC when symptom free for 24 hours or as prescribed by a physician with prescriptive authority for that child.

Where dictated by the state, YPLC will notify the Health Department when communicable diseases are reported to us. Please consult a director or our nurse consultant if you have a question regarding reporting of diseases. The director can make this report for you, but staff are always welcome to make reports without the director's approval. Always report any illnesses to a director as soon as possible.

MEDICATION

To ensure safe and accurate administration of routine medications to all children in our schools, the RN consultant will delegate and supervise the task of medication administration only to those staff members who have completed the approved Medication Administration Training. Because the administration of medication requires extra staff time and safety considerations, parents should check with their health care provider to see if a dosage schedule can be arranged that does not involve the hours the child is in school.

Only staff who has current medication certification by the site nurse supervisor may administer medication to a child. If that medication required special delegation, only staff with that delegation may administer the medication. All medication given must be documented and all instances where medication was assigned to be given by YPLC and was missed must be documented. No medication, including treatment lotions, may be administered without appropriate permissions. Medications must be stored in the appropriate locked medication box. All regulations discussed and

methods taught in Medication Certification Training must be followed. Do not hesitate to talk with a director before administering anything that may be deemed as treatment.

For medication trained staff, the following policies must also be followed:

The following requirements must be met before administering medication:

- Written authorization from the Health Care Provider
- Written authorization from the parent
- Medication provided in the original labeled container
- Proper care and storage of medication inaccessible to children
- Correct and careful documentation of medication

Nebulized medications and emergency injections (Epi-Pens) require a written health care plan written by the child's health care provider.

Parents are responsible for providing all medications and supplies to the school. In most situations, children should not transport medication to and from school. This includes medication placed in a diaper bag or backpack.

Program staff may not deviate from the written authorization from the Health Care Provider with prescriptive authority. Program staff must count and record the quantity of controlled substances, (i.e. Ritalin) received from the parent, in the presence of the parent.

Medications that have expired or are no longer being used at the school should be returned to the parent. If the medicine has not been picked up within one week of the date of request, the medication will be disposed of by a medication trained staff or the RN consultant, according to standard precautions and procedures.

Medications should be stored in a secure, locked, and clean contained under the conditions directed by the health care provider or pharmacist. Medications that require refrigeration should be stored in a leak-proof container in a designated area of the refrigerator separated from the food.

When medication is authorized to be administered, five "rights" must always be observed, and are as follows:

1. Right Patient – Question the teacher and child to confirm that you have the correct child.
2. Right Drug - Compare the medication bottle to the "Authorization to Give Medication" form to confirm you are administering the correct medication and to insure that the medication has not expired. .
3. Right Dosage – Compare the medication bottle to the "Authorization to Give Medication" form. Do not exceed the dosage on the bottle unless a doctor's note is present verifying the dosage amount
4. Right Time – Refer to the "Authorization to Give Medication" form for the time to be given. Medication may be given one-half hour before or after the stated time.
5. Right Route – When medication is administered, be certain that it is applied to the correct area or given in the correct manner, i.e. eye drops to eye, ear drops to ear.

FIRST AID AND INJURIES

If a child is injured while attending the center, first aid will be administered. Only those with current first aid training may administer first aid. YPLC may only conduct limited first aid tasks, typically limited to washing with soap and water, bandaging and providing ice packs. Additional tasks, such as splinters and hang nails must be dealt with by a parent. If you are unsure about how to handle an injury, please speak with a director.

Universal Precautions must be observed for all injuries. Please review Universal Precautions Training Manual. All staff must review the Universal Precautions training packet and turn in the worksheet before their employee review each year.

All injuries requiring any first aid must be documented to parents with a “Boo-Boo” note. All injuries requiring any follow up care must be documented with an “Incident Report.” (Examples attached in appendix). Anytime a Boo-Boo note or Incident Report is written, a copy must be made for the child’s file.

Any head injury must be documented with an “Incident Report” and parents must be contacted. The child must be monitored for 4 hours after the injury. The child should not be allowed to sleep for 30 minutes after the injury. Please notify your director before calling parents, it is important that directors are able to communicate with parents about the incident should they have additional concerns.

Contacting parents about an accident is usually the best option. It is their child and being surprised at the end of the day is not usually preferable.

Follow all CPR and First Aid guidelines for all emergency situations. Call 911 in the case of any emergency. All staff should be First Aid/CPR certified within 3 months of beginning work with YPLC. YPLC must have current First Aid/CPR cards for any staff to receive a raise at the time of their employee review.

The Medication Binder has guidelines and quick reference guides for allergic reactions, asthma attacks, and giving medications. Please consult this guide in the case of an emergency.

General Minor Procedures:

- **Minor Cuts:** Clean with soap and water, ONLY. Apply bandage as needed and provide lots of comfort for children. DO NOT apply any creams or salves.
- **Bumps and Bruises:** Apply a cold pack/frozen sponge/ice in a bag covered by a paper towel. Watch for signs of additional care needed (i.e. broken bones/concussions)
- **Insect Bites and Stings:** Wash with water and check emergency contact information for notifications of allergies to bites and stings.
- **Dirt/Sand in eyes, nose ears or mouth:** Wash with plenty of water and help children avoid rubbing – provide lots of direction and comfort. Encourage blinking or spitting and other natural means of removing the dirt/sand.
- **Splinters and hang nails** cannot be removed by staff. This is considered “minor surgery”.

PARENT PICK UP

The individuals with rights to pick up a child are kept in the child's file at the front desk. These records are also updated in the computer in the Procure System under "Child Relationships". If you do not know an adult in the building, please introduce yourself and direct them to a Director. Anyone picking up a child who is not that child's normal legal guardian must have been identified by the parent as an acceptable pick up person for the day and a staff member must check their identification. Parents identify these people by completing a permission form **IN WRITING** or by phone with a director. Staff checking the pick-up person's ID must initial the written notice of the pick-up change. "I left it in the car" is not an acceptable reason for someone to pick up without identification. We cannot prevent parents with legal rights to their children from picking up, however if there is a concern about a parent picking up, please inform the director. Children may not leave with a parent who is intoxicated or under the influence and Child Protective Services must be called.

If a parent is late and has not contacted YPLC, we will attempt to contact them at all emergency numbers in the child's file at the time of close. If parents cannot be reached, emergency contacts will be called. If no one can be reached within one hour of close, Child Protective Services must be called. If a parent or emergency contact has been reached, but cannot arrive right away and the staff cannot remain with them, please contact a member of administration to return to the school for assistance. If any child's emergency contacts need to be called for any reason, please inform a director.

VISITORS

All visitors must check in at the front desk upon arrival on the center property (unless they are performing drop-off and pick-up of children and are only on the property for the customary time frame for performing such a procedure). All employees should make sure any visitor for a child or employee has checked in with the front desk.

Volunteers are also welcome in our center. Anyone volunteering for more than one day must go through a screening process which may include a reference check, a background check or additional paperwork. At minimum they will be required to submit an employment applications to include emergency contact information.

PARENT-TEACHER COMMUNICATION

Young Peoples Learning Center states the following concerning all communication that takes place between the center and parents.

- 1) Written communication is provided by Lead Teachers on a consistent basis through Daily Notes (See Appendix) or parent communication notebooks. In addition, formal goals are written for each child and given to parents three times per year based on assessment.
- 2) A “Boo Boo Note” (See Appendix) must be completed for any injury requiring first aide. An incident report must be filled out for any injury requiring follow up care. A Behavior Note must be filled out for any incident involving aggression or private parts of the body (breasts, buttocks, vaginas or penis”).
- 3) A “Behavior Report” (See Appendix) must be filled out for any behaviors that is aggressive or involves private parts of the body. This form must be filled out both for the perpetrator and the victim of the action. Parents must be contacted by a director whenever behavior makes one of these forms necessary. Please fill out the front and back of the form and hand it to the director, who will copy the form in blue and place the copy in the child’s file to monitor possible build-up of behaviors or victimizations.
- 4) An original of each written communication should be in the child’s file. This includes all of the above. If the note was a form note that went to all students, it should still be copied to the file. In the case of our carbon copied forms, the original stays in the file and the yellow carbon goes home.
- 5) Major discipline issues or concerns should be addressed with parents by a Lead Teacher. Unless instructed otherwise, assistant teachers, aides and substitutes should inform parents that children had a good day or only address incidents they personally handled. If you are aware of other incidents you think need to be addressed with the parents, please direct them to the director. It is our policy, in most cases, to accentuate the positive and try to eliminate the negative.
- 6) Any negative comment or observation of a child should always be accompanied by two positive comments and parents should always be offered help and resources or additional meetings for any major concerns.

TODDLER LEARNING CENTER DAILY NOTES:

Each child is assigned a staff to be their primary care taker. This “primary” should be filling out their Daily Notes. Assistants and Aids should not be responsible for daily notes and substitutes must be delegated by the primary or a director in order to take over notes. However, each staff member should be aware of who is in charge of each child’s note in order to pass information along. If you are unsure, please ask.

PARENT PARTICIPATION

We work very hard to provide parents with opportunities to be involved in their child’s classroom and our school in general. Research shows that when families interact with their child’s school, children benefit in a multitude of ways. Their rates of academic success increase and they are better able to handle stresses throughout their school career. These outcomes are often attributed to children being able to feel and experience their family’s commitment to education when there is a strong connection. This connection needs to begin early, and we want to make sure there are opportunities for families here at our school. Some of these opportunities include:

- **Involvement in the classroom** - We encourage family members to take some time to share a talent or some time with their child's classroom, reading stories, making a special presentation or sharing a hobby.
- **Yearly Challenges: 600 Book Challenge, 10,000 Minute Challenge & Science e** – Each year we have an ongoing challenge to push families into good habits with their children. These goals are then “tracked” at school in a public place so that children can see something they are doing at home and at school. The 600 Books Challenge has to do with early literacy skills, the 10,000 Minute Challenge is related to physical movement and outdoor play and the Community Challenge pushes parents to get involved with the community and to make connections.
- **Lending Library and Worksheets** - In the front hallway (Mathews Street and Milliken) and the butterfly room (Plum Street) we have some very cool ways to connect home and school allowing families to pick something up on the way out the door. The lending library has some great books to check out and take home and there is a basket of worksheets located on the bookshelf in the front hallway.
- **Art in the Workplace** - Periodically, we will be sending artwork home which we have specially created to be able to be displayed in the parent's workplace. We want to remind them that we are ensuring their child is having fun and learning every day!
- **Classroom Parties** - About once a month throughout the school year each class will have special classroom parties, usually centered around a holiday. Parents are invited to come to the classroom and enjoy some treats and activities with their children and teachers. These parties are typically held in the mornings at the preschool center and in the afternoons at the toddler center. All lead teachers are expected to make every effort to be here on the day of parties and are typically not allowed to request party days off work. If the party involves dressing up or other engagement on the children's part, any staff in attendance that day is also expected to participate in that “spirit”. These are the times when there are parents around, therefore these are the times when teachers need to be most impressive. Please have activities readily available and be ready to show parents the best of your classroom.
- **Family Events and Education Nights** - In addition to the class-time parties, we offer events once a month outside of class time. These are events such as our annual Splash Party or participation in the St. Patrick's Day Parade.
- **Newsletters, Notes and Parenting Library** – Through newsletters and notes, we work hard at providing small bits of parent education that is useful to families. These are things we believe in as teachers and want to share with parents. It is great for families and schools to understand each other's' perspectives as we work together to educate the children in our care. We have an extensive library of resources on parenting and teaching strategies. Please do not hesitate to offer to lend a resource to parents.

FACILITIES

We want you to take pride and responsibility for your work environment. In the center, please help keep the building and the playgrounds organized. Also, please make sure your specific area is kept clean and organized. If you see things out of order, put them away, or if there is trash on the ground or counters, throw it away. We also want you to take pride and responsibility for your person. Please be aware of personal hygiene and dress according to the dress code.

Teachers are required to keep their rooms in order and looking inviting to the children and families. We need to clean up the messes our students create, clean our pets homes, wash our room tables,

dust weekly and disinfect all toys. (See Cleaning Schedule) Teachers should assume their room is their responsibility 100% of the time. Please keep in mind that if you borrow toy from another room, or borrow another room, to return the items or room in better condition than you found it.

In addition, the teacher resource room and other common areas should be used in a respectful manner. Materials and furniture should be kept in classrooms whenever possible or switched with other materials in an organized fashion. If they need to be removed from your classroom, especially if a lot of materials are being removed at once, please inform a director and ask for assistance in getting them put away.

INDOOR PLAY EQUIPMENT AND FURNITURE

To ensure the safety of children and to comply with the state licensing regulation, the following measures will be taken in all of the classrooms:

- 1) All of the furniture must be arranged so as not to obstruct the observation of children by the teachers.
- 2) All play equipment, materials and indoor play equipment must be developmentally appropriate.
- 3) We will provide individual cots or mats for all children in our care. Parents will provide crib sheets, a small blanket and a small pillow. If parents do not provide these items, YPLC will lend them to students. Children may not sleep on a mat or cot without a sheet.
- 4) Sheets will be removed from all cots and mats daily, placed in the child's nap bag or nap pillowcase and stored in the child's cubby or nap cubby, not to be touching other children's nap things.
- 5) Cots and mats will be sanitized daily, after the sheets have been removed, with 100 ppm bleach solution and left to air dry.
- 6) Changing tables will be sanitized with 800 ppm bleach solution every time it they are used. Bathrooms will be sanitized with 800 ppm bleach solution after every large group and after any spill of bodily fluids.
- 7) All toys will be sanitized with 100 ppm bleach solution at the end of each day and washed once per week.
- 8) All tables in the classrooms will be sanitized with 200 ppm bleach solution daily. All tables used for eating will be sanitized with 100 ppm bleach solution before and after each use. Tables must be left to air dry for at least 2 minutes after being sanitized.
- 9) Spray bottles of bleach solution must be kept in the kitchen or inaccessible to children if in the classroom. Inaccessible means inside a locked cabinet. Items being sanitized with spray must be sprayed in an area where the bleach solution will not be inhaled by children.
- 10) All center-owned stuffed toys and dress up clothes shall be laundered weekly.

RECOMMENDATIONS FOR CLEANING AND DISINFECTING

- 1) Items which get daily use should be washed and disinfected daily. Heavily soiled areas need longer contact time with the disinfecting solution.
- 2) After cleaning and disinfecting, air dry all items before returning them to the setting.
- 3) Paper towels are the cleaning tools with the least risk for spreading infections, but only use them once. Sponges and handy wipes give germs the two things they need most to grow: moisture & food sources.
- 4) Include children whenever possible in handwashing and the cleaning of tabletops and chairs.
- 5) Wash and disinfect mops and other cleaning materials daily.

- 6) YPLC employs cleaning services for each location, but these services are simply to do big clean up jobs. They are not to be used in lieu of cleaning that needs to happen throughout the day and they are not in charge sanitizing of toys or washing clothes. Keeping classrooms clean is the responsibility of the classroom teachers.

SCHEDULE FOR CLEANING AND DISINFECTING:

DAILY CLEANING FOR EACH CLASSROOM

- Put toys where they belong.
- All children's items should be hung on hooks or put into cubbies.
- Make sure all staff dishes have been put into the kitchen/dishwasher.
- Be sure all paint and art supplies is cleaned up and put away, including paint drips wiped up and newspaper or other guard under drying racks.
- All toys must be sprayed with disinfectant.
- Lunch and snack spaces should be swept after each meal.
- Items from the tactile table should be vacuumed or swept.
- Check all classroom materials for broken or unsafe toys.
- Wipe down all tables.
- Make sure all laundry is taken care of – if you are leaving laundry in the laundry room or buckets, please inform a director.
- Disinfect doorknobs and light switches.

WEEKLY CLEANING CHECKLIST

- Wipe out children's cubbies.
- Wipe down all shelf and other surfaces, including teacher work and storage surfaces.
- Clean tables of marks and messes.
- Wash large toys, such as home center equipment, all cloth toys and dress up materials.
- Wash scheduled toys for that week (each shelf of toys should be washed once per month, in the dishwasher. Please divide the toys and wash a selection each week).
- Clean pet cages and fish tanks.

MONTHLY CLEANING CHECKLIST

- Send home artwork
- Change bulletin boards
- Remove staples and tape from walls
- Clean all chairs
- Clean all doors, door frames and light switches.
- File paperwork, calendars, teaching supplies (into theme boxes).
- Conduct deep cleaning as needed – cubbies, cupboards, shelves, porches, etc.



USE OF COMPANY PROPERTY

Young Peoples Learning Center provides employees with the equipment necessary to perform their jobs. This equipment may be used for personal use, if approved by Young Peoples Learning Center administration.

GENERAL TEACHER RESPONSIBILITIES IN INDOOR CLASSROOMS

- Communication with Parents – Greet parents. Acknowledge their presence. If you are an assistant, sub or classroom aid and a parent asks about his or her child, be encouraging, directing them to the child’s teacher or a director.
- Team Work – There is a person in each room that is designated as “in charge”, but everyone needs to work together. You should hold each other accountable. If someone is not doing what they ought to be, tactfully tell them. Divide up the responsibility to achieve our common goal. Support one another and respect one another. Do not be afraid to ask questions, take initiative or to ask for help in getting tasks done.
- Transitions – Entertain the children while making the transitions from one room to another. BE CREATIVE! (Children love it when you make a fool of yourself.) Your personal style and system may vary based on children ages, but you must ALWAYS know how many kids you are transitioning and should always avoid long periods of standing without interaction.
- Enrichments and Guest Speakers– During times when others are the “teachers” in your classroom, staff need to be attending to the guest and are expected to be in charge of classroom management and discipline while participating in the enrichment lesson.
- Additional Policies –
 - Leave the room the way you found it. Put all toys back where they go.
 - Beware of the tone you use with the children.
 - The time you are scheduled is the time you need to be at your post, not the time you sign in. Please do not sign in until you are ready to work.
 - Take some initiative. If you see something that needs to be done, please do it or let a director know it needs done.
 - Do not let the children climb inside any boxes of dress up clothes or other supplies. Interact with the children while making sure that you are seeing the big picture, not focusing on just one child. Always know how many children you have with you and count to be sure you have the right number constantly.

GENERAL TEACHER RESPONSIBILITIES IN OUTDOOR CLASSROOM

- Teachers should be standing, walking, sweeping and playing with the children on the playground, sitting should be minimal (less than 2 minutes at a time.) Please see appendix for Zone Defense diagrams. Your Zone is assigned by the lead teacher with the classroom. You can certainly problem solve and help outside of your zone, and all teachers are responsible for the whole playground, but return to it and supervise that space as much as possible. Teacher/child ratios must be maintained during outside play time.
- All teachers are required to know how many children are on the playground with their class at all times. Schedules should be set up so that only one class is on the playground at a time (At the preschool learning centers). At the Plum Street preschool center, if your class is the second of these classes to go out, please utilize the front playground (Penguins) or the front yard space until the other class has gone inside.

- Classrooms are responsible for sticking to posted schedules. These schedules are coordinated throughout the school and need to be maintained to ensure everyone gets appropriate time outside. Please ask a director if you need to modify your classroom schedule.
- Children are not allowed to hang on any tall equipment, climb, or hang on trees, climb on top of the helicopter, the tube or monkey bars (at Plum Street center). Children are not allowed to throw sand, dirt, or rocks.
- All classrooms are responsible for keeping the grounds beautiful with the help of the children. Every class should clean up after their time outside. We are teaching children to clean up after themselves in all spaces. All toys, bikes and balls should be put away. Teachers should sweep sidewalks before coming in.
- Please remember the following equipment use policies:
(** preschool programs only)
 - Swings **: Can be used while sitting on bottoms only. Other children must be out of swingers' way. Children should not be pushing one another and staff should ensure safe heights when pushing children.
 - Sand Box: Teach children why and how to keep sand in the sandbox. Children may not throw sand. Water is a great thing to add to the sandbox during warm months! Sandbox lid must be closed at the end up the day.
 - Climber **: Children need to walk, not run, down the ramp. Children should not bring heavy toys onto the climber. Children should not use the climber when it is slick, such as when wet. Teachers need to remain near the climber while children are climbing.
 - Slides **: Children may not climb UP the slide, must go down the slide feet first and may not bring toys onto the slide. These rules may be broken if a teacher is present to supervise "special" play time.
 - Riding toys: Must be used on concrete. No crashing or bumping. Should be parked in covered spaces when children come inside. Only one child at a time.
- All gates out of the yard should be checked to be sure they are locked when classes arrive on the playground and when coming inside.

CHILDREN'S BELONGINGS

Children each have an assigned cubby labeled with their name. Children are encouraged not to bring items or money from home, but may use this space to store such items, extra clothes and art projects. If any item brought by a child is a safety hazard, teachers will store it in a place where it is inaccessible to children.

OPENING PROCEDURE

*(** preschool programs only)*

- Unlock front and back doors. In preschool center, unlock kitchen door. In toddler center, unlock whale classroom side door.
- ** Turn off front porch light (if it is light outside)
- Sweep/shovel front porch and sidewalks.
- Make sure clipboards have sign in/out sheets for that day, please date them in upper right hand corner.
- Take chairs off tables

- Get morning activities ready before children begin arriving.
- Serve breakfast between 6:30 and 8:00 am.
- Make sure all sanitation supplies are refilled and ready for the day.
- Open windows during summer if necessary to cool down building.
- Turn on inside building lights.
- Check phone messages and call a director with any imperative messages. Continue to answer the phone until a director arrives. Take appropriate written messages.
- Greet all parents (by name) and children as they arrive.

CLOSING PROCEDURE

- Check all classrooms for children, toys on the floor, and cubby messes. Teachers are responsible for “closing” their own rooms, but the closing staff is a good double check.
- Disinfect all toys in the last room played in.
- Make sure all windows and doors are closed/locked in the winter and open in the summer.
- Clean kitchen at end of day, including doing dishes, wiping off counters, being sure all food is properly stored, all appliances are turned off and no water is running.
- Check bathroom for running water or plumbing issues.
- ** Turn on front porch/entrance way lights.
- Stack all chairs and place stacks on tables.
- Be sure all spaces are ready for both the cleaning crew and the staff the next day. What would you want to walk into?

WEATHER RELATED ISSUES

Cold, Rain and Snow – Generally speaking, children should not be outside in wet weather (rain or wet snow.) If it is sprinkling or a dry snow, teachers may use their own judgment. Children may not be outside if there is thunder or lightening (see Thunder and Lightning under Emergency Plans). Preschools **MAY NOT** go outside if it is less than 20 degrees and teachers should use caution if it is below 32 degrees. Toddlers **MAY NOT** go outside if it is less than 32 degrees and should use caution if it is less than 35 degrees. If the temperature is between 20 and 35 degrees, children should be out no longer than 10 minutes, should be bundled up with a hat, coat and gloves and must be willing to move their bodies for warmth.

Hot and Sunny Weather – When the temperature is over 90 degrees, please limit outside time. Plenty of water should be provided any time it is warm out. Using water play tables, spray bottles and sprinkler games to keep kids cool is a great way to get to enjoy the beautiful Colorado weather and give kids time in nature. Children and adults should be given a “water break” every hour during hot weather days. Children should always be given access to water anytime they would like some. In addition, sunscreen must be applied during sunny days. Please use Universal Precautions while applying sunscreen.

Please ask a director if you are unsure about whether children should be going outside. All staff are responsible for knowing the dangers, signs and procedures for heat exhaustion, heat stroke and hypothermia as outlined in First Aid, CPR training.

EMERGENCY PLANS AND PROCEDURES

During any evacuation procedure, teachers must take a head count of their children as they exit the building and again when they are at the evacuation destination. Teachers are responsible for bringing their roll sheets with them to the evaluation site. Directors will collect sign-in clipboards and emergency contact information. Both documents need to be reconciled with the children at the evaluation site. Children need to be kept calm and can easily be frightened by both drills and actual safety threats. Only directors can release children back into the building. Children may be released to their parents during any emergency or drill. Head teachers and directors need to make contact with the parent to give any follow-up information.

THUNDERSTORMS AND LIGHTENING

If thunder is heard or lightening is seen, children need to be moved indoors immediately. Indoors means a building with four walls and a roof or a completely enclosed vehicle. Children may move between indoor spaces, but must remain indoors for 30 minutes from the last lightening or thunder is heard. Gathering storm clouds which threaten thunder or lightening may also warrant going indoors.

FIRE AND BOMB THREAT EVACUATION PROCEDURE:

If the Fire Alarm sounds, whether for a drill or other reason, children will be evacuated according to the diagram posted in your room or as directed by the police. All children at the Plum Street location evacuate to the fence along the back of the playground. All children at the Mathews Street location evaluate to the sidewalk in front of the house 2 doors to the South (toward Mulberry Street), all children at the O'Dea site evacuate out the North West door and move to the sidewalk. All children at the Milliken location will evaluate to the OUTSIDE of the playground fence along the West side of the property. All children who are unable to walk should be carried out. An evacuation plan for each room is posted within that room. All teachers are responsible for being aware of the evacuation plan for any room they are working in. If the weather is bad and children cannot remain outside for the duration of the evacuation, they will be transported to a secondary site (the Main Library) via busses or vans. If we move the children to this location, we will inform the police of our location. As much as possible, it will be the director's responsibility to be in contact with the authorities and staff's responsibility to supervise and keep children calm. Songs and stories often help the children to remain calm.

During a drill, the director will walk through the building to be sure all staff and children are out before clearing the building for staff and children to re-enter. During an emergency, emergency personnel will be in contact with the director before the building is cleared.

TORNADO, EARTHQUAKE AND SEVERE WEATHER PROCEDURE:

If a weather related emergency arises, a director will notify each classroom. In case of severe weather, children will "shelter in place". Children at the preschool center will shelter in the Eagle Classroom, children at the toddler center should shelter in the Whale room under the cubbies. Children at O'Dea should shelter in the hallway. Children at the Milliken Center will shelter in the Fox Classroom. If a threat is imminent, children should move to the middle of the room and be

covered by blankets or sheets (not at Toddler center). Once the imminent danger has passed, if there is structural damage to the building, the children will be taken to a designated evacuation site, most likely the Main Library, by buses and vans. Once we move the children to a different location, we will inform the police of our location. As much as possible, it will be the director's responsibility to be in contact with the authorities and staff's responsibility to supervise and keep children calm.

BLIZZARD AND POWER FAILURE PROCEDURE:

YPLC rarely closes due to weather related issues. If there is no power to the school, no staff can safely drive to the school or other extreme conditions exist, parents will be notified by e-mail and the phone message will be changed to reflect our closure. This has only happened once in our history. Parents are always welcome to pick up their children early if they feel there is a weather threat while their children are in our care.

INTOXICATED PARENT PROCEDURE:

If an intoxicated parent comes to pick up his/her child, we will try to detain the parent. The director or most senior staff member should assist the teacher in contacting another person on the emergency list and request that they pick up the child. The intoxicated parent will then be made aware of the pick-up plan. If we are unable to contact another pick up person, the child must not be allowed to leave with the parent. We will ask the parent to contact someone else to come pick up the child and inform them that we will have to call the police and child protective services if they choose to leave with the child. If the parent feels they have no other options for pick up, but can be deterred from taking the child, a staff member may be contacted to "babysit" the child until a time when the parent is sober or other arrangements can be made. A member of the Griffith family will ALWAYS be available for such emergencies.

INTRUDER PROCEDURE:

Everyone entering the building should be greeted by a director or front desk personnel. If an intruder comes into the building who should not be in the center and refuses to leave, the director will contact 911. If someone arrives in your classroom who you do not recognize and who you have not been informed was arriving, please introduce yourself and ask them for identification. If you are uncomfortable for any reason, please request the director to get further identification. If someone arrives in the center and is a threat, each classroom should have the children move to their group time area and remain calm. If instructed, children should evacuate to the front of the building and walked one block in any direction. As with any evacuation, teachers must bring their roll call sheets and directors will bring the sign in clipboards. We would then proceed as directed by the police. As much as possible, it will be the director's responsibility to be in contact with the authorities and staff's responsibility to supervise and keep children calm.

LOST OR ABDUCTED CHILDREN PROCEDURE:

One team member would alert the on-site supervisor for assistance with the search while the other team members stayed with the other children. If the child is not found, we would contact the parent and then the police. We would then proceed as directed by the police.

Always take the children's emergency forms if leaving the building. Always take a head count when leaving the building. In every procedure, either the director or the front desk

personnel will bring the sign in clipboards and all records will need to be reconciled with the children who have been evacuated.

TELEVISION VIEWING

TV's and videos are used to enhance our curriculum, not replace it. Educational videos can be shown only on special occasions, when they are theme related and never more than once per month. Videos should be a limited length (preferably about 20 minutes and not more than an hour unless special exception is made) and parent permission must be obtained for each video shown (Permission Form for clipboard located in Appendix). If a "pajama day" or other spirit day is being held in conjunction with the video viewing, teachers should be participating in the spirit day as well (i.e., wearing pajamas). Additional activities always need to be offered during video watching times.

There are always other options in the case of bad weather besides a video. Try these suggestions:

- A school-wide obstacle course!
- "Rainy Day Circus/Zoo" with face painting, head bands and prizes
- Build forts in each class and then visit the other classes forts!
- Popcorn Volcano – use a hot air popcorn popper, a large sheet and LOTS of popcorn (not for toddlers).
- Play parachute games!
- Put on a puppet show! The older kids can perform these for younger classes.
- Have a talent show!
- Make a fake theater with tickets, money and a concession stand and use your imaginations for the show!

DIAPER CHANGING

You must follow all of the steps listed for every diaper change.

1) Have all of the supplies on within reach – you may not leave a child unattended on a changing table while you go to get something.

- a) Child's diaper
- b) Change of clothes if needed
- c) Plastic bag and leak-proof container for soiled clothes, if needed
- d) Gloves, wipe, disinfectant spray
- e) Changing pad/table

2) Spray and wipe off the changing pad (disinfect the changing pad before your initial change and after every diaper change).

3) Put gloves on (remember you must wear gloves for every diaper change and change gloves in between diapering children).

4) Gently lift the child onto the changing mat, if necessary.

5) Remove shoes, pants and diaper.

6) Clean child thoroughly (girls front to back to prevent the spread of infection).

7) Put soiled clothes in bag - place the bagged clothes on the counter.

8) Holding the diaper in one hand, take your glove off while wrapping up the diaper. Repeat with the other glove.

9) Clean your hands and the child's hands with a wipe.

10) Place the bagged diaper on the counter with the bagged clothes.

- 11) Put the diaper, pants and shoes back on the child (if the child has soiled clothes they should have extra clothes. If they do not, YPLC clothes can be found in the bathrooms.)
- 12) Have the child wash and dry their hands and help them down. If the child is too young to wash their hands at the sink, spray the child's hands with the soap and water mixture and dry their hands with a paper towel.
- 13) Throw the diaper away and put the bag of soiled clothes in the leak-proof container
- 14) Spray and wipe off the changing mat.
- 15) Wash your hands.
- 16) Put the leak-proof container on the porch and a soiled-clothing note on the parent's cubby or highlight the child's name on the clipboard at the Preschool.

MEALTIME POLICY

- YPLC provides cereal until 8 am each morning, morning snack between 9 and 10 am each day, lunch between 11am and 12 pm each day except Fridays, and afternoon snack between 3 and 4 pm.
- Menus are posted near the front door of each school and a sample menu is available online.
- On Fridays, families bring lunch for children. If children do not bring a lunch, they will be served appropriate leftovers from the week.
- If a child brings a lunch and a parent requests it, children may eat their own food instead of school food.
- All reasonable efforts will be made to accommodate parent's requests for food and substitutions. Typically this means parents provide additional lactose or peanut-free options and the school provides a non-meat option every day. Most other needs are met by parents bringing a lunch for their children.
- Mealtime should be a relaxed and happy time for the children.
- Teachers must be seated at the table with the children. To accommodate the most children, they should sit in the middle of the group. Only one teacher should be away from the table or the area at a time.
- Teachers in the Parrot and Eagle Classrooms should have the children serving family style.
- Teachers must be seated at the table with a plate of items from the children's lunch (they are not required to eat this lunch). Additional or different foods, including sodas, must be consumed during break times. Teachers are not permitted food at the table which is not being offered to the children.
- Mealtime should be a continuing part of the activity and learning curriculum.
- Children should be encouraged to eat and taste the food provided; however, children should never be forced to eat.
- Children should never be placed in time out during meal time, or be seated at a table by themselves (unless they need a break from the group).
- If a child spills, you can have them help you clean up the mess or make sure that you clean the mess up. Make sure the child is not made to feel bad about the spill, but that accidents happen and we just have to clean up after ourselves.
- In the event of a child or children making a mess or spilling on purpose, the teacher should have the children clean up the mess and then take appropriate action, i.e. talking with the children, or making sure that those children are not seated together at the next meal.

- Classrooms must clean up their own tables after their class is finished eating. This includes wiping the tables, sweeping the floors and delivering dishes and extra food to the kitchen. It is unsanitary and unacceptable to have food items left in the classroom or on the floor. Don't forget that children can help with cleaning! Especially with cleaning up their own meal space.

FIELD TRIPS

At YPLC, we are interested in all areas of growth and development for our students. Field trips are an important part of meeting this goal. Each preschool classroom should have two planned field trips per month and should do their best to follow through with these trips as advertised. One trip should be to a library and the other trip should be to a theme related learning facility. Toddler classrooms should take walking field trips as weather and classroom skills allow. The Environmental Learning Center, fire station, pet store, or grocery store can be great experiences. Teachers are responsible for arranging these trips with the location BEFORE turning in their monthly calendars to administration. The following are additional policies that must be followed when on field trips with children.

Permission Slips

Included in the annual paperwork for each child is a field trip permission form, however, we must receive specific permission for each field trip. Parents will be notified of details on departure time and return, the destination and nature of the trip, via a "Field Trip Form" on the clipboard. Each teacher is responsible for getting the Field Trip Form out into the clipboard at least 24 hours prior to the trip. These forms should be prepared ahead of time with your monthly or weekly planning and should be available in a location at the school so if head teachers are not present, the list can still be put out.

Ratios, Additional Adults and Supervision of Children

Teachers should submit notice in writing if they are taking a trip which requires a different ratio than their normal classroom ratios (i.e. swimming has a 1:6 ratio) or if you are not comfortable traveling with the amount of staff already in the classroom and administration will attempt to find additional assistants. Parent volunteers are also an option, though classroom ratios should always be maintained with YPLC staff. The head teacher is responsible for engaging parent helpers. Teachers should provide a sign-up sheet for the clip board at least 1 week ahead of the scheduled trip. When parents sign up to chaperone a lead teacher should check in with them in person or over the phone (or both) so they understand their responsibilities and any procedures *before* the day of the trip.

On some field trips, the "Zone Defense" used for supervision on our playground, is a good tactic for supervision of the field trip. This is often true of parks or indoor playgrounds. Teachers should not be talking amongst themselves or sitting at picnic tables. Head teachers will determine the Zone each teacher should observe from or whether another tactic should be used. **NO MATTER WHAT, EVERY TEACHER SHOULD KNOW HOW MANY CHILDREN ARE WITH THE GROUP AND SHOULD COUNT CHILDREN DURING EVERY TRANSITION AND AT LEAST TWICE PER HOUR.** You **MUST** stop the children's play or activity, have them gather and then count. It is against state law to leave any area before counting your children. If you are transitioning from any "area" or room, you must line the children up and count them (against a wall, at a doorway, etc). If you must leave an area before counting your children, you must leave one adult in the area you are leaving until you have counted.

Emergencies During Field Trips

In case of an emergency while on your field trip:

- A. Make sure that all of the children are kept together in a safe place. Make sure you take a head count and that all of the children are kept calm.
- B. Use your cell phone to contact 911 if necessary and then contact YPLC. The head teacher and director should discuss who is contacting parents. After the emergency has passed and before they leave for the day, all adults involved must fill out incident reports. If a child has gone to the hospital or been provided with other medical care, the program director will also fill out necessary paperwork for the state within 24 hours of the incident.
- C. Follow the directions given to you by medical professionals, dispatchers and your program director.

Expenses

All field trips are covered by parent enrichment fees. This gives each teacher approximately \$8.00 per semester per child to spend on field trips. Please get approval for all field trips or expenses prior to scheduling the trip.

Leaving the Building

Before leaving the building, you must:

- Know how many children are in your group and each teacher should have counted to be sure all children are accounted for. You must line your class up along the fence out front and count when you leave the building and when you return. You then must verify with the director or front desk staff that the number of children you counted matches your list of children and the list at the front desk.
- If you are walking, your group should have all wagons or, water bottles, coats, hats mittens, etc ready to go before beginning to exit the building.
- The front desk needs to have a list of which children are leaving the building with you. If children add to the group or get picked up on the trip, the front desk must be notified.
- If you are driving, the van field trip form must be filled out with information about which children are in which vans and who is driving each vehicle. Only teachers who had been approved to drive may do so. Each van must have a group leader qualified YPLC staff in it.
- The front desk needs to be notified of the time you left and the time you will return.
- You must have the following items with you: first aid kit, medications and medication permissions for any children in your care, emergency contacts for all children and a cell phone (which the front desk has the phone number for). Please make sure the office knows which form of communication you have.

If a child arrives after their class has left for a field trip, they have the choice to remain with the director or to visit with another class until their class returns. If a parent would like the child to join the field trip, an administrator must be able to reach a teacher on the field trip and speak to them personally to inform them the child is joining them. When the child arrives at the field trip site, the parent must sign the child in on the field trip attendance list and the teacher must phone the school to inform them the child arrived. We prefer not to have children join the class on the trip.

VEHICLE SAFETY

- All children must be in a snug but not tight safety belt or car seat. Children are not allowed to double-up in a safety belt.
- Children must remain seated and facing forward.
- Know location of emergency exits and how to operate them.
- Drivers must possess a current state required driver's license.
- Lock all doors when vehicle is moving.
- Children and adults may not eat, drink or smoke in vehicle. Some exceptions will be made for children eating and drinking, but drivers should never be eating while driving.
- Children must always be supervised in the vehicle.
- Keep a copy all children's emergency contact information with you in the van.
- Refer to all state regulations regarding the transportation of children (see Car Seat Laws in appendix).
- Discipline guidelines should be followed by drivers.
- Drivers must get out of the van to open and close the door for children. Children may never open or close van doors.
- Drivers must notify director of all traffic violations tickets received on and off the job. They can impact our insurance rates and may create a situation where we need to send other drivers.
- The safety of the children should be paramount in all driving decisions, and driving over the speed limit will not be tolerated.
- A vehicle first-aid kit should be kept in each vehicle.
- Maps and pick-up locations for each elementary school on route should be kept on vehicle for substitute drivers.
- If a scheduled child is not at the pick-up site, the vehicle driver must confirm with the school that the child will not need transportation that day. The driver may never leave the children unattended if it is necessary to enter the school.
- Ensure that the center's information is on file at the appropriate elementary school so the school can contact the center if a child is left at their school.
- Another staff member must take attendance of all children who arrive at the center on the vehicle to ensure that all scheduled children are at the center.
- Drivers and/or a staff member must ensure that all children are off the vehicle before locking parked vehicle. Check each seat, the floor and inside the back doors to make sure children are not sleeping or hiding.
- Lock all windows and doors when exiting vehicle.
- Any cell phone use while driving can lead to immediate termination.

VAN USAGE

We know that each class and field trip will require a different van set up depending on ages and weights of the children. At all times the following need to be observed:

- Any booster/car seat without a 5 point harness needs to be in a position to have a shoulder belt (i.e usually an end seat).
- Carseats need to be strapped into the seats and the belt needs to be tight.
- No broken care seats or booster seats are to be used or stored in vans.

After a field trip (usually during nap time of that day) or if another program borrows the van, the class or program who used the van last is responsible for returning the vans to the following set up that day:

- **Van 1:** 9 Booster seats, 8 on the ends of each bench seat and one in the middle front seat
Booster seats may be left stored under seats or in the back, but the driver needs to be sure of the count.
- **Van 3:** 8 Booster seats (on ends of each bench seat) and 5 car seats (in middle position of each bench seat, including 2 middle positions in the back seat). Car seats need to be strapped in; booster seats may be left under seats or in the back, but the driver needs to be sure of the count.
- **Van 5:** 13 Car seats, all need to be re-buckled in at the end of trips.

VEHICLE MAINTENANCE

It is important to the safety of children and the longevity of the vehicle to perform routine vehicle maintenance.

- Drivers should perform the following on a **daily** basis:
 - ✓ Check that lights function properly
 - ✓ Check that signals and emergency flashers function properly
 - ✓ Check fuel level
 - ✓ Clean out all trash
- Drivers should check the following on a **weekly** basis (If this is your first trip in the vehicle this week, please check the following):
 - ✓ All seat belts are operational/All safety seats are installed correctly
 - ✓ Mirrors function properly
 - ✓ Tires checked (pressure, hub caps, valve stems/caps)
 - ✓ All gauges function properly
 - ✓ Brakes checked by pressing brake with foot to ensure appropriate resistance
 - ✓ Items on the vehicle:
 - First Aid kit (in van AND in field trip backpack)
 - Emergency Road Kit(including flares, flashlight, request for help sign, blanket, and fire extinguisher)
 - Insurance information, registration and owner's manual
 - Current emergency contact information (in Field Trip Backpack)
 - Incident Reports and Boo-Boo Notes (in Field Trip Backpack)

TRANSPORTATION POLICY

The following guidelines will be followed regarding transportation of children at any time:

*All children transported must be in a safety restraint system in accordance with Colorado law. See Appendix.

*Children under the age of 13 shall not be in the front seat of a moving vehicle.

*All drivers shall possess a valid driver's license which will be on file with YPLC and will be over 21 years of age.

*No driver shall drive under the influence of alcohol, illegal drugs or any substance which would impair their ability to operate a motor vehicle.

- *Emergency phone numbers shall be taken when transporting children to and from school and on field trips.
- *Classroom ratios and Early Childhood Teacher qualifications shall be maintained while traveling in motor vehicles.
- *Maintenance log is maintained by the site safety inspector and/or the director on all vehicles used by the center.
- *All vehicles will contain a first-aid kit.
- *Drivers must submit a list of children riding in their vehicle to the director or front desk personnel before any trip and must update the center by phone if children join the group while on the trip.
- *All buses will contain a safety checklist which the driver must complete before and after each trip.

ACCEPTING PAYMENTS

There are two important steps to accepting cash payments.

- Write a receipt for the client. Receipt books are kept in a cabinet at the directors desk. Write out the receipt like you would write a check. Be sure the clients full name, the amount, your name and the date are on the receipt and that the duplicate copy is made and remains in the book.
- Put the money in a small money envelope with 5 pieces of information on it: Client's name, your initials, amount of payment, the date and the receipt number.

SUSPECTED CHILD ABUSE OR NEGLECT POLICY

If there is suspected child abuse or neglect, the teacher who suspects abuse must file a report with Child Protection – in Fort Collins, this report goes to the Hub at 498-6990. In Milliken, this report goes to Weld County at ((70) 352-1551 ext. 6211 weekdays from 8 am – 5 pm or to (970) 350-9600 after hours, weekends and holidays. Directors, co-teachers and other administration can help you with making this report and filing correct paperwork. Please see the Child Sexual Behavior and Abuse Training information for more details and guidance.

Job Descriptions

All job descriptions are intended to give you a general idea of expectations. We expect every teacher to bring unique qualities and talents to our team. These descriptions cannot capture all of those talents and we expect it to take time for you to understand what each of these mean. However, you will be held to these standards, so be sure to ask any questions you might have as soon as possible. On the same token, your co-workers will also be held to these standards, which we hope means that all team members are supporting and supported based on these standards.

Teacher Aid

Teacher Aids must have current First Aid/CPR training, have completed the Child Sexual Behavior and Abuse Training and completed the Universal Precautions training packet and test before being officially hired and you will be placed on “substitute” or “probationary” hiring status until such time as those requirements are completed. All of these certifications must be kept current in order to receive annual raises.

All classrooms must maintain the “Name to Face” Sheet at all times. Please ask a director for training on this system. One teacher at a time will be in charge of this list, but all teachers are responsible for knowing WHO is in charge of the list and for helping to keep it always current. Anytime the class splits into two or more groups, a teacher in each group must maintain a list.

Responsibility to Children: Create relationships with children and deal with them on their level in order to teach positive social, emotional, academic and physical skills. Be gentle, kind and respectful to all children and provide a fun and energetic space.

We expect that all YPLC teachers, including Teacher Aids, will be interested in continuing their learning in the field of Early Childhood Education and look for classes and training opportunities throughout the year. Staff must complete 15 hours of training each year. YPLC tracks these training hours from January to December of each year.

- Connects with children
- Kind and gentle with children
- Understanding of child development concepts
- Seeks out professional development opportunities through workshops, classes, seminars, lectures and research opportunities.

Responsibility to Parents: Get to know the parents of the children and build relationships which aid in connecting the parents to the school. Communicate to parents about their child’s day to day behaviors in a positive way. Teacher aids are able to communicate curriculum goals and a child’s progress along those goals to parents. Teacher aids maintain a positive attitude and perspective on all children’s behaviors when communicating with parents. Teacher Aids are expected to be able to effectively communicate needs of children and parents between Head Teachers, administrators and parents. Teacher Aids should ask for assistance from a director or Head Teacher for this

communication anytime they feel it is necessary or helpful. Generally speaking, head teachers communicate with parents concerning a child's negative behavior.

- Has developed a trusting relationship with parents
- Shares appropriate positive input, knowledge and expertise with parents about their child's daily experiences through regular verbal communication as your schedule allows.
- Can be relied upon to share important information from a parent with your head Teacher or Director and vice-versa.

Responsibility to Curriculum: Teacher Aids should be assisting the Head Teacher in following through with the written curriculum and the management of classroom materials. During teaching time, the Teacher Aid should work with the head teacher to divide the classroom tasks of classroom management, through assisting children in their child-directed activities (centers) and the running of the teacher-directed activities (art, science or other projects).

Teacher Aids are responsible for being familiar with the Teaching Strategies Gold learning objective goals, these are the academic standards we strive for and are good guides for how to stair step children to the next academic level. Teacher Aids are often responsible for fulfilling curriculum plans set by head teachers or developing their own plans for activity time.

Teacher Aids are responsible for being aware of the best practices in social emotional skill building for children. These include cultivating a positive environment for children that reflects an appropriate diversity of materials and positive relationships with children that allow them to thrive and grow. All teacher aids should attend 16 hours of Pyramid Training as soon as possible after employment begins. Directors will help to direct teachers to these classes.

- Continuing to work with head teacher and director to thoroughly understand our curriculum goals
 - Understands many reasons behind actions and planned activities
 - Seeks more information regarding children's development as it pertains to curriculum and play in general
- Knows and uses the available resources such as the written curriculum, the resource room, outside curriculum materials (i.e. from the Early childhood Council or the library) or the Teaching Strategies Gold resource materials.
- Able to step in to lead the class using the planned curriculum when Head Teacher is out.
- Is able to contribute to classroom and child evaluations
- Is able to help Head Teacher create, coordinate and implement plans to improve quality throughout the classroom and school

Responsibility to Head Teacher: Teacher Aids are an integral and valued part of our classrooms. They should be a strong member of the team with their Head Teacher. This requires consistent communication about curriculum, classroom goals, classroom management and individual children's goals. The Teacher Aid should be able to step in and teach the curriculum if for any reason the Head Teacher is unavailable.

YPLC is not always able to share information (such as supervision discussions or classroom evaluations) directly to Teacher Aids and relies heavily on the communication between Teacher Aids and Head Teachers to convey all expectations.

- Demonstrates a thorough understanding of the classroom goals and is able to
 - Guide children appropriately and positively
 - Work with children individually and in small groups as needed and as planned
 - Demonstrates kindness and caring
 - Understands and follows safety measures
- Partners with Head Teacher
 - Help with planning
 - Shares ideas with Head Teacher
 - Anticipate and act on Head Teacher's needs

Responsibility to Center: Teacher Aids are responsible for knowing YPLC Policies and Procedures, for reading and knowing information in the Monday Memos and for knowing information passed along in Teacher Meetings. They are responsible for being reliable and flexible. Teacher Aids are sometimes asked to work in other classrooms as necessary.

We expect all staff to come to work each day with a positive attitude and a genuine enjoyment for their job. We expect staff to work with administration if changes need to be made so that they can demonstrate the necessary positivity that keeps co-workers, children and parents enjoying their time at YPLC.

- Shows initiative in availability for subbing, helping to plan beginning and end of the day activities and asking Head Teachers and Directors what can be done to help out.
- Job satisfaction is evident in daily positive attitude, an enjoyment of your co-workers working with you and easy communication between you and administration.
- Demonstrate an understanding of YPLC goals and policies everyday through actions and language used.
- Looks for career advancement opportunities through setting and meeting professional development goals.

Please see the “No Complaining Rule” outlined in the Philosophy and Goals.

Head Teacher

Head Teachers must have current First Aid/CPR training, have completed the Child Sexual Behavior and Abuse Training and completed the Universal Precautions training packet and test before being officially hired and will be placed on “substitute” or “probationary” hiring status until such time as those requirements are completed. In addition, all of these certifications must be kept current and annual raises will not occur until they are current.

Head teachers must also meet or be working toward all state standards for Early Childhood Professional.

Head Teachers are responsible for ensuring quality by enforcing the “Quality Assurance Check Lists” outlined earlier. These are additional ways to think about your expectations.

All classrooms must maintain the “Name to Face” Sheet at all times. Please ask a director for training on this system. One teacher at a time will be in charge of this list, but all teachers are responsible for knowing WHO is in charge of the list and for helping to keep it current. Anytime the class splits into two or more groups, a teacher in each group must maintain a list.

Responsibility to Children: This is the greatest priority of your job. Your first responsibility is to their safety. You are also responsible for knowing the needs of your children - emotionally, educationally, psychologically and physically. You should be able to communicate these needs in a positive way to co-teachers, teacher aids, parents, directors and outside professionals both verbally and in writing.

You are responsible for being able to find positive solutions within your classroom to help all children succeed. You will be responsible for positive methods of classroom management, leading creative and innovative transitions and engaging in intentional teaching in both large and small group activities with children. Classroom management includes time management according to your posted schedule (something you are expected to help develop, but need to be respectful of other classrooms and administrator needs), proper safety management by maintaining ratios and safe activities for children and ability to plan and follow through on curriculum. Leading successful transitions means following through with age appropriate expectations for children. Lines and waiting are easy times for kids to struggle if there is not a plan in place. We expect Head Teachers will have the education and experience to handle these tasks on their own.

You are responsible to follow through with these things for all kids no matter what children and difficulties enter your classroom. Directors, administrators, classroom coaches and other early childhood specialists are available to help you. It is part of a head teacher’s responsibility to know when to ask for help, how to follow through with ideas generated and to be consistent with ideas before asking for more help/new ideas.

- Accepts responsibility for the children in your class including their education, emotional and physical development, their individual safety and their individual success.
- Shows an understanding of the reasons behind the children’s behaviors, both positive and negative and interacts appropriately and positively to children according to those reasons.
- Is able to brainstorm and problem solve according to children’s behavioral needs
- Seeks further education as required and in order to meet new challenges
- Recognizes both general and specific strengths and next steps for each child and is able to nurture strengths, work on weaknesses and respect each child as an individual.
- Shows discretion and positivity when discussing children or family members and keeps information confidential, understanding that inappropriate statements and negativity can lead to broken relationships in all our work.

- Manages classroom appropriately in sticking to daily schedules, implementing planned curriculum activities, keeping the class on task even through “interruptions”, keeping proper ratios, playground safety, field trip safety and maintaining safety between children.

Responsibility to Parents: You are the best point of contact for parents, so this is a large part of your job description. It is important that you can recognize parent needs and that you are able to greet them by name and communicate with them daily on both classroom and home issues.

You are responsible for writing in the parent communication notebook four times per week or for filling out “daily notes” every day for each child. Parent notebooks are only one means of communication with parents - phone calls, personal check in time and parent-teacher conference/meeting times are all expected of Head Teachers. Good decision making skills about when and how to communicate with parents is something we expect all Head Teachers to be developing continually and asking for advice whenever necessary.

It is expected that Head Teachers will be able to explain their classroom goals and curriculum to parents. Head Teachers will be able to talk about what, why and when children do what they do while at school. Head Teachers are responsible for updating bulletin boards, notice boards and keeping parents informed of field trips, celebrations and video time through notices on clipboards.

If you have a positive relationship with parents, then when a concern arises with their child, you will have more success in getting their support. You are also a sounding board for parents to help them with their job as a parent. You are an Early Childhood Expert and should be able to give them advice when solicited, or direct them somewhere else for help. We always remember that parents are experts on their own children, but we are experts on tips and techniques to share!

- Demonstrates knowledge of parent’s names by greeting them by name in person and on the phone as well as addressing them by name in the communication notebooks/on daily notes.
- Demonstrates an understanding of family needs by knowing approximate daily arrival and departure times, knowing nap schedule needs, making special requests of parents a reality and having minimal absences (Please note that this is mentioned in this section specifically to address how frequent absences can negatively impact the parent-teacher relationship).
- Communicates with parents regularly through the communication notebooks (4 times per child per week), or daily notes (everyday) talking with parents in person, and calling parents when immediate communication is necessary.
- Is able to discuss issues with parents in a positive way that allows for problem solving and solutions and recognizes parents efforts and successes and acknowledging classroom and child successes and teacher mistakes.
- Informs parents about curriculum using calendars, message boards, bulletin boards, newsletters and portfolios or projects sent home.
- Demonstrates an understanding that your success is tied to the parents’ success and is able to tactfully give parents advice and information that help them understand their children better including offering information about general child development and other pertinent issues such as bedtime routines or school drop off routines.

Responsibility to Curriculum: Head Teachers are responsible for planning, implementing and assessing their curriculums. These are areas administration cannot do for you. Curriculum should

be planned based on the Teaching Strategies Gold Learning Objectives or the Ounce Scale with intentional teaching goals. The curriculum needs to be followed through with as planned, including field trips and enrichments. Assessment books need to be filled out according to the planned schedule for each child. Classrooms with multiple Head Teachers may divide the work between them in many different fashions, but need to be able to communicate to one another about how to do that.

Head Teachers need to be able to use their planned activities to complete their assessments and be able to use their assessments to guide their activity planning – this cycle is how we move children naturally from one developmental step to the next.

Head Teachers make improvements to their classroom and curriculum to meet ECERS, ITERS, SACERS, TPOTS, TIPITOES and other quality rating standards.

- Demonstrates appropriate curriculum development for the class as a whole, for individual children on all levels, which is educationally based, emphasizes fun, hands on activities, is based on ECERS/ITERS/SACERS/TIPITOS/TPOTS/and Teaching Strategies Gold.
- Curriculum includes all aspects of Quality Assurance Checklist, including field trips, and is turned in on time to directors.
- Curriculum is prepared correctly including supplies, stories and project materials ready at least a day ahead of time and field trips arranged at least a week ahead of time.
- Curriculum is implemented by carrying out daily planned activities, making sure all options are accessible to all children, encouraged for all children and are flexible enough for unforeseen needs.
- Participate in quality assurance measures by being constantly aware of the Quality Assurance Checklist and adjusting classroom to higher levels of quality.
- Consistently completes assessment books on schedule as well as Family Conference Forms.

Responsibility to Coworkers: Head Teachers are expected to communicate in a positive way with all other staff. They need to be able to both give and receive constructive advice and offer solutions to issues. They must be able to divide their tasks with co-teachers and be able to help, train and direct Teacher Aids. All staff is expected to be on time for all shifts. Head teachers are expected to provide lesson plans and materials for Teacher Aids to follow and to leave their classroom each day clean and manageable.

Head teachers are responsible for leading their Teacher Aids and for setting an example for all other teachers.

- Regards Teacher Aids as a partner and speaks respectfully to them, gives directives in a positive way and asks for input on curriculum planning.
- Demonstrates a knowledge of co-teacher's strengths and weaknesses and how to complement those to help the classroom run smoothly, work with specific children and speak with parents.
- Leads and inspires others by example.
- Demonstrates a responsibility toward the classroom by communicating with co-teachers for the classroom to run smoothly even when you are not present by communication of expectations to

Teacher Aids in regards to curriculum, children and their families, schedule changes and anytime they need to leave the classroom.

- Demonstrates respect for co-teachers by limiting absenteeism, arriving to work on time, being open with communication, respecting the privacy of others, avoiding gossip and limiting sarcasm.
- Includes their Teacher Aids in planning and goals – this act will pay off in the classroom as it builds a team-work mentality that values everyone and holds them to high expectations as educators and care takers.

See also the “No Complaining Rule”

Responsibility to Center: Head Teachers must present themselves to the school, to children, to parents and to any outside sources as professionals. Follow expectations and standards and fulfill promises the school has made to parents. Treat this position as a professional, utilizing your time well and fulfilling your goals. Keep your classroom organized and your standards high.

- Demonstrates a knowledge of YPLC policies and goals by maintaining all standards in the staff and parent handbooks, keeping records as required and notifying directors about concerns.
- Demonstrates professionalism through appropriate dress, a positive attitude and appropriate language.
- Utilizes time wisely in planning, organizing, communicating, and other duties.
- Demonstrates pride in YPLC and the Early Childhood Education Field by keeping promises, keeping work areas clean inside the classroom and in school community areas, contributing to community events and helping out wherever possible.

Director

In general, the site directors are in charge of all day-to-day operations of the school and the Head Director is in charge of long term operations. Immediate needs should be handled by whoever is the “Front Desk Staff” at the time – whether this is a Director, Head Director or other Staff Member.

<u>Director</u>	<u>Head Director</u>	<u>Front Desk</u>
Staff scheduling changes for your site that day	Staff hours and staff vacation time planning	Managing and directing staff to stay on schedule
Contacting building repair personnel	Addressing building updates and improvements	Addressing immediate building concerns
Creating and displaying parent announcements within the building, including notes and invites on clipboards and white boards	Creating and mailing parent announcements via e-mail list-serve and parent newsletters	Knowing information on display/put out to parents to be able to answer questions
(Vanessa) Pay outgoing bills, log payments in Quicken and create expense reports bi-monthly based on categories	Manage expenditures	Hand out checks & file receipts as needs come to front desk
Enforce practices and policies	Create, distribute and evaluate	Note policy and procedures

through direction, modeling, observations and building relationships. This includes checking classrooms ratios 2 to 3 times per day.	policies and procedures	which are working well or not working well
Input new client and staff information	Create forms and documents for intake	Have knowledge of forms and documents and their locations
Update parent records – as changes occur throughout the year and once a year for all families – be sure this information is updated by parents, updated in physical files and updated in the computer	Create forms and documents for updating	Be able to direct parents to needed forms and return completed paperwork to correct location
Review child files		Be able to answer parent questions about filling out forms
Address parent requests and concerns through check-ins with parents on specific program aspects	Address parent requests and concerns through semester surveys and through meetings with parents	Address parent requests and concerns by accurately passing on information to correct party as it comes to front desk attention
Address teacher concerns and child behavior concerns through guidance and modeling.	Address teacher and child behavior concerns through team meetings when they are not able to be solved with the bottom 2 levels of the pyramid	Address teacher concerns and child behavior through management of children at the desk and immediate relief to teachers when they are in need. Also help with teacher needs as they arise, such as prepping vans for field trips or supervising restrooms. Please note that these are only when NECESSARY and that most of the time these needs should be able to be taken care of by classroom staff.
Responsible for center appearance on a daily basis: <ul style="list-style-type: none"> • Make sure white boards, calendars, bulletin boards, menus, sign in sheets, and notices around the center are current • Keep front desk storage areas organized and uncluttered, especially 	Responsible for maintenance of center appearance <ul style="list-style-type: none"> • Decisions and hiring out of construction or repairs that need made • Creating appropriate spaces for parent communication • Evaluating and buying supplies for classroom arrangement which are safe 	Responsible for keeping center consistently clean <ul style="list-style-type: none"> • Check kitchen for general cleanliness consistently while cook is not on duty • Keep front desk areas clean • Keep front hallway/Butterfly Room spaces clean and free of wandering toys or parent

<p>where clients and community can see</p> <ul style="list-style-type: none"> • Be sure building looks it's best from outside in – including spaces such as sidewalks, lawns and gardens • Notifying administration of any non-immediate building repairs/improvements 	<p>and create a high-quality learning environment</p> <ul style="list-style-type: none"> • Hiring and managing lawn care, painters, etc. 	<p>papers, etc.</p>
<p>Responsible for keeping teachers informed of events on “teacher communication notebook” – informing of new information about school events as well as reminding about events advertised in memos and newsletters</p>	<p>Responsible for keeping teachers and directors informed of school events, as well as involving them in as much decision making as possible through meetings and memos</p>	<p>Responsible for knowing all information about school events, including those in teacher's communication notebook, memos, newsletters and announcements around the school and able to answer staff and parent questions about these events, or pass on concerns to appropriate party</p>
<p>Orient new staff to the spaces in the school. Including sign in/out books, teachers boxes, name tags, building tour, resource room, library and staff lounge, laundry room, kitchen supplies, etc. Includes new substitute staff.</p>	<p>Create systems to aid in staff knowing where things are located.</p>	<p>Be able to answer staff's questions about where center resources and information are located.</p>
<p>Speak with parents about children's behaviors on a daily basis, including follow ups calls and e-mails for behavior notes. Be sure to have information from head teachers about children's behaviors in order to be able to check in with parents.</p>	<p>Speak with parents about children's behaviors when greater or more long-term interventions are required.</p>	<p>Be able to give parents positive messages about their children and talk about classroom events from the day.</p>
<p>Ensure enrollment paperwork for new students and teachers is available and assembled into folders. Be sure these folders are complete and consistent with other programs.</p>	<p>Make sure consistent forms are available and accessible to all sites and accomplish all needs of regulatory agencies.</p>	<p>Inform directors when packets are running low and make copies of documents/assemble folders as requested.</p>
<p>Check/Answer parent and coworker emails multiple times per day.</p>	<p>Check/Answer parent and coworker emails multiple times per day.</p>	<p>Check/Answer parent and coworker emails multiple times per day.</p>
<p>Responsible for checking</p>	<p>Responsible for communicating</p>	<p>Responsible for knowing how</p>

<p>parents' bills for errors 3-4 times per month, as checks are processed, as automatic billing is applied or as necessary. Responsible for correctly inputting data for the computer to automatically bill parent accounts. Responsible for updating family billing according to attendance sheets, billing for activity fees.</p>	<p>with parents whose balances have been outstanding for more than 3 months and who have been contacted by a director more than four times. Responsible for making determinations about when children will not be allowed to return to the school due to lack of payment.</p>	<p>to and appropriately taking payments from parents via check, cash and credit card as well as issue receipts. If director, be able to provide parents with statements of balances, answering incoming calls about balances and understand how to correctly make changes to billing system. If not a director, knowing limitations as far as being able to address parent needs for information or concern over their charges.</p>
<p>Checking CCAP receipt for parents, tracking "Missed Swipes" and tracking down parents to complete their swipes when possible. Also responsible for training new parents to the swiping system.</p>	<p>Managing CCAP contracts and filling out paperwork to maintain those contracts. Working with community entities to amend policies when possible to better serve parents and our center.</p>	<p>Answering parent questions about swiping, walking them through the process and catching parents who need to fix missed swipes when possible.</p>
<p>Answering the phone and addressing parent concerns. Checking for voicemail messages ever 1-2 hours or whenever a missed call is noted. Addressing phone messages taken by other staff or passing on to a head director as needed.</p>	<p>Check messages and make phone calls to parents and community members with concerns.</p>	<p>Answering the phone and addressing parent concerns. Checking for voicemail messages every 1-2 hours or whenever a missed call is noted.</p>
<p>Responsible for conducting tours for perspective parents whenever Head Director is not available.</p>	<p>Conduct tours for perspective parents whenever possible.</p>	<p>Be knowledgeable of spaces and policies of the center.</p>
<p>Be sure all information about unusual pick up people is passed to teachers both verbally as well as in writing. Be sure visitor binder has blank pages for people to sign in. Orient new staff to sign-in procedures and child check-out procedures.</p>	<p>Be sure front desk is staffed in order to maintain security at all times and systems and policies are in place for the building to be secure from unwanted visitors. Be sure teachers and other feel comfortable in their roles in being able to maintain the integrity of the systems.</p>	<p>Be aware of every person coming in and out of the school and manage staff entering and leaving times. Check ID's of any unrecognized person, be sure all visitors sign in in visitor binder.</p>
<p>Be sure all parent information is updated in computer and new information is provided to teachers at time of registration</p>	<p>Update Family Directory twice per year and Family picture board whenever new pictures arrive.</p>	<p>Greet parents, by name whenever possible. Responsible for attempting to learn every parent's name.</p>

as well as updated data about once per month.		
Be sure menus are switched out at all posted locations in the school.	Prepare and approve menus.	Prepare and distribute morning and afternoon snack
Track supplies such as cups, plates, napkins, paper towels, etc and re-order before the school runs out. (Using a weekly checklist and having a weekly order day can be helpful)	Cultivate relationships with businesses where products are offered to negotiate best prices/services. Approve lists of supplies to be ordered when necessary and create policies which produce the most efficient and cost effective means of obtaining needed materials.	Report/document when any supply is low and solve immediate supply needs with other administration.
Enter time-sheet information into the computer system. Report hours to payroll. Submit FTE reports to additional administration. Be contact point for payroll company/specialists for getting staff questions answered. Approve work hours outside of scheduled work time.	Keep current information for payroll including deductions for health insurance, gym memberships and other benefits. Approve advances and pay-back schedules. Approve salaries, raises and bonuses. Approve work hours outside of scheduled work time.	Monitor staff time sheets to be sure they are accurately reflecting staff time in and out. Be able to answer staff questions about filling out time sheets and know staff expected hours.
Working with staff to solve behavior and supervision issues with solutions that are most beneficial to children and classrooms while minimizing reliance on front-desk staff.	Arranging classroom staff and routines to maximize best practices for children and minimize impact on administrative staff.	Supervising common areas of the school upon teacher request. Helping staff supervise children while children are inside and staff is outside. Attending to children who need a break from their classroom or in cases where a teacher needs additional help/solutions for an individual child or situation.
Interacting with fire, health and state departments to provide information needed to keep current on routine and special inspections. File and maintain reports. Compile lists of necessary changes, make changes or pass information on to administration or classroom teachers as necessary.	Maintain adequate policies, procedures, staff, and buildings in accordance with fire, health and state codes. Resolve all issues reported to the center via these agencies.	Have general knowledge of center policies, procedures and areas in order to answer general questions from fire, health and state departments. Know where emergency procedures are located as well as what they contain in order to be the point person should an emergency arise.
Perform, record and file	Be sure policies for fire drills	Be aware of emergency

emergency drills monthly. Prepare staff for and answer questions about drills for staff.	are in place and all staff is aware of the procedures.	procedures for drills and for actual emergencies and be able to be the point person for these tasks.
Cultivate positive relationships with other staff and a positive environment at the center through recognition of strengths, particularly through verbal praise, and contributing to kudos for Monday Memos.	Cultivate positive relationships with other staff and a positive environment at the center through recognition of strengths, particularly through staff events and staff awards.	Give positive messages to staff, children and parents to create a positive school culture.
Provide teachers with current school directories monthly and current rosters weekly.	Managing current number lists to move children between classrooms according to classroom number needs as well as developmental needs of individual children. Working with staff to create this list and make plans with enough advance notice to notify parents.	Have knowledge of general guidelines for children moving between classrooms and be able to direct parents to speak with additional administration or teachers if they need more information on their child specifically.
(Karen) Enter checks as they arrive and provide parents with statements whenever there are discrepancies in accounts.	Call/contact parents when they are unresponsive to directors or require an exception to policies with their billing.	When applicable, be able to look up parent accounts and provide them with balances and explanations of charges.
(Karen) Prepare reports for the CCAP program and submit reports as necessary.	Keep contacts with CCAP program current.	Take messages from CCAP workers and pass them on to a director when necessary.

Training and Development Policies

ON-GOING TRAINING

Following your first year of employment, all team members shall comply with the following yearly:

- 1) Submit current certification/paperwork on mandated reporting, CPR/First aid training (this may be every two years, please check your specific completion card), and Universal Precautions training.
- 2) Provide proof of at least 15 hours of training in outlined content areas (there are specific areas defined by the state, but you will also develop further direction on specific content to pursue during your annual review).
- 3) For any training in which you requested funds from YPLC, you must have shared new training information among co-workers. This can be done through teachers meetings, special training sessions or through paper trainings.. Directors can assist you in creating these materials and/or in finding the best outlet for this training.
- 4) The hours and information are based on a calendar year (January – December) and will be pro-rated for staff that joins our team part way through the year. Updated documentation must be submitted before a teacher's review in January and before a teacher will receive a raise.
- 5) During yearly reviews, teachers will be required to dictate a plan for professional development within the year and 3 specific goals to continue to expand their knowledge and learning around Early Childhood Education.

TRAINING AND PROFESSIONAL DEVELOPMENT

Young Peoples Learning Center recognizes the value of employees' professional development and personal growth. Therefore, Young Peoples Learning Center encourages employees interested in job-specific training and continuing education opportunities to research such programs and consult with administration and directors. Every effort will be made to accommodate any schedule which still maintains our commitment to quality education for children. Administrative approval must be given for any work schedule changes. YPLC is also connected with many helpful funding sources for continuing education.

COMPENSATION AND REVIEW

Standard starting wages are reviewed on a yearly basis set by the administration.

Employees will be evaluated at the end of the probationary period, and annually thereafter. Evaluations may be conducted more often at the administrations discretion. The evaluation is based upon work habits, work ability, efficiency, dependability, merit, achievement, and performance measured against job objectives. Annual reviews will take place in January of each year, evaluation meetings will be held in February of each year and raises (when appropriate) will be awarded as of the first paycheck in March.

During each evaluation, job objectives will be reviewed and revised if needed. Directors are responsible for discussing and clarifying objectives with employees.

Wage increases will be based upon reviews, as well as past performance and degree of improvement; dependability; attitude; cooperation; need for disciplinary action; adherence to all employment policies; and employee status within a given pay range. Administration will review and discuss pay range and status within that range during performance evaluations. If promoted, employees may be



eligible for an increase as dictated by the pay range of the new position. If denoted, staff wages may be reduced to a level within the pay range of the new position. All staff are considered for cost of living and merit raises at the time of their review.

Performance evaluations and planning sessions are designed for the administration and employees to discuss current job tasks; encourage and recognize achievement; and discuss positive, purposeful approaches for meeting professional goals. Together, supervisors and employees create action plans to improve performance and develop skills.



Personnel and Conduct Policies

COMPANY HOURS

Young Peoples Learning Center is open for business from 6:30 am to 6:00 pm or 6:15 pm, depending on the site, Monday through Friday; except for New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. YPLC is open from 6:30 am to 4:00 pm on Christmas Eve and New Year's Eve. YPLC may close to parents on Columbus Day for staff training and development.

The standard workweek for full-time employees is 35 – 40 hours of work, and less than 35 hours for part-time employees. For the purposes of calculating employee benefits and pay periods, the workweek is considered Monday 12 am through Sunday 11:59 pm.

YPLC holds several post-hour family gatherings and staff events each year. Attendance at these events is unpaid and not mandatory, but goes a great distance in building relationships with co-workers, children and families.

STANDARDS OF CONDUCT

Workplace rules and standards of conduct observed by Young Peoples Learning Center are essential to a healthful and productive workplace. All employees are urged to familiarize themselves with these rules and standards, as they will be held accountable for upholding them. Please be aware that any employee who disregards, or deviates, from any of these rules or standards will be subject to disciplinary action, up to and including termination of employment.

While not intended to be an all-inclusive list, the examples below represent behavior that is considered unacceptable in the workplace. Behaviors such as these, as well as other misconduct may result in disciplinary action, up to and including termination of employment.

- Theft or inappropriate removal/possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illicit drugs
- Possession, distribution, sale, transfer, or use of alcohol or illicit drugs in the workplace
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of company-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Smoking in the workplace
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, computers, or other company-owned equipment
- Use of company equipment for purposes other than YPLC business or other approved uses



- Unauthorized disclosure of any confidential information
- Inappropriate representation or non-professional conduct with YPLC families during or outside of work hours

As representatives of YPLC and as role models for those we serve, employees will conduct themselves in a manner which will reflect positively on both YPLC and themselves, according to the accepted standards of the community we serve.

Cell phones should be turned off while on the clock unless special permission has been given by the administration. Personal phone calls may be taken on the center phone only if an emergency exists or during break times. Messages for all other calls will be taken and given to you at your next break time or at the end of your shift.

Service to the children and to the public shall be courteous, considerate, and prompt. An employee is always an example! Public relations are a top priority for every employee. We must take the lead in this area and go out of our way to be friendly, helpful, and courteous to all whom come to our center or come across the center property or even just call on the phone. It is unthinkable that anyone would pass someone on the property without a smile and/or a hello (whether they are a stranger, client, customer or fellow employee). We consider all children, parents and employees part of the YPLC family. Remember that the reception people receive from us will greatly influence their attitude and confidence in YPLC.

INTERNAL COMMUNICATION

Effective and ongoing communication within Young Peoples Learning Center is essential. As such, the company maintains systems through which important information can be shared among employees and administration.

- Bulletin boards and wipe-off boards are posted in designated areas of the workplace to display important information and announcements.
- Any notes distributed to parents through white-board communication, clip-board communication or parent newsletters should be read and understood by teachers as well.
- At the beginning of most weeks, a Monday Memo will be distributed to staff with important updates.
- The “notebook” on the front counter will be kept constantly updated with notes between administration and staff.

All employees are responsible for knowing the information from these means of communication on a regular basis. Employees should consult their director with any questions or concerns on information.

STAFF MEETINGS

Young Peoples Learning Center strongly believes in open communication among administration and all employees. As such, Young Peoples Learning Center will conduct regular staff meetings about once per month outside of school hours. These meetings will provide an opportunity to inform employees of recent Young Peoples Learning Center activities and initiatives, discuss company development and improvement, and recognize employees for outstanding effort and achievement.



Staff will be paid for their time at staff meetings and are expected to inform administration if they will not be able to attend the meeting.

In addition, staff will be expected to meet with a member of administration for “supervision” on an as-needed basis – preferably about once per month. This time will be held during school hours and is used to address child or classroom specific concerns. These meetings can be requested by teachers or administration.

NATURE OF EMPLOYMENT

Employment with Young Peoples Learning Center is "at-will." This means employees are free to resign at any time, with or without cause, and Young Peoples Learning Center may terminate the employment relationship at any time, with or without cause or advance notice. As an at-will-employee, it is not guaranteed, in any manner, that you will be employed with Young Peoples Learning Center for any set period of time.

The policies set forth in this employee handbook are the policies that are in effect at the time of publication. They may be amended, modified, or terminated at any time by Young Peoples Learning Center, except for the policy on at-will employment, which may be modified only by a signed, written agreement between the owners and the employee at issue. Nothing in this handbook may be construed as creating a promise of future benefits or a binding contract. Nothing in this handbook is intended to create any type of contractual obligations between Young Peoples Learning Center and any of its employees.

EMPLOYMENT CLASSIFICATIONS

It is the intent of YPLC to clarify the definitions of employment classifications so that employees may understand their employment status and benefit eligibility. Placement in any of these classifications does not guarantee employment in any way.

FULL-TIME

Full-time employees are those who are regularly scheduled to work 35 or more hours per week. Generally, they are eligible for Young Peoples Learning Center's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME

Part-time employees are those who are regularly scheduled to work less than 35 hours per week. Regular part-time employees are eligible for some benefits sponsored by Young Peoples Learning Center, subject to the terms, conditions, and limitations of each benefit program.

TEMPORARY

Temporary employees include those hired as interim replacements to assist in a specific function or in the completion of a specific project as well as summer camp staff. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain temporary status unless and until they are notified, by Young Peoples Learning Center administration, of a change. They are not eligible for any of the Young Peoples Learning Center's benefit programs. Summer camp counselors are classified as Temporary employees.

CHAIN OF COMMAND

(also see organizational chart in Appendix):

- 1) Owners
- 2) Head Director
- 3) Directors
- 4) Head Teachers
- 5) Assistant Teachers/Teacher Aids
- 6) Substitutes

Work from the bottom up. You should go to your direct supervisor first. Assistant teachers and aids should ask their head teachers questions before addressing the directors. In return, Head teachers should be able to give direction to assistant teachers, aides and substitutes without needing director intervention. This should initiate people going directly to the person in charge whenever possible.

DRESS CODE & PERSONAL APPEARANCE

Employees of Young Peoples Learning Center are to present a clean and professional appearance at all times when representing the company. Employees should always be well groomed and observe high standards of personal hygiene.

1. Administrative personnel – May wear “dress up clothing” or dress about 1 “step above” the people they supervise.
2. Teachers - Shirts should not show cleavage (pay attention to how your shirt looks when bending over to work with children) and should not have any markings, sayings or pictures on them that are inappropriate for children. Shirts should not have “spaghetti straps”, though tank tops may be acceptable if they have the proper coverage. Shorts are acceptable if they are within 3 inches of the knee. Slacks and jeans are acceptable but must be in good condition. Wind breaker style pants may be worn if they are approved. Skirts must be knee to ankle in length. No sweat pants, pajama type bottoms or stretch type pants. Be aware that dressing as a professional teacher helps parents to see you and the learning center as professionals. Please wear clothing that you feel comfortable playing, running and interacting with the children. High heels and short skirts are not appropriate.
3. Cooks and maintenance personnel – May vary from the dress code if approved

Any questions regarding what is considered appropriate attire should be directed to a director or member of administration.

CONFIDENTIALITY

Young Peoples Learning Center takes the protection of confidential business information very seriously. When speaking inside and outside of the center, please consider confidentiality and loyalty to YPLC. Gossip is harmful and all conversations with co-workers should be self-monitored by employees for professionalism and appropriateness.

Any and all children and staff information, records, and/or documentation will be held confidential according to the following procedures:

1. Any person or agency requesting access to, or information about an individual child or staff member will be informed of this confidentiality process.
2. No information regarding YPLC’s children or staff will be given out, either verbally or written,

without proper notification and consent of the responsible party, (i.e. either a staff member or the respective parent or guardian).

3. Information to be regarded as confidential but is not limited to: name, address, telephone number, progress notes, medical records, assessments, evaluations, hourly or salary wages.
4. Any and all requests for information external to YPLC will be documented by name of requester, date, time, type of information requested, reason for request, as well as the action taken.
5. Each employee's personnel file and child's case record will include copies of all consents and authorizations presented to YPLC for release of confidential information.
6. No staff member will share information regarding a child, child's family or coworker with anyone unless they have been given a release for information to be shared or if they are discussing specific behavior plans about a child and the information is relevant.

All employees must maintain confidential information in strict confidence. This policy applies to active employees as well as inactive employees of YPLC.

Employees found to be in violation of this policy will be subject to disciplinary action, up to and including termination of employment as well as legal recourse.

PERSONNEL FILES

Employee personnel files maintained by Young Peoples Learning Center include, but are not limited to, the following:

- Application
- Proof of Degree/College Coursework
- Proof of experience
- Proof of current CPR and First Aid certification
- Proof of current Universal Precautions training
- Copy of Social Security Card
- Copy of Driver's License
- Current physical form signed by a doctor
- Proof of 15 hours of training per calendar year
- Background Investigation Form
- Completed Finger Print Card
- Abuse reporting statement and certificate of Sexual Behavior and Abuse Training completion
- Perjury Statement (on application)
- I-9
- W4
- Statement acknowledging reading of policy and procedures (this booklet)
- Immunization Records or Immunization Statement
- Proof of current Medication Administration training (if applicable)
- Emergency contact sheet

Personnel files are the sole property of Young Peoples Learning Center and access to information contained therein is restricted. Administrative personnel of Young Peoples Learning Center with a legitimate reason to view the file will be permitted to do so.



Employees who wish to view their own files should request it from an administrator. With reasonable advance notice, employees may view their own personnel files on Young Peoples Learning Center premises and in the presence of administration. Employees may submit letters of correction, but may not remove any items from their files.

PERSONNEL DATA CHANGES

It is the responsibility of each employee to promptly notify YPLC of any changes in personnel data. Such changes may affect your eligibility for benefits, the amount you pay for benefit premiums, and your receipt of important company information.

If any of the following have changed or will change in the coming future, contact your director.

- Legal name
- Mailing address
- Telephone number(s)
- Change of beneficiary
- Exemptions on your tax forms
- Emergency contact(s)
- Training certificates
- Early Childhood Educator status

Staff members are responsible for keeping their files up to date. Directors may remind staff periodically when things are due, but that is only a courtesy. To ensure that your file is current and complete, please do the following:

- 1) Turn in any change of name, address or phone number.
- 2) You must have a current physical in your file at all times.
- 3) Keep track of when your First Aid/CPR cards expire, complete courses and turn in new cards in order to remain current. It is up to staff members, not administration to keep these certifications and records current. YPLC will schedule classes on site at least once per year, which employees may use to renew. YPLC does not guarantee these classes are offered on a schedule that will keep all employees current and expect employees to keep their certifications current.
- 4) Complete the Universal Precautions and Child Sexual Behavior and Abuse Training packets once per year.

BACKGROUND CHECKS

In order to protect the welfare of the clients, customers, employees, and resources of Young Peoples Learning Center, it is the policy of Young Peoples Learning Center to conduct background checks on those applicants and employees with a job-related need. Background checks may include, but are not limited to: reference checks, driving record checks, drug tests, state and federal criminal record checks, and education and credential verification.

Applicants and current employees seeking promotional opportunities or otherwise qualifying for a background investigation must consent to and pass a background check prior to any final appointment or promotion decisions relating to full-time, part-time, and temporary positions.



Applicants who apply for positions in which the essential job duties require the use of company vehicles must have a driving record in good standing. For all employees continued use of company vehicles is contingent on their maintenance of a good driving record which will be assessed as needed by YPLC or their insurance agencies and brokers. YPLC, their insuring agencies or their insurance brokers may add requirements in order for staff to be approved to drive company vehicles at any time.

This process is necessary to ensure that the individuals who are selected or retained possess the qualifications required to safely and effectively perform the duties of their position.

SECURITY

All employees who are issued keys are solely responsible for their safekeeping. The last employee, or “closing staff” at the end of the business day assumes responsibility for ensuring that all doors are securely locked, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of lights regularly left on for security purposes.

Employees are not permitted on Young Peoples Learning Center property after hours without first notifying administration.

TIMEKEEPING AND COMP TIME

Accurately recording time worked is the responsibility of every employee. Time worked is the time actually spent on a job performing assigned duties. Please note that Young Peoples Learning Center does not include time spent on personal matters or extended breaks when calculating hours worked.

Timekeeping is a legal matter. Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination of employment.

Vacation days, sick days, holidays, and absences for jury duty, funeral leave or military training must be specifically noted on employee time records on the days on which they occur.

Employees are responsible for recording their time manually on Young Peoples Learning Center timesheets. Under no circumstances may any employee alter, in any way, a timesheet which does not belong to him/her. Staff must sign in and out each time they arrive at or leave the building. **They must leave and enter the building through the front door.**

PAYDAYS

Young Peoples Learning Center employees are paid on a biweekly basis. Wages are available (either via checks or Direct Deposit) on Wednesdays of every-other week. As required by law, Young Peoples Learning Center will deduct Federal Social Security and Income Tax from your paycheck each pay period. Applicable group insurance premiums for eligible employee and dependent family members will also be deducted each pay period, upon completion of appropriate authorization forms.

Young Peoples Learning Center encourages its employees to take advantage of Direct Deposit of biweekly pay; this service saves time and provides added security. With Direct Deposit, each paycheck will be automatically deposited to employees' checking or savings account per their instruction. Each payday, employees will receive a pay stub for their records.



For the purposes of calculating employee benefits and pay periods, the workweek is considered Monday 12 am through Sunday 11:59 pm. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will be paid on the next open day of business. If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his/her return from vacation.

An employee's paycheck will not, under any circumstances, be given to any person other than that employee without appropriate authorization. Paychecks may also be mailed to the employee's listed address upon request.

OUTSIDE EMPLOYMENT

Employees may hold outside jobs or occupations as long as the employee meets the performance standards of their position with Young Peoples Learning Center. Unless an alternative work schedule has been approved by Young Peoples Learning Center, employees will be subject to the company's scheduling demands, regardless of any existing outside work assignments.

Young Peoples Learning Center's office space, equipment, and materials are not to be used for purposes related to outside employment without approval from administration. Confidentiality around family information must be maintained.

ATTENDANCE AND PUNCTUALITY

Employees are expected to arrive at work prior to their scheduled start times so that they may begin work at their scheduled start times. All time off must be requested in writing, in advance.

Young Peoples Learning Center considers excellent attendance to be the foundation of great performance and, as such, attendance is assessed during performance appraisals. All unapproved absences will be documented in employee personnel files. Excessive absence will result in disciplinary action, up to and including termination.

YPLC works very hard at being an enjoyable place to work and to be flexible with staff needs. It is one of the benefits of working for a small, local business. We value you as a member of our team and therefore will do a lot to keep you here with us. However, we value you IN the classroom and you cannot do your job if you are not at the school. We expect teachers to be out about once per month for sick or personal days (we encourage needed mental health days on this type of limited basis) and about one additional work week for vacation. We do not believe it is healthy to NEVER take this time. However, the impact of you being absent is much more far reaching than having to find a substitute. It is stressful to co-teachers, to parents and to the children to have a lack of consistency. If there are extenuating life circumstances, please let us know and help us find a solution that allows you to be at work consistently through hard times. Schedule changes, rotation of classroom duties or other changes may be easy options.

Absenteeism and tardiness place an undue burden on other employees, on parents, on children and on the company itself; Young Peoples Learning Center expects regular attendance and punctuality from all employees.

Employees unable to report for work for any reason must notify a director as early as possible, but always 3 hours before their scheduled start time. Employees are responsible for notifying a director directly of absence or tardiness. It is not acceptable to assume the center knows if you leave a message. If you leave a voice-mail message, you must continue to make follow-up calls until you

have received confirmation that your message has been received. Heather Griffith accepts text messages and e-mails, but these are only considered acceptable once you have received acknowledgement of their receipt.

Should occurrences of absence or tardiness become regular or excessive, disciplinary action may be taken, up to and including termination of employment.

If you do need to miss work, you need to notify the director as soon as possible. We can figure out the best options for staff and students the more time we have to plan. Letting the school know less than 3 hours prior to your shift should only happen in extreme emergencies. Requests for special work hours will be considered on a case-by-case basis, depending on both the needs of the employee and of Young Peoples Learning Center.

Excessive absenteeism is a means for consideration of termination.

EMPLOYEE ABSENCES:

An employee's absences may take on different forms. Outlined below are the general expectations for full time, year around employees. We try to work with all staff needs and do not enforce specific allotments of time off. However, teachers cannot teach when they are off their schedule and inconsistent teachers make for stressful classrooms, more stressed co-workers and concern on behalf of parents. YPLC reserves the right to review employee's attendance records and poor attendance is grounds for termination.

- 1) Vacation and time off – Arranged three weeks prior and submitted in writing. Equal to about one week per year for full-time teaching staff or two weeks for directors.
- 2) Sick Leave – Called in at least three hours prior to shift. Expected to reflect about one shift per month.
- 3) Unexcused Absence – Not called in and not showing up for work is unacceptable and is grounds for immediate termination. Administration will listen to reasoning and make a determination on a case by case basis. You should not expect to return to work until meeting with administration.
- 4) Pre-arranged leave such as an extended illness or pregnancy. We value employee loyalty and consistency in teachers. We will make determinations on availability for an employee's return at the end of their leave time and based on the needs of children and other program staff.

PTO may be used toward any absence besides Unexcused Absences.

BREAKS

YPLC does not have structured coffee/smoke breaks and offers standard lunch breaks during rest periods as determined by the schedule. Directors will schedule breaks to accommodate the center needs. Employees will be relieved of all active responsibilities and restrictions during breaks and, as such, will not be compensated for that time. Breaks at Young Peoples Learning Center are unpaid. In most cases, senior staff has first consideration of schedules. Any staff who requests it will be given at least a one hour break. Due to the nature of a children's center, employees will be expected to remain with the children throughout the course of their day. Employees will be given an opportunity to use the rest room as needed and will also be allowed to eat snacks and meals with the class they are working with. Because state ratios must be maintained in classrooms at all time, bathroom breaks are limited to 3 minutes unless you check in with your director. If your co-teacher has been out of the classroom for more than 3 minutes, please inform a director.

Staff may work with directors to negotiate a schedule that works for themselves and the center's needs. Though staff may negotiate to work through their breaks, this is highly discouraged as we believe staff, like children, ought to rest and recharge for the rest of their day. Teachers needing breaks in addition to the 1 hour break periods need to arrange them with directors. These additional breaks will be at specific times conducive to classroom needs and may not be taken at the sole discretion of the staff member.

VACATION REQUESTS:

“Request for Time Off” Forms must be turned in to a director at least three weeks before the time you are requesting vacation. We will attempt to honor all requests and will speak with you personally if your request cannot be honored. Requests will be considered on a first come basis. Vacation time may be denied based on other staff out at the time requested or special events, field trips or other classroom needs. Please consider what is happening in your classroom before planning vacations. Classroom parties and parent events as well as transition times are not good times to request time off.

PAID TIME OFF (PTO)

Full time staff (35 hours or more per week) are eligible to accrue vacation time after their 90 days of orientation. Staff may deny requests to work extra hours at any time. PTO and hours can be used on any paycheck when an employee is not already being paid for 40 hours for that week.

Paid Time Off (PTO) is an all-purpose time off policy for eligible employees to use for vacation, illness, injury, or personal business. PTO combines traditional vacation and sick leave plans into one flexible, inclusive policy. PTO is payable in the same manner as the regular salary and is subject to the same withholding elections.

Full-time employees are eligible to use PTO after 90 days of employment. If you leave YPLC prior to 90 days of service, all PTO is forfeited. Employees earn PTO at a rate of 2% of their hours worked, or approximately 5 days per year. Program directors are eligible to earn PTO at a rate of 4% of hours worked or approximately 10 days per year. PTO continues to accrue if not used. Used PTO hours, overtime hours, holiday pay and bonuses do not count toward this rate.

Employees are responsible for contacting their director in order to use PTO on any given pay period. PTO may not be used for any non-approved or unexcused absences.

Work-related accidents and illness are covered by Workers' Compensation Insurance, pursuant to the requirements of Colorado laws. The PTO policy outlined above does not apply to time off which is also covered by an applicable Workers' Compensation claims.

HOLIDAYS

The following holidays are observed as paid holidays for all full time employees: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. All full time employees who are past their 90 day probationary period will be paid for their regular schedule for each holiday provided the holiday is a regular workday of the employee.



EMERGENCY CLOSING

On occasion, emergency situations - such as severe weather, power failure, or natural disaster - may disrupt company operations. The decision to close or delay regular operations will be made by Young Peoples Learning Center. If a decision is made to close or delay regular operations, employees will receive notification from Young Peoples Learning Center.

Time off from scheduled work due to emergency closings will be unpaid. However, if employees wish to use paid time off (PTO), they may be permitted to do so, if eligible.

BENEFITS

Health Insurance

Young Peoples Learning Center makes health insurance coverage available to all full-time employees and their eligible dependents after 90 days of employment. Young Peoples Learning Center pays half of the premiums for the group benefits and the employee pays half (Employees are responsible for the full payment for all dependents).

The low cost of these benefits to employees is an important part of each eligible employee's compensation package. Full-time Employees are eligible for these benefits after 90 days employment with YPLC. Employees may meet with the insurance company or broker to discuss their options and program specifics once they become eligible for health benefits to discuss their options. A presentation will be made to staff once a year at the October staff meeting for employees to discuss rates and programs for the next year, to begin in December of each year (this schedule is subject to change).

Young Peoples Learning Center also maintains a contract with a supplemental insurance agency which employees may partake in in addition to their benefits. Young Peoples Learning Center does not contribute to these costs, but the insurance broker YPLC contracts with maintains a staff member committed to helping YPLC employees enroll and make claims with this agency.

Health Insurance Continuation

The Consolidated Budget Reconciliation Act (COBRA) is a federal law that requires most employers sponsoring group health plans to offer a temporary continuation of group health coverage when coverage would otherwise be lost due to certain specific events.

Through COBRA, employees and their qualified beneficiaries have the right to continue group health insurance coverage after a "qualifying event." The following are qualifying events:

- Resignation or termination of the employee
- Death of the covered employee
- A reduction in the employee's hours
- For spouses and eligible dependents, the employee's entitlement to Medicare
- Divorce or legal separation of the covered employee and his or her spouse
- A dependent child no longer meeting eligibility requirements under the group health plan



Under COBRA, the employee or beneficiary pays the full cost of health insurance coverage at Young Peoples Learning Center's group rates plus an administration fee.

Notification Requirements:

The employee, or family member, has the responsibility to inform YPLC of a divorce, legal separation, or a child losing dependent status within 60 days of the event. Young Peoples Learning Center has the responsibility to notify Plan Administrator of the employee's death, termination of employment, or reduction in hours.

Once the notification has been made to the Plan Administrator, the Plan Administrator will inform the employee that he or she has the right to choose continuation of coverage. If employees choose to continue coverage, Young Peoples Learning Center is required to provide coverage which is identical to the coverage provided under the plan to similarly situated employees or family members.

Period of Coverage:

Continuation of coverage is extended from the date of the qualifying event for a period of 18 to 36 months. The length of time for which continuation coverage be made available (i.e., the "maximum period" of continuation coverage) depends on the type of qualifying event that gave rise to the employee's COBRA rights.

An employee's continuation of coverage may be cut short for any of the following reasons:

- Young Peoples Learning Center no longer provides group health coverage to any of its employees
- The premium for your continuation coverage is not paid in full on a timely basis
- You become covered under another group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition
- You become entitled to Medicare

Child Care:

All full and part time staff are offered 50% discount on all Toddler, Preschool and After School programs and 40% off all summer camp programs.

Raintree Athletic Club Membership:

All employees who work at least 10 hours per week are eligible to sign up to be part of our corporate membership at Raintree Athletic Club. This results in a \$10 discount on rates per month (please see Heather Griffith for current rates). You must inform Heather Griffith of your wish to join this membership before the 25th of the month prior to the month you would like to begin membership. The charges will be automatically withdrawn from your paycheck and you have no contract, but must inform Heather Griffith by the 25th of the month prior to the month you would like to cancel your membership. We believe healthy employees are happier and better able to do their jobs – let us know if there is anything we can do to facilitate your health and wellness goals!

JURY DUTY

Young Peoples Learning Center encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees must provide their director with a copy of their jury summons as soon as possible so arrangements can be made to accommodate their absence.

Employees on jury duty must report to work on workdays, or parts of workdays, when they are not required to serve. Either Young Peoples Learning Center or the employee may request an excuse from jury duty if it is determined that the employee's absence would create serious operational difficulties.

Employees selected for jury duty will be paid their regular scheduled hours during the time they are serving on a jury up to three (3) day maximum per calendar year. Employees must also notify the center three (3) weeks prior to the absence in order to qualify. All jury pay received from the county or state for the days the employee is compensated by the center, must be forfeited to the center. In order to be paid for your leave, you must submit a request in writing to your director. If paid, jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence.

MILITARY LEAVE

Young Peoples Learning Center proudly grants employees time off of work for military service. All employees requesting time off for military service must provide a copy of their report orders to their director as early as possible.

Under the Uniformed Services Employment and Reemployment Rights Act (USERRA), employees on military leave from employment are subject to the following conditions: no break in employment is considered to have occurred; no benefits will be forfeited; and no re-qualification for participation in any benefits is necessary.

Length of service continues to accrue during military leaves of absence. If active employment is not re-established, length of service is calculated with respect to the last day worked.

Young Peoples Learning Center will do our best to re-employ any staff member who has been absent due to military leave. However, due to the nature of our work, it is not always possible or a benefit to the children we work with to transition staff. Whenever possible, employees who qualify will return to active employment at a pay level and status equal to that which they would have attained had they not entered military service.

Questions regarding this policy should be directed to Heather Griffith.

SEXUAL AND OTHER FORMS OF HARASSMENT

Any employee found to be engaged in any form of sexual harassment may be subject to disciplinary action, up to and including termination of employment.

Sexual harassment may be defined as:

1. Conditioning employment upon employee's submission to unwelcome sexual advances or requests for sexual favors;
 2. Basing an employment decision upon an employee's submission or rejection of unwelcome sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature;
- or

3. Creating an intimidating, hostile or offensive working environment or atmosphere through:
 - a. verbal conduct, including calling employees by terms of endearment; using vulgar, kidding or demeaning language; or
 - b. physical actions which may offend or interfere with an employee's work performance.

We at Young Peoples Learning Center encourage healthy fraternization among employees; however, employees - especially those in management and supervisory roles - must be sensitive to acts of conduct which may be considered offensive by other employees and must refrain from engaging in or permitting such conduct.

It is expressly prohibited for any employee to retaliate against another employee(s) who brings sexual harassment charges or assists in investigating charges. Any form of retaliation is considered a direct violation of this policy and may result in disciplinary action, up to and including termination of employment. No employee will be discriminated against, or discharged, for incurring or assisting in the investigation of a complaint of sexual harassment.

Young Peoples Learning Center is committed to providing a work environment that is free of all types of discrimination and unlawful harassment. Actions, words, jokes, comments, or any other conduct related to one's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated. Any employees who believe that they, or any other employee, have been the victim of harassment are expected to report it immediately. Employees may raise concerns and make reports without fear of reprisal. Any employee who becomes aware of possible harassment should promptly advise Young Peoples Learning Center administration and Heather Griffith, who will handle the matter in a timely and confidential manner.

WORKPLACE VIOLENCE

Young Peoples Learning Center, strictly prohibits workplace violence, including any act of intimidation, harassment, violence, verbal abuse, aggression or coercion. Prohibited actions, include, but are not limited to the following examples:

- Physically injuring another person
- Threatening to injure another person
- Engaging in behavior that subjects another person to emotional distress
- Possessing or using a weapon while on company premises
- Intentionally damaging property

Due to the sensitivity of the issue, all threats or acts of violence should be reported immediately to the local Police Department so that trained professionals can appropriately take care of the situation. Employees found to have engaged in violence will be subject to immediate termination.

DRUG AND ALCOHOL ABUSE

Young Peoples Learning Center considers drug and alcohol abuse a very serious problem, and is committed to maintaining a work place free of substance abuse. This policy applies to all employees of Young Peoples Learning Center without exception, including part-time, temporary and administrative employees.



No employee is allowed to consume, possess, sell, or purchase any alcoholic beverage on any property owned by or leased on behalf of Young Peoples Learning Center, or in any vehicle owned or leased on behalf of Young Peoples Learning Center. No employee may use, possess, sell, transfer or purchase any drug or other controlled substance which may alter an individual's mental or physical capacity in any way. Exceptions are aspirin or ibuprofen based products, as well as legal drugs which have been prescribed to that employee and are being used in the manner prescribed.

Young Peoples Learning Center will not tolerate employees who report for duty while impaired by use of alcohol or drugs.

All employees should report evidence of alcohol or drug abuse to YPLC administration immediately. In cases in which the use of alcohol or drugs creates an imminent threat to the safety of persons or property, employees are required by Young Peoples Learning Center to report the violation. Failure to do so may result in disciplinary action.

Employees found in violation of Young Peoples Learning Center's Drug and Alcohol Abuse Policy will be subject to disciplinary action, up to and including termination. It is our policy at Young Peoples Learning Center to assist employees and family members who suffer from drug or alcohol abuse. Employees may be eligible for a leave of absence to deal with such issues and should contact Heather Griffith immediately.

As a part of our effort to maintain a workplace free of substance abuse, Young Peoples Learning Center employees may be asked to submit to a medical examination and/or clinically testing for the presence of alcohol and/or drugs. Within the limits of state and federal laws, we reserve the right to examine and test for drugs and alcohol at our discretion. Such situations may include, but are not limited to, the following:

- The screening of all employees being considered for employment with Young Peoples Learning Center.
- Cases in which there are reasonable grounds for believing an employee is under the influence of alcohol or drugs.
- As part of an investigation of any accident in the workplace in which there are reasonable grounds to suspect alcohol and/or drugs were involved.
- On a random basis.
- As a follow-up to a rehabilitation program, where allowed by statute.
- As deemed necessary to maintain the safety of employees, customers, clients or the public at large.
- When an employee returns to duty following an absence other than that resulting from accrued time off, such as vacation or sick leave.

As a condition of your employment with Young Peoples Learning Center, employees must comply with the Drug and Alcohol Abuse Policy. Be advised that no part of the Drug and Alcohol Abuse Policy shall be construed to alter or amend the at-will employment relationship between Young Peoples Learning Center and its employees.

DISCIPLINARY ACTION

Disciplinary action at Young Peoples Learning Center is intended to fairly and impartially correct behavior and performance problems early on and to prevent reoccurrence.

Disciplinary action may involve any of the following: verbal warning, written warning, suspension with or without pay, and termination of employment, depending on the severity of the problem and the frequency of occurrence. Young Peoples Learning Center reserves the right to administer disciplinary action at its discretion and based upon the circumstances.

Young Peoples Learning Center recognizes that certain types of employee behavior are serious enough to justify either a suspension or, in extreme situations, termination of employment, without observing other disciplinary action first.

These violations include but are not limited to:

- Workplace violence
- Harassment
- Theft of any kind
- Insubordinate behavior
- Vandalism or destruction of company property
- Use of company equipment and/or company vehicles without prior authorization
- Indiscretion regarding personal work history, skills, or training
- Divulging confidential information about YPLC staff or our client families
- Any misrepresentation of Young Peoples Learning Center to a customer, a prospective customer, the general public, or another employee

CAUSE FOR DISCHARGE

Each of the following may constitute the cause for dismissal of an employee.

- Neglect or abuse of a child and/or failure to report such an offense to the director on the day such offense was witnessed in compliance with the State Health Department.
- Theft, misuse, or unauthorized use of YPLC property including time card falsification.
- Insubordination.
- Absence without authorized leave.
- Repeated absenteeism or tardiness
- Un-professionalism - Professionalism will be expected from each teacher. Inappropriate or indiscreet conversations with parents, children, or staff can be grounds for dismissal. As professionals, teachers and other staff members will be expected to have no discussions of salaries or raises among themselves.
- Substance use, misuses and/or abuse

GRIEVANCE PROCEDURES AND APPEAL

It is the policy of Young Peoples Learning Center to maintain a harmonious workplace environment that is free from intimidation or harassment. Young Peoples Learning Center encourages its employees to express concerns about work-related issues, including workplace communication, interpersonal conflict, occupational health and safety, and allocation of work.

Employees are encouraged to raise concerns with their directors or the owners on an informal basis in the first instance. Any employee, who feels unfairly treated or reprimanded, discriminated against

or unjustly dismissed, may appeal to the director in written or verbal format within three (3) days of the occurrence or may arrange a meeting with the director or other administrative staff. If the director is unable to resolve the issue, the staff may meet with Heather, Janice or Dennis Griffith. After these meetings, if additional steps need to be taken, an official decision by YPLC will be made final.

Any written grievance must: identify the policy, regulation or ethical issue which is believed to have been violated; contain a brief statement of the facts or evidence surrounding the grievance; and include a proposed resolution.

After review of the written grievance, Young Peoples Learning Center will hold a meeting with the employee, a director, and any other individuals who may assist in the investigation or resolution of the problem. All discussion of grievances will be confined to those involved with and who can assist with the resolution.

A written decision will be given to the employee stating the resolution and appropriate action regarding the grievance. Young Peoples Learning Center assures that all employees filing a grievance or complaint can do so without fear of retaliation or reprisal.

TERMINATION OF EMPLOYMENT

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Common circumstances under which employment is terminated include the following:

- **Resignation** - Voluntary employment termination initiated by an employee.
- **Termination** - Involuntary employment termination initiated by Young Peoples Learning Center. In most cases, Young Peoples Learning Center will use progressive disciplinary actions before dismissing an employee. However, certain actions warrant immediate termination.
- **Layoff** - Involuntary employment termination initiated by Young Peoples Learning Center for non-disciplinary reasons.

Employees who intend to terminate employment with Young Peoples Learning Center, shall provide Young Peoples Learning Center with at least two (2) weeks written notice. Such notice is intended to allow the company time to adjust to the employee's departure without placing undue burden on those employees who may be required to fill in before a replacement can be found.

Since employment with Young Peoples Learning Center is based on mutual consent, both the employee and Young Peoples Learning Center have the right to terminate employment at will, with or without cause, during the introductory period.

In the case of employee termination, the employee will receive their accrued pay in accordance with all federal, state and local laws.

Any employee who terminates employment with Young Peoples Learning Center shall return all files, records, keys, and any other materials that are property of Young Peoples Learning Center.

Employee benefits will be affected by employment termination in the following manner:

- All accrued vested benefits that are due and payable at termination will be paid in accordance with applicable federal, state and local laws.

- Some benefits may be continued at the employee's expense, if the employee elects to do so, such as healthcare coverage.
- The employee will be notified of the benefits that may be continued and of the terms, conditions, and limitations of such continuation.

If you have any questions or concerns regarding this policy, direct them to Heather Griffith.

SAFETY

Young Peoples Learning Center strives to provide a clean, hazard-free, and safe environment for employees in accordance with the Occupational Safety and Health Act of 1970. Each employee is expected to take an active role in maintaining this safe environment. Employees must observe all posted safety rules, adhere to all safety instructions, and properly use safety equipment when required. Classrooms, playgrounds and workspaces must be kept neat, clean and organized.

It is the responsibility of employees to familiarize themselves with the location of all safety and emergency equipment, as well as safety contact phone numbers. All safety equipment will be provided by Young Peoples Learning Center, and employees are responsible for the reasonable upkeep of this equipment. This includes all first aid kits located within the center and on vehicles. Any problems with, or defects in, equipment should be reported immediately to a director.

Each employee is required to comply with all Universal Precautions procedures and safety rules observed by Young Peoples Learning Center, assist in maintaining a hazard-free environment, immediately inform management of any accidents or injuries, and report any unsafe equipment, working conditions, processes, procedures, or potential breach of safety to a director.

Any employee may report safety violations or injuries anonymously to a supervisor or YPLC Administration, if he or she is not the injured or violating party. No employee will be punished or reprimanded for reporting safety violations or hazards.

Any deliberate or ongoing safety violation, or creation of a safety hazard by an employee, will be dealt with through disciplinary action by Young Peoples Learning Center, up to and including suspension or termination.

Work-related accidents are covered by Workers' Compensation Insurance, pursuant to all applicable state and local laws.

Young Peoples Learning Center provides information and assistance to employees on workplace safety and health issues via internal communication, such as:

- Training sessions
- Staff meetings
- Bulletin board postings
- Memorandums
- Miscellaneous written communication

Employees are expected to obey safety rules and exercise caution and common sense in all work activities. Employees must immediately report any unsafe conditions to a director. Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report or - if appropriate - remedy such situations, may be subject to disciplinary action up to and including termination of employment.



In the case of an accident that results in staff injury, regardless of how minor the injury may appear, employees must notify a member of administration

PERSONAL PROPERTY

Young Peoples Learning Center assumes no responsibility for personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the workplace, and do so at their own risk. Additionally, employees may not possess or display any property that may be viewed as inappropriate or offensive on Young Peoples Learning Center premises.

PARKING

Young Peoples Learning Center does not maintain private parking facilities for employees. Employees must park in spaces that do not interrupt the available spaces for parents picking up and dropping off children. The only exceptions to this are opening staff and owners. At the Mathews Street location, staff may park in spaces two houses to the south or further, around the north side of the block or across Mathews Street. At the Plum Street location, staff may park in the last one or two spaces on the ends of the block, across Plum Street or around the corner on the East side of the block. Young Peoples Learning Center employees are expected to comply with all local parking regulations and will be responsible for any fines incurred for violations.

SMOKING

Young Peoples Learning Center endeavors to provide a healthy environment and therefore prohibits smoking and tobacco use in company buildings. The use of tobacco products is not permitted anywhere on Young Peoples Learning Center premises.

We take the health of our children very seriously here at our learning centers. Tobacco products and the second hand bi-products they produce are extremely dangerous for children. In addition, recent research speaks to the dangers for children of “third hand smoke” which are in the toxins left behind on a person after they smoke tobacco products. We have initiated the following policy to best protect our children from these effects.

- Smoking is never permitted on YPLC premises or during paid staff time.
- Smoking is not permitted by staff on the block the center is located on, nor anywhere in view of the front door of the center.
- We require that if you are smoking before returning to work with the children, you wear a sweater, hoodie or additional garment that you are able to remove before returning to work with children. This article of clothing should be stored away from children and their belongings upon your return to work.
- Upon returning from break, particularly one where you have been smoking, staff must wash their hands before working in the classroom or with children.
- Staff are not permitted to smoke while wearing YPLC “Smocks” (Toddler Center Only) or any other YPLC owned articles of clothing.



VISITORS IN THE WORKPLACE

We encourage parent visitors and other visitors who have something to contribute to our classrooms. However, to ensure the safety and security of Young Peoples Learning Center and its employees, only authorized visitors are permitted on company premises and in company facilities.

All visitors must enter through the main reception area and sign in and out at the front desk. All visitors are also required to wear a name badge while on Young Peoples Learning Center premises. Authorized visitors will be escorted to their destination and must be accompanied by a YPLC employee at all times.

Personal visitors of staff, such as a spouse or relative will be welcomed to the center. However, if their visit requires a teacher to be away from their duties for more than 5 minutes, that teacher must take an un-paid break and the director must find coverage for their classroom. This means all time-off request procedures must be followed.

INTERNET USAGE

Internet access to global electronic information resources on the World Wide Web is provided by Young Peoples Learning Center to assist employees in obtaining work related resources. The guidelines in this policy have been established to help ensure responsible and productive internet usage.

All internet data that is composed, transmitted, or received via our computer communications systems is considered Young Peoples Learning Center property and, as such, is subject to disclosure to law enforcement agencies or other appropriate third parties. Consequently, employees must always ensure that the information contained in internet e-mail messages and other transmissions are accurate, appropriate, ethical, and lawful. Young Peoples Learning Center reserves the right to monitor internet usage, retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

While employees are considered “on-the-clock” they may not access personal/social networking sites, personal e-mail sites or any other internet site not being used for the purpose of YPLC business. Though we understand the need arises to access some of these sites for business use, their use should be limited to ONLY business use during this time.

Staff who are “off-the-clock” and has asked permission to use YPLC computers which are located outside of the view of parents and children may access these sites as long as all communication and activities remains appropriate.

Data that is composed, transmitted, accessed, or received via the internet may not contain content that may be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Employees using Young Peoples Learning Center equipment are forbidden to access any restricted services or websites. These include, but are not limited to, those that promote or relate to pornography, gambling, illegal activity, racism, promotion of violence, or gender degradation. Violation of these terms may result in disciplinary action, up to and including termination of employment.

Abuse of internet access provided by Young Peoples Learning Center in violation of law or Young Peoples Learning Center policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.



TELEPHONE USAGE

Young Peoples Learning Center telephones are intended for the business purposes only. Personal calls during business hours are discouraged except in cases of emergency. All personal telephone calls should be kept brief. If a phone call lasts more than 3 minutes, staff must inform a director and must get the time cleared and their classroom covered in order to remain on the phone instead of teaching. In an effort to respect the rights of all employees and avoid disruption in the workplace, employees must inform family members and friends to limit personal telephone calls during working hours. Any employee found in violation of this policy will be subject to disciplinary action, up to and including termination.

Please let a director or administrative staff answer the phone when available. If the phone rings 3 times, then please answer it if you are able. When you answer, speak slowly and clearly, first impressions are always important. Answer with, "Young Peoples Learning Center, this is _____ may I help you."

Employees are not permitted to access their cell phones while they are teaching in a classroom. If a teacher must check their cell phone, it needs to be in staff-only areas. Staff may carry their cell phones on field trips, but may not use them for any non YPLC business or personal conversations or communications. This policy applies to both talk and text conversations.

COMPANY SUPPLIES

Only directors may purchase supplies in the name of Young Peoples Learning Center unless previous approval has been granted to a staff member by a director or member of administration. No employee whose regular duties do not include purchasing shall incur any expense on behalf of Young Peoples Learning Center or bind Young Peoples Learning Center by any promise or representation without express written approval. Employees must submit a receipt in order to be issued a reimbursement. The reimbursement request will be processed as an invoice. All completed reimbursement request forms should be submitted in a timely manner to a director or administrator.

EMPLOYMENT APPLICATIONS

Young Peoples Learning Center relies upon the accuracy of information contained in the employment application and the accuracy of other data presented during the hiring process and throughout employment.

Any misrepresentations, falsifications, or material omissions in any of this information may result in exclusion of an individual from further consideration for employment or - if the person has been hired - disciplinary action, up to and including termination of employment.

IMMIGRATION LAW COMPLIANCE

Young Peoples Learning Center employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present sufficient documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form, if they have not



completed an I-9 with Young Peoples Learning Center within the past three years, or if their previous I-9 is no longer retained or valid.

EQUAL EMPLOYMENT OPPORTUNITY

Young Peoples Learning Center is an Equal Opportunity Employer. Employment opportunities at Young Peoples Learning Center are based upon one's qualifications and capabilities to perform the essential functions of a particular job and free from discrimination because of race, religion, sex, national origin, age, veteran status, disability, genetic information, or any other characteristic protected by law.

This Equal Employment Opportunity policy governs all aspects of employment, including, but not limited to, selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Young Peoples Learning Center strongly urges the reporting of all instances of discrimination and prohibits retaliation against any individual who reports discrimination or participates in an investigation of such report. Appropriate disciplinary action, up to and including immediate termination, will be taken against any employee who violates this policy.

WHISTLEBLOWER PROTECTION

This policy is designed to protect employees and address Young Peoples Learning Center commitment to integrity and ethical behavior. In accordance with Whistleblower Protection regulations, Young Peoples Learning Center will not tolerate harassment, retaliation, or any type of discrimination against an employee who:

- Makes a good faith complaint regarding suspected company or employee violations of the law
- Makes a good faith complaint regarding accounting, internal accounting controls, or auditing matters that may lead to incorrect, or misrepresentations in, financial accounting
- Provides information to assist in an investigation regarding violations of the law; or
- Files, testifies, or participates in a proceeding in relation to alleged violations of the law.

Negative employment sanctions, such as demotion or termination, as a result of an employee's decision to provide good-faith information regarding violations of the law, will not be tolerated. In addition, discrimination, threats, and harassment is prohibited.

Anyone violating this policy will be subject to discipline, up to and including termination of employment.

MEDICAL EMERGENCIES

In the event that an employee requires medical attention due to injury or illness while at work, the employee's emergency contact (usually a family member) will be contacted to transport the employee to the appropriate facility.

If an emergency arises that requires an emergency medical service to evaluate the injury/illness of an employee on-site, the employee will be responsible for any charges incurred of an ambulance, etc.



Furthermore, no other Young Peoples Learning Center employee will be responsible for transporting another employee to an emergency facility, due to safety and liability issues.

A physician's "permission to work" notice may be required prior to the employee's return to work. If the injury is work related, employees must notify YPLC immediately and will be provided with a list of local providers who can specifically handle the workman's compensation filings if necessary.

WORKERS' COMPENSATION

Employees who are injured on the job at Young Peoples Learning Center are eligible for Workers' Compensation benefits. Such benefits are provided at no cost to employees and cover any injury or illness sustained in the course of employment that requires medical treatment.

Employees who sustain work-related injuries or illnesses must notify their supervisor immediately so that Young Peoples Learning Center can notify the workers' compensation insurance carrier as soon as possible. Written notice must be supplied to YPLC within 4 working days of the accident. If you don't report your injury or occupational disease promptly, your benefits may be reduced.

If you are unable to work as the result of a work-related injury or occupational disease, compensation or wage replacement benefits will be based on 2/3 of your average weekly wage up to a maximum set by law. No compensation is payable for the first 3 days' disability unless the period of disability exceeds two weeks.

Lost time or medical expenses incurred as a result of an accident or injury which occurred while an employee was on the job will be compensated for in accordance with workers' compensation laws. This protection is paid for in full by Young Peoples Learning Center. No premium is charged for this coverage and no individual enrollment is required. Young Peoples Learning Center will provide medical care and a portion of lost wages through our insurance carrier.

All job-related accidents or illnesses must be reported to a site director immediately upon occurrence. Directors will then immediately contact Heather Griffith to obtain the required claim forms and instructions.

YPLC worker's compensation coverage is through Pinnacol Insurance Company. You may file a Worker's Claim for Compensation with the Division of Worker's Compensation. To obtain forms or information regarding the worker's compensation system, you may call Customer Service at 303-318-8700 or go to www.coworkforce.com/dwc

SOCIAL SECURITY / MEDICARE

Young Peoples Learning Center withholds income tax from all employees' earnings and participates in social security and Medicare withholding and matching programs as outlined in the Federal Income Insurance Contribution Act (FICA).

Old Age and Survivors' Insurance, commonly referred to as social security, became effective January 1, 1937, and provides benefits for employees after they retire or otherwise qualify under the provisions of the Act. The plan is designed to protect the future security of employees and their dependents.

In accordance with FICA, a required percentage of each employee's salary is deducted from their paycheck; the company matches employees' deductions dollar for dollar.



Employees are encouraged to contact their local Social Security office to find out more about their Social Security benefits, including a record of your past wages that were subject to Social Security taxes.

List of Appendixes

Organizational Chart

Colorado Seat Belt Laws

PSD Map of Elementary Schools

Planning forms

Zone Diagrams

Daily Note forms

Behavior Note

Field Trip Form for clipboard

Field trip form for vans

Name to face sheet

Boo Boo note

Incident report

Staff Forms to be Submitted Before Employment

- Two Observation forms
- New Teacher Training Quiz
- Sexual Abuse and Training Packet
- Short Teacher Description/Bio (Form attached)
- All initial employment paperwork folder from Director

NEW TEACHER TRAINING QUIZ

Name three requirements of coming off of “probationary status”

- 1.
- 2.
- 3.

Name five items on the Classroom Quality Check List that will be EASY for you.

- 1.
- 2.
- 3.
- 4.
- 5.

Name five items on the Classroom Quality Check List that will be HARD for you.

- 1.
- 2.
- 3.
- 4.
- 5.

To supervise playgrounds we use the “_____ defense”

Name two things that need to happen BEFORE the day of a field trip.

- 1.
- 2.

Write out two rules about driving children in vans that you think are VERY important.

- 1.
- 2.

Write one sentence that summarizes the CELL PHONE RULE.



Write your understanding of the No Complaining Rule (in 2-3 sentences).

Using the Pyramid Model means we believe we can avoid problem behaviors by having strong R_____ and E_____ that enable success. This goes both for the children we serve and our C_____.

Who is responsible for knowing how many children are in you/your classroom's care?

How many locations do we operate out of during the school year?

What ages of children do we serve, including our summer programs?

Where can you locate Janice/Dennis/Heather's phone numbers?

Where can you locate children's emergency contact information?

List everything you need for treating a scrape or cut? What documentation would you fill out and what would you do with it?

Who fills out "Daily Notes"? How often?

Who fills out Behavior Notes? When?

What part of this handbook do you find most helpful to your future work with YPLC?

What part of this handbook do you think you will need to read again?



WELCOME TO YPLC!

Here are Young Peoples we post a short bio and picture of our staff both on our website and the front bulletin boards of our building. We need to update these and get you on them! Please fill out this form and get it to a director ASAP.

First name as you would like it to appear for parents: _____

Educational background, including relevant degrees, trainings and certifications:

Experience background, including any work or hobbies you feel enrich your teaching experience, even if not early childhood education related:

A short sentence or two about why you love to work with children:



NEW TEACHER TRAINING ACKNOWLEDGMENT FORM

I understand that the new teacher training, including discipline policies, I received described important information about YPLC and that I should consult a director or another member of administration regarding any questions not answered during the training.

Since provisions of this training are subject to change, I further understand that revisions to it may supersede or eliminate one or more existing policies and that all such changes will be communicated through official notices such as Monday Memos.

Team Member's Signature

Date

Team Member's Name (printed)

Date

Director

Date

APPENDIXES