



Staff Handbook

2020

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Our Mission:

is to provide a safe and stable learning environment that nurtures a foundation for lifelong success through developmentally appropriate curriculum that stimulates the social, emotional, cognitive, and physical growth of each individual child.

Our Vision:

Marquette Learning Center will uphold its mission through the following objectives:

- ❖ To provide quality child care for all families in our community and surrounding areas in a nurturing, loving and educational environment.
- ❖ To provide an environment where children will develop positive social skills while learning about their world through age-appropriate play, projects, and activities.
- ❖ To provide opportunities for families to be involved with their children's education and have access to parenting support and education resources.

Welcome!

Marquette Learning Center is excited to have you as part of the team! It is our Goal to make each parent feel completely at ease when they leave their children in our care. As an employee of Marquette Learning Center, you will always be expected to exemplify excellence and quality of service and care. By following the employee policy and procedures outlined in this handbook, you will meet and exceed the standards set forth by childcare licensing.

This handbook is to provide you with information about our policies, procedures, and rules. If this does NOT answer your questions with complete clarity, please feel free to ask the Director for assistance with any questions.

Philosophy:

We believe that the care of every child is the single most important consideration when a parent works outside the home. Parents should feel at ease and confident about the place where their child spends their day. At Marquette Learning Center we believe that daily interaction with in a loving and caring environment will positively influence every child's future. We strive to meet the physical, cognitive, social and emotional growth of each individual child in a caring and supportive atmosphere.

Non-Discrimination Policy

Marquette Learning Center, Inc. prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or a part of an individual's income is derived from any public assistance program. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the director at Marquette Learning Center, Inc., P.O. Box 204, Marquette, Kansas 67464. To file a complaint of discrimination, write to Susan J Whitfield Harding, PO Box 363, Lindsborg, Kansas 67456-0363. MARQUETTE LEARNING CENTER, INC. is an equal opportunity provider and employer.

ADAPTED FROM USDA'S POLICY STATEMENT

Staff/Child Ratios

Marquette Learning Center is a licensed childcare facility through the Kansas Department of Health and Environment. The following are a few regulations to be aware of. To view a complete list of regulations, visit kdhe.org under childcare facilities.

Staff/Child Ratio of children per unit:

Infants (2 weeks to 12 months) 1 to 3 (max. in a room 9)

Infants to 6 years 1 to 4 (max. 2 infants) 8 (max. 4 infants)

Toddlers (12 mos. To 2 1/2 years if walking alone) 1 to 5 (max. in a room 10)

2 years to 3 years 1 to 7 (max in a room 14)

2 1/2 years to school age 1 to 10 (max in a room 20)

3 years to school age 1 to 12 (max. in a room 24)

Kindergarten enrollees 1 to 14 (max. in a room 28)

School age 1 to 16 (max. in a room 32)

Employee Documentation

Our licensing agency, (KDHE), requires certain documents to be on file for each employee. The following records shall be maintained for each staff person:

- (1) A record of education and experience;
- (2) date of employment;
- (3) a record of scheduled hours;
- (4) a record of in-service training;
- (5) a health certificate with TB results; and
- (6) work references.

Every employee, volunteer, and regular helpers at the center must have a KBI background check before serving at the center.

Training Hours

In each licensure year, each staff member counted in the staff-child ratio and each volunteer counted in the staff-child ratio shall complete in-service training as follows, based on the staff member's or volunteer's job responsibilities and the training needs identified by the program director:

For each licensure year ending during the 2019 calendar year, 12 clock-hours; and

For each licensure year ending during the 2020 calendar year, and for each subsequent licensure year, 16 clock-hours.

Center Hours

Operation Hours: 6am to 6pm, Monday thru Friday with the exception of the following days; New Year's Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Eve and Thanksgiving Day, Christmas Eve, and Christmas Day.

Scheduling will vary depending on the requirements of each position. Scheduled work times may include staff meetings, parent conferences and classroom preparation. All decisions regarding staffing are at the discretion of the Director. Teachers are equitably responsible for sharing the early and late shifts. Exceptions to this may be granted by the Director in cases where both teachers agree to the terms of the schedule. All arrangements shall be reviewed as necessary by the Director which will consider programmatic, personnel, and financial circumstances.

Emergency & Inclement Weather Closings

Marquette Learning Center will notify personal via email and Social Media about inclement weather closings and delays.

Should the learning center need to close in the middle of the day, the center's staff will attempt to reach the child's parents first to arrange for pick up. Should the staff be unable to reach the parents, the persons listed on the emergency contact form will be called until pick up arrangements can be made. Staff will notify the parents or emergency contact person at the time of the call, of the pickup location should the children need to be evacuated from the child care center. Parents or emergency contact persons should report directly to the alternate location if one is indicated.

Conscious Discipline

Our program uses an approach to discipline and guidance that emphasizes respect for each child; developmentally appropriate expectations of children's behavior; and the use of positive discipline and guidance strategies. All staff members will strive to create a relaxed, positive environment that enables children to explore and experiment while remaining safe and feeling well-supported. Through positive guidance strategies and modeling social skills, staff members' help children learn pro-social behaviors, build confidence and self-esteem, and develop greater respect for other's rights and feelings, as well as a sense that they are themselves respected. Staff will provide special help for children with challenging behavior and/or developmental issues. Staff will ensure that emotional and behavioral patterns are observed and recorded to aid in the assessment of individual behavior.

GENERAL PRINCIPLES: Conscious Discipline® is a comprehensive social and emotional intelligence classroom management program that is based on current brain research, child development information and effective educational practices. Conscious Discipline uses everyday life events to teach: Self-control; Conflict resolution; Character development; and Social Skills. Conscious Discipline® guides parents, teachers, administrators and staff through a specific process of promoting permanent behavior change. Conscious Discipline® offers comprehensive reform by teaching:

- The Seven Powers for Self-Control that empower adults to see conflict as a learning opportunity instead of a disruption.
- The Seven Skills of Discipline that help enable the adults to take back their power with specific strategies that transform misbehavior into social-emotional life skills.

- That the School Family™ is formed when the adults and the children create an emotionally intelligent classroom through routines, rituals and classroom structures.
- That a seamless curriculum is formed when Conscious Discipline® is combined with existing academic curriculum (Creative Curriculum).

The following are always inappropriate for staff members :

- Corporal punishment, including hitting, spanking, swatting, shaking, pinching, squeezing and other measures intended to induce physical pain or fear; (any kind of physical punishment).
- Threatened or actual withdrawal of food, rest, or use of the bathroom.
- Use of food as a reward.
- Abusive or profane language.
- Any form of humiliation, including threats of physical punishment or emotional abuse, including shaming, humiliating, rejecting, or isolating a child.
- Punishment for soiling, wetting, or not using the toilet.
- Bribes, false threats or false choices.
- Retaliating or doing to the child what s/he did to someone else.
- Labeling a child as –bad or otherwise implying that s/he is a problem, rather than the behavior being a challenge.
- Threatening the child with a call to his/her parents if the child does not comply (parents may be called in some situations, but the call will not be used as a threat to the child).
- Staff members will also refrain from discussing a child’s challenging behavior in front of the child whenever possible and will never do so in front of other children or parents.
- In general, time out does not teach a life skill, nor does it permanently change behavior. We send a child to time out to think about what they’ve done wrong or as a punishment. Time out done in a punitive punishment way it is not considered a positive form of discipline. With Conscious Discipline, power struggles, tantrums and other conflicts are handled in a way that models and teaches new skills, so children have specific tools for success. The Safe Place is where consequences are utilized rather than the traditional “time out.”
- Use of any inappropriate child discipline methods by staff or volunteers will be grounds for immediate disciplinary action.

TECHNIQUES FOR CLASSROOM POSITIVE GUIDANCE: Techniques for positive discipline and guidance in the classroom include the following:

Conscious Discipline® Skills and Structures will be utilized on a daily basis as part of routine classroom management and as the first source for being proactive in the prevention of behavior challenges as well as for intervention techniques for a child who exhibits behavior concerns.

- o Plan ahead in order to anticipate problems.
- o Be fully prepared for all activities and lessons.
- o Make sure there is no time for misbehavior—pace the daily routine so that everybody knows what is expected of them and how to go about doing it.
- o Make transitions quick and efficient so that the children know what is expected and quickly move from activity to activity.
- o Encourage children’s growing sense of independence. Use the language of encouragement.
- o Model behaviors that we wish children to use, e.g. always being courteous and attentive to other adults in the room as well as with the children
- o Limit expectations to what is realistic for the developmental level of each child (and make these expectations clear to children).
- o Be aware of all students in all areas of the classroom. Take action to stop off-task behavior or misbehavior before it escalates into a more serious problem.
- o Set a few simple, clear rules, focused around health and well-being, safety, respect for property, and respect for others. Have clear expectations that are consistently enforced. State rules positively rather than negatively: “Use feet that walk” rather than “Don’t run”. Tell the children what to do rather than what to stop.
- o Offer reasons for rules: “I know you really want to paint and be the first to get to the easel, but it is not safe to run inside the classroom. I don’t want you to slip and fall. Use your walking feet when you are inside.”
- o Create a “yes” environment: rather than telling children what they cannot do, give them choices of the things they can do. Talk about children’s positive behavior. For example, “You gave the truck to Daniel when you were finished with it. That was kind.”
- o Give children clear, simple directions and positive reminders. Pay close attention to children in order to prevent and/or intervene in challenging behaviors. (Especially important with children who are likely to escalate).
- o Help children deal with frustration and anger through words (give them the words to practice rather than just saying, “Use your words.” For example, “You seem angry that Sandy took the truck from you. Tell Sandy, I don’t like it when you take the truck from me. I was playing with it. Give it back to me.” or, “Tell Joey, I don’t like it when you push me out of your way. Say, Excuse me, please.”
- o Help children refrain from dwelling on mistakes, so they can learn to move on. Remember that mistakes are opportunities to learn.

o Help children understand the consequences of their actions and use problem-solving skills to develop solutions

o When a child continues to misbehave, a teacher may impose a consequence that is related, reasonable and respectful, and that teaches the child that his/her choices have certain prescribed outcomes. Generally, tying the consequence to the loss of an opportunity related to the infraction will have greatest teaching value. (For a child who repeatedly throws blocks, the prescribed consequence would be leaving the block area until tomorrow.)

At all times, the adult must retain composure so that the child is focused on his choices and subsequent feelings, and not on the adult's anger or upset.

HEALTH AND SAFETY OF EACH CHILD:

The use of thorough preventative strategies using Conscious Discipline® procedures should make out-of-control behavior very unlikely. However, it is impossible to anticipate every behavior that might happen, and it is inevitable that very serious challenging behavior will occur in some circumstances. In these instances, it is essential to ensure the child's and peers' safety and to attempt to deescalate the child's behavior. **REMEMBER:** It is always best to stay in the classroom with the child whenever possible. The child may need to be left alone at times to calm as long as he is not causing harm to self or others.

Strategies adapted from the Creative Curriculum®, Conscious Discipline® and CLASS™

Confidentiality

Information regarding children, parents, staff or volunteers shall be respected and handled confidentially. All information concerning children, parents, staff or volunteers shall be confidential and shall not be disclosed to or discussed with anyone other than those authorized to receive such information, unless disclosure is authorized by law.

Orientation

Every new employee and volunteer will have to attend orientation in the following areas before being given responsibility of children in a classroom.

(A) Licensing regulations;

(B) the policies and practices of the preschool or child care center, including emergency procedures, behavior management, and discipline;

(C) the schedule of daily activities;

(D) care and supervision of children in care, including any special needs and known allergies;

(E) health and safety practices; and

(F) confidentiality.

Paychecks and PTO

Pay checks will be available every 1st and 15th of the month. Pay period runs from the 9th to the 25th, 26th to the 8th of every month.

PTO is available after 90 working day probationary period of employment.

- 1.5 hours of PTO time will be accrued for every 40 hours worked;
- PTO hours can be accrued up to 100 hours;
- No negative PTO balances are to be allowed;
- Accumulation of PTO from the start (retroactive to the start date);
- No PTO is allowed to be taken until after 90 working days; and
- All PTO has to be approved by the supervisor at least 2 weeks in advance (except for extenuating circumstances like illness).

Full-time employees, who work an average of 32 hours per week, receive a holiday pay for a work day (8 hours) after the 90 working day probationary period on New Years, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas Eve and Christmas Day. Part-time employees will receive half a work day pay (4 hours) for the previously listed holidays after the 90 working day probationary period .

Curriculum & Daily Activities

Each teacher will adapt the activities to be age appropriate for the children they are caring for. These are guidelines that will be followed throughout the day. The times given are a minimum time limit for each activity and may be implemented through various activities throughout the day.

Time	Activity
30 Minutes	Music and Rhythm
30 Minutes	Social Emotional Development

Time	Activity
1 Hour	Gross Motor Development
30 Minutes	Fine Motor Development
30 Minutes	Cognitive Development
30 Minutes	Language Development
Every Two Hours	Bathroom/Diaper Changes

Curriculum Activities in all age groups are based on the most up-to-date practices recognized by experts in the field of early childhood education. Staff has access to publications and conferences on the latest developments available. We use the early learning standards found on ksde.org in our curriculum development. We use the Creative Curriculum along with other resources for classroom activity ideas.

We value every child’s experiences. When a child starts at Marquette Learning Center, observations will occur throughout their time here. This will help us provide the best care academically and socially for your child. We respect each child as an individual and set up their goals accordingly.

Mealtime

Breakfast, Lunch, and snack will be served daily. Children who attend the center more than 10 Hours will be offered an additional snack. Children will wash their hands several times a day. Times children will wash their hands include: arriving at the center, after diaper changes/ using the bathroom, before meals and snacks, and when coming back inside after playing outside.

Naptime

All children are encouraged to nap between 1:00pm and 3:00pm. The pre-k classroom typically has children who do not nap. If a child does not nap, quiet time with quiet activities need to be made available to the child. Infants nap according to their own schedule.

Diapering, Toileting, and Washing Hands

Kansas Department of Health and Environment Bureau of Child Care and Health Facilities
1000 SW Jackson, Suite 200 Topeka, KS 66612-1274 Phone: 785-296-1270 Fax: 785-296-0803

Website: www.kdheks.gov/kidsnet

IF YOU HAVE DIAPERED CHILDREN IN YOUR CHILD CARE PROGRAM: Always use this method for changing diapers. This is the best way to stop diseases that spread through the intestinal tract.

1. CHECK to make sure the supplies you need are ready. ◻ fresh diaper or clothes; ◻ freshly dampened paper towels or pre-moistened towelettes; and ◻ plastic bag for soiled diaper
2. PLACE roll paper or a disposable towel on the part of the diapering table where the child's bottom will be.
3. HOLD the child AWAY from your body when you pick him up. When you know a child has soiled his diaper use only your hands to carry him. LAY the child on the paper or towel.
4. REMOVE soiled diaper or clothes.
 - Put disposable diapers in a plastic bag or a plastic lined receptacle.
 - Put soiled clothes in a plastic bag for parents to take home with the child at the end of the day. Tell the parents that washing or rinsing clothes soiled with stool at the day care center might cause disease germs to spread.
5. CLEAN the child's bottom with:
 - a pre-moistened disposable towelette, or
 - a damp paper towel. Put the used towelette or paper towel in the plastic bag or plastic-lined receptacle.
6. REMOVE the paper or towel from beneath the child and dispose of it in the plastic bag or plastic-lined receptacle.
7. WIPE your hands with a pre-moistened disposable towelette or a damp paper towel and dispose of it in the plastic bag or plastic-lined receptacle. If you are wearing a glove, dispose of it now.

8. DIAPER or dress the child. Now you can hold him close to you.
9. WASH the CHILD'S hands: IMPORTANT: If you must walk from the diapering table to the sink
 - be sure the child cannot fall, or
 - carry him with you.
10. RETURN the child to his crib or playing area.
11. CLEAN and DISINFECT
 - diapering area;
 - equipment or supplies touched; and
 - soiled crib or cot, if necessary.
12. WASH your hands.

Reprinted from: What You Can Do to Stop Disease in the Child Day Care Center U.S. Department of Health and Human Services Public Health Service, Centers for Disease Control Atlanta, Georgia December, 1984

Tornado & Fire Drills

Marquette Learning Center conducts fire and tornado drills. Parents, staff and children will not be made aware of drill dates or times, as this is the most effective way to assess the effectiveness of fire and tornado evacuation plans.

Accident Procedures

If a child is involved in a mishap that requires any type of attention or first aid, and the office does not feel that a parent needs to be called, an accident report needs to be filled out by the staff member. Detail what happened, where it happened, and what action was taken. A copy needs to go to the director and to the child's parent.

Professional Demeanor

Marquette Learning Center requires every employee to behave in a way consistent with decency, courtesy, and respect. One of the goals of Marquette Learning Center is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment requires the cooperation of every staff member to act as part of a team. Employees are required to behave in a manner that fosters this ideal

environment. Employees who violate this policy will be terminated and no longer permitted on the centers property thereafter.

No Employee is permitted to curse or use other inappropriate language on the center's property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated. If an employee feels frustrated or angry, it is more appropriate to verbally express the frustration or anger using non-offensive language. At NO time shall inappropriate language be directed toward other members of the staff or parents.

Threats of any kind will not be tolerated. In today's society, Marquette Learning Center cannot afford to sit by idly while threats are made. In addition, all threats will be reported to the appropriate authorities and will be prosecuted to the fullest extent of the law. While apologies for such behavior are appreciated, the organization will not assume the risk of a second chance. **STAFF MUST BE RESPONSIBLE FOR AND IN CONTROL OF THEIR BEHAVIOR AT ALL TIMES.**

For the health of all Marquette Learning Center's employees, children and associates, smoking is prohibited anywhere on the center's property. Staff are prohibited from smoking in the building, on the grounds, and in the parking lot of Marquette Learning Center.

While it is understood that parents will not always agree with the employees, and vice versa, of Marquette Learning Center, it is expected that all disagreements be handled in a calm and respectful manner. Confrontational interactions are not an appropriate means by which to communicate a point and are strictly prohibited. Marquette Learning Center takes very seriously the responsibility of maintaining the confidentiality of all persons associated with the center. Staff must understand the implications of this responsibility. Staff need to recognize that the Confidentiality Policy applies to all children, families and employees associated with Marquette Learning Center. Any Staff member who shares any information considered to be confidential, pressures employees or other parents for information which is not necessary for them to know, will be in violation of the Confidentiality Policy.

Child Care Center Safety

Marquette Learning Center is committed to providing a safe environment for the children who are enrolled as well as the staff members. This policy establishes security guidelines for all children and staff of Marquette Learning Center.

Staff, as well as parents, are to use the access code to enter the center. Employees who cannot recall the access code must knock to gain entrance. Access codes should not be shared with others. Additionally, when entering or exiting the center, staff should not hold the door open for others to enter the center, especially if the other person looks unfamiliar to the employee.

Mandated Reporters

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. The employees of Marquette Learning Center are mandated reporters, under this law. The employees of Marquette Learning Center are trained in recognizing the signs of childhood abuse and neglect. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. We at Marquette Learning Center take this responsibility very seriously and will make all warranted reports to the appropriate authorities. The Child Protective Services Act is designed to protect the welfare and best interest of all children. As mandated reporters, the staff of Marquette Learning Center cannot be held liable for reports made to Child Protective Services which are determined to be unfounded, provided the report was made in “good faith.” Causes for reporting suspected child abuse or neglect include, but are not limited to:

- ◆ Unusual bruising, marks, or cuts on the child’s body.
- ◆ Severe physical/verbal reprimands.
- ◆ Dropping-off/picking-up a child while under the influence of illegal drugs or alcohol.
- ◆ Leaving a child unattended for any amount of time.

- ◆ Children whose behavior signs consistent with an abusive situation.

Staff Employment by Client's

Occasionally parents may ask staff of Marquette Learning Center to baby sit. The Center does not encourage this practice and assumes no responsibility for employees after their scheduled work hours.

Center Contact Information

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Phone Number: 785-546-4246

Email: marquettelearningcenter@gmail.com

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