# STAFF HANDBOOK

## Table of Contents

- HISTORY (1924-present) ........................................................................................................... 3
- MISSION STATEMENT .................................................................................................................. 4
- PHILOSOPHY AND GUIDING PRINCIPLES .............................................................................. 4
- PERSONNEL POLICIES ............................................................................................................... 5
- PROFESSIONAL DEVELOPMENT POLICIES .......................................................................... 9
- REQUIRED TRAININGS .............................................................................................................. 11
- GENERAL STAFF POLICIES ..................................................................................................... 12
- CURRICULUM PLANNING ......................................................................................................... 16
- GUIDANCE STRATEGIES and POLICIES ................................................................................. 20
- BITING POLICY ........................................................................................................................ 23
- OUTDOOR LEARNING ............................................................................................................... 24
- FIELD TRIPS/PROGRAM ENHANCEMENT ACTIVITIES ...................................................... 25
- DOCUMENTATION POLICIES ................................................................................................. 25
- PARENT INVOLVEMENT ........................................................................................................... 28
- RELATIONSHIPS WITH PARENTS ......................................................................................... 29
- NUTRITION AND FOOD SERVICE .......................................................................................... 31
- NUT SENSITIVE POLICY .......................................................................................................... 32
- EMERGENCY PROCEDURES .................................................................................................... 33
- SAFETY POLICIES AND PROCEDURES .................................................................................. 37
- SUPERVISION .......................................................................................................................... 38
- HEALTH POLICIES .................................................................................................................. 40
- PRACTICUM POLICIES ............................................................................................................. 41
- VIDEO IMAGES AND PHOTOGRAPHS .................................................................................... 41
- ADDENDUM ............................................................................................................................... 42
- APPENDIX A: DUTIES OF LAB SCHOOL POSITIONS ......................................................... 43
- STAFF LIST FOR SCHOOL YEAR 2017-2018 ....................................................................... 47
- APPENDIX B: ............................................................................................................................. 48
- APPENDIX C: ............................................................................................................................. 49
- APPENDIX D: ............................................................................................................................. 50
**HISTORY (1924-present)**

The first nursery school at Iowa State was organized by Lulu Lancaster and Lydia Swanson in 1924 to provide a laboratory for the new course in child care and training, described as the physical care and training of the infant and preschool child. The nursery school was one of the first preschool programs in a land-grant college/university west of the Mississippi River. The fundamental objective for the students was

“....supplying to the home economics student an appreciation of child life which will promise a fuller, happier, and more intelligent relationship between child and adult. The awakened interest to children's needs gives promise of better physical and mental child health. As the student gains a clearer understanding of children's reactions she should be able to analyze causes and effects on her own conduct. The main objective resolves itself into a fuller, happier, and more serviceable interpretation of life to the student because she has learned to know children.”

(Eppright & Ferguson, 1971, p. 183).

From the original group of thirty-three preschoolers, the program has changed across the decades to meet the changing needs of society. The Older Children's Laboratory program began in the 1950's in conjunction with the School-age Development and Guidance course and it became a daily program in 1959. It was the first known laboratory after-school care and recreation program for school-age children in the nation. Today's programs are full-day, year-round early care and education programs for children infants through preschool-age. Full inclusion of children with special needs is a programming and enrollment goal of all programs. Approximately 56 children are enrolled for daily lab school programs with a teaching staff of four head teachers, six teachers, and graduate and undergraduate assistants. Program offerings are determined by the Human Development and Family Studies (HDFS) faculty to meet departmental teaching and research needs.

The Child Development Laboratory School is a public program voluntarily licensed by the Iowa Department of Human Services. The Lab School has been nationally accredited by the National Association for the Education of Young Children since December 1993. The Lab School is a State of Iowa 5-Star facility based on the Iowa Quality Rating System and participates in the Child and Adult Care Food Program.

The 75th anniversary of the Child Development Laboratory School was celebrated throughout 1999. The events included a historical tour of the Lab School on June 4, CFCS Alumni Day, a September 26 Anniversary Community Open House, a Lab School-based October 14 Pre-conference Workshop associated with the Iowa Association for Young Children Annual Conference, and a spring 2000 departmental seminar. A special booklet “Celebration of beginnings...” was written for the anniversary and special t-shirts were sold.

The Lab School has been in four locations: a temporary building in 1924, the remodeled Horticulture Barn in 1925, the Paulena Nichols Duplex Home Management House in 1962, and in spring, 2000, the Lab School moved into the Palmer HDFS Building. The art work in the Palmer Building was dedicated on October 5th and the building was dedicated October 7, 2000.
MISSION STATEMENT

The mission of the Child Development Laboratory School in the Department of Human Development and Family Studies (HDFS) is to provide students with a hands-on experience working with and observing young children while serving as a model early childhood education program for young children, including those with disabilities, and their families.

PHILOSOPHY AND GUIDING PRINCIPLES

The program is designed to encourage and support the development of each child and to provide opportunities for self-exploration and discovery. A teaching assumption is that children are naturally active and curious. Therefore, learning experiences are designed to stimulate the child's creative and problem solving abilities. The overall development of the child is considered when planning for a variety of play activities. The staff will assess the needs of each child to plan for the successful fulfillment of those needs by linking assessment to curriculum planning and decision making. Positive development of the child's image of self is of prime importance in the program and is a priority in all aspects of program planning.

The ISU Lab School follows the guiding principles established by the NAEYC Principals of Child Development and Learning (2009) and adopted the Iowa Early Learning Standards (page 9, Iowa Learning Standards, 2012) when planning activities for young children. These principles are:

1) All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.

2) Many aspects of children’s learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.

3) Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child’s individual functioning.

4) Development and learning result from a dynamic and continuous interaction of biological maturation and experience.

5) Early experiences have profound effects, both cumulative and delayed, on a child’s development and learning; and optimal periods exist for certain types of development and learning to occur.

6) Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

7) Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.

8) Development and learning occur in and are influenced by multiple social and cultural contexts, including the language of the family and home.

9) Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all forms of learning.

10) Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.

11) Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities.
12) Children’s experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

PERSONNEL POLICIES

**Ethical Standards**: The Child Development Laboratory School conducts its activities with integrity, fairness, and in accordance with the highest ethical standards. Staff members are obligated to uphold the reputation of the Lab School in all work-related activities. If a staff member questions whether an activity compromises the ethical standards or reputation, it should be discussed with the Administrator. For more information on ethics to be upheld in Early Childhood, please refer to the NAEYC Code of Ethical Conduct, the NAEYC Statement of Commitment, and the Code of Ethics of the Council for Exceptional Children, as well as the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics. All four documents can be accessed on-line.

**Open Door Policy**: All staff members are encouraged to first share concerns, seek information, provide input, and resolve problems/issues with whomever the concern is with. If a resolution cannot be attained, staff should then take their concerns to their immediate supervisor. If a resolution still cannot be attained, the Administrator will listen to employees concerns, seek their input, and work to resolve the problems/issues. Staff, who may be dissatisfied with the Administrator’s response, can take their concern to the HDFS Department Chair.

**Staff Suggestions**: The Lab School is always seeking suggestions that will: improve methods, procedures, and working conditions; reduce cost or errors; and benefit the Lab School. Staff members who have suggestions or innovative ideas are encouraged to discuss them with the Administrator and/or classroom team.

** Discrimination and Harassment Statement**: "Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline: 515-294-1222, email eoffice@iastate.edu."

**Unacceptable Job Performance**: The principle objective of any disciplinary action is to improve an employee’s performance. Any action by an employee which may reflect negatively on the Lab School constitutes improper employee conduct. Once improper employee conduct occurs, the Administrator has the authority to take appropriate action up to and including dismissal. Staff members may appeal disciplinary actions by following the grievance procedure below.

**Grievance Procedures**: The person with a grievance should first discuss the pertinent issue/problem/grievance directly with the individual, that is, student participant, graduate teaching assistant, educational assistant, head teacher, teacher, Parent Coordinator, kitchen helper, storekeeper, or Lab School Administrator. If no satisfactory solution is reached, the "grieving" individual should make arrangements to resolve the grievance as outlined below:

- student participant to Head Teacher to course instructor to Lab School Administrator to Chair of Department of Human Development and Family Studies
• TA/undergraduate employee to Head Teacher to Parent Coordinator to Lab School Administrator to HDFS Chair
• Teacher to Lab School Administrator to HDFS Chair
• Head Teacher to Lab School Administrator to HDFS Chair
• Parent Coordinator to Lab School Administrator to HDFS Chair
• Storekeeper to Parent Coordinator to Lab School Administrator to HDFS Chair using merit procedures to resolve grievance
• Kitchen Helpers to Parent Coordinator to Lab School Administrator to HDFS chair using merit procedures to resolve grievances

See the grievance procedure outlined in the pertinent Iowa State University Employment Handbook for specific information.

**Reimbursement:** Expenses incurred in the performance of a staff member’s position cannot be reimbursed by the Child Development Laboratory School or Iowa State University. Any item/supply/etc. needed to for classroom/curriculum/activities/practicum student use should be purchased by the Storekeeper with as much notice as possible. If advanced notice is not given to the Storekeeper, staff may have to purchase the requested item out of their own pocket without reimbursement from the Lab School or Iowa State University.

**Payroll:** P & S and Merit employees are paid on a monthly basis. Time sheets are provided by the department and typically due to the Administrator by the 1st day of the month following the pay period. Should a time sheet be submitted past the deadline, a staff member may still get paid but a $40.00 fee will be charged to the Lab School. This $40.00 fee will be taken out of the staff members allotted training dollars for that year. If training dollars have all been spent, the money will be deducted from the staff’s classroom field trip budget.

Hourly undergraduate staff is paid twice a month on the 15th and the last day of the month. Time sheets are provided by the Lab School and are to be submitted to the Parent Coordinator no later than 5:30 on the 15th or 5:30 on the last day of the month. Delinquent or incomplete time sheets will be submitted during the next pay period.

**Work Schedules:** Hours of operation are 7:30 AM to 5:30 PM. Monday through Friday. Employees are required to be in regular attendance. Work schedules will be determined by the Administrator in cooperation with staff members. All fulltime P&S staff members are salaried employees, not hourly paid employees. Staff may be required to work during ISU break periods, as well as occasional evening and weekend hours. Schedules may fluctuate to accommodate Lab School needs. Staff are expected to be in their classroom and ready to engage with children and families by their assigned work time. For example, a staff schedule begins at 8:00 it is expected that the staff member will be in the classroom ready to go rather than walking in the building at 8:00. On occasion, staff may be asked to alter their schedule to meet ratio demands. The Lab School follows the guidelines for Jury Duty, Armed Forces, etc. set by the University Human Resources. Repeated absenteeism and/or tardiness may lead to disciplinary action.

Teachers will be scheduled out of the classroom for 1.5 hours each day to accommodate a 30 minute lunch break and 60 minutes of planning time.
Head Teachers will be scheduled out of the classroom for 1.5 hours four days a week and 2.5 hours one day a week to accommodate a 30 minute lunch break and either 60 minutes or 120 minutes of planning time and appointments with practicum students.

This time can be flexed by staff to meet individual needs, however, should your needs include off campus activities, appointments or meetings that are not related your position, vacation or sick leave must be used if the time away from campus exceeds the 30 minute lunch break.

**Vacation and Sick Leave/Absences:**

**Full-time:** employees will accrue vacation and sick leave according to ISU policies. Each P&S employee earns 16 hours of vacation and 12 hours of sick time each month. Some of the vacation days will be used when the Lab School is closed during August and December, the actual number of days will vary based on the calendar year. When time off is desired, staff members should check the absence calendar in Microsoft Outlook to ensure the date is available for time off. If the date needed already has a time off request, please see the administrator. The employee then must secure classroom coverage for their time off using the substitute list. After coverage is secured, the employee must complete a Leave Request or Absence Approval form and submit it to the administrator. After time off has been approved, the administrator will update the lab school absence calendar. Only one fulltime teaching staff member may be absent at a time in each lab, unless there are unusual and approved circumstances. All absences are to be reported in advance to the administrator with the expectation that the employee will arrange for staff coverage in the classroom. If the employee needs assistance with arranging coverage, he/she should speak to the administrator. Remember…A Leave Request or Absence Approval form must be completed each time an employee is absent (regardless of the reason for the absence). Time off will be given on a first come, first serve basis and requests may denied on the basis of need of the entire program, with prime consideration to continuity of care and ratio needs, rather than individual need. Time off during the academic school calendar will be limited to short appointments, one to two days in a row, or FMLA.

**Undergraduate:** employees do not accrue vacation or sick leave, however may find that they need time off. When time off is needed, undergraduate staff should email the subs4cdlab@iastate.edu list serve to solicit a substitute for the needed date and time. Once a substitute has agreed to take the shift, the undergraduate will fill out a time off request form located outside the parent coordinators office. The parent coordinator will approve or deny the request and email the undergraduate to let them know of the decision.

**Securing Substitutes:** When a substitute is needed in a classroom, the following guidelines must be adhered to:

- **The substitute must be from the approved substitute list.** Any time off request using more than three substitutes in one day may not be approved based on the needs of the children in the classroom.

- **At least one regular fulltime staff member must be in the classroom.** Situations in which all permanent fulltime staff members are gone on the same day will not be approved except in extenuating circumstances.
• A regular fulltime staff member should be responsible for closing the Lab School. Please make sure that a regular staff member works until 5:30. If this is not possible, preapproval must be obtained.

• There must be a first aid/CPR trained employee in every room at ALL TIMES.

• A regular staff member with proper medication administration training must be responsible for administering all medications

• Please give all substitutes a classroom orientation/refresher. Ensure they are familiar with classroom policies and paperwork (children’s files, emergency numbers, and authorized pick-ups), emergency and field trip procedures, fanny packs, extra supplies, where keys are kept, cleaning procedures, etc. Some of this will be familiar to them, but it is good practice to give all substitutes a refresher.

• Keep accurate records of all days and partial days absent to submit to the administrator monthly. Be sure that you have completed a leave request or absence approval form for all days and partial days absent in a month (regardless of reason absent).

**Staff illness while at work:** If a staff member becomes ill or injured during the day, the parent coordinator should be contacted. When possible, the employee or a team member must assist in making arrangements for a substitute. Absence due to a family member’s illness is counted as emergency leave and counts against the employee’s sick leave.

**Leave of Absence:** Make an appointment with the Lab School Administrator to discuss a leave of absence. Paperwork for a leave of absence must be completed through Human Resources.

**Holidays:** The Lab School is closed and all fulltime staff will be paid on the following holidays:

<table>
<thead>
<tr>
<th>New Year's Day (1 day)</th>
<th>Martin Luther King's Birthday (1 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorial Day (1 day)</td>
<td>Independence Day (1 day)</td>
</tr>
<tr>
<td>Thanksgiving and Day After (2 days)</td>
<td>Christmas Eve and Christmas (2 days)</td>
</tr>
</tbody>
</table>

In addition, the Lab School will be closed the week between Christmas Eve Day and New Year's Day. The Lab School may elect to close for additional days during the holiday break. For example, if New Year’s Eve falls on a Tuesday, we may elect to close on that Monday as well. The extra days taken during the holiday break must be used as vacation days for staff.

**Voluntary Resignation:** Head Teachers, Teachers, Floater Teachers, and Undergraduate Child Care Assistants must contact the Lab School Administrator in writing and in person when resigning from a position. The Lab School asks for a minimum of a four week notice if you choose to leave your position. The four week notice may be shortened upon approval by the Lab School Administrator under exceptional circumstances.

**Termination for Cause:** The Lab School follows the procedures for employee termination outlined by ISU Human Resources on the ISU webpage.
**Staff Benefits:** Questions concerning staff benefits for full-time employees should be directed to the ISU Benefits office at 294-7680 or benefits@iastate.edu. For more information check out the ISU P&S or merit staff website at www.hrs.iastate.edu/benefits/homepage.shtml.

**Workman’s Compensation:** If an employee has a work-related injury, an ISU first report of injury form must be completed. This form is available on the Human Resource webpage. If needed, an appointment for the employee will be made with Occupational Medicine. http://www.hrs.iastate.edu/hrs/node/31/

**Employment of Relatives:** The Lab School will accept and consider applications for employment from relatives. However, family members such as parents, children, spouses, or in-laws will not be hired or transferred into positions where the staff member supervises or is supervised by another family member.

**Enrollment of Staff Children:** Children of Lab School staff are eligible for enrollment in the program with the following policy guidelines:
- Children of staff must be placed on the wait list and chosen at random as with any other child.
- A child may not be enrolled in the same classroom that is taught by the parent. When a child and parent are in the same classroom it is hard for the child to understand why he/she is not getting the attention they are given in the home environment. It can be difficult then for that child to be successful in the classroom if they are working to gain mom/dad’s attention and competing with classmates. This can cause concern for the parent as well as the parents of the other children if favoritism is perceived.
- A child can be enrolled in Lab 1 as long as the parent will not loop back into Lab 1 while the child is still enrolled in Lab 1. Our program philosophy regarding care for infants/toddlers/ twos centers on a continuity of care model and continuity of care must be maintained for each of the cohorts. We will not change teaching assignments in order to accommodate staff children.

**PROFESSIONAL DEVELOPMENT POLICIES**

**Professional Days:** When the Lab School closes for a partial or full in-service day, all teachers are expected to participate in the training and/or planning unless on FMLA. In addition, each employee is allowed 4 professional days per fiscal year to be used for further professional training and growth. These days must be approved in advance by the Administrator. **Two of these days** are allowed when the staff member is learning or taking in new information (conference attendance or visiting other programs) and **two other days** can be used when the staff member is giving back to the profession (serving on an accreditation team, presenting at a professional conference or workshop). Under unusual circumstances, additional days needed for professional development may be approved by the Lab School Administrator, but days will more than likely have to be taken as vacation days. Teachers are encouraged to apply for a P&S Professional Grant to attend more costly trainings.

**Individual Professional Development Plan:** All professional staff members are expected to join the National Association for the Education of Young Children (NAEYC) and maintain an active, annual professional development and training plan for themselves, which may include
completion of early childhood education-related college courses, completion of continuing education units, professional conference and meeting attendance, presentations, focused readings, viewing of pertinent audio/videotapes, classroom visits in other child care settings, and in-service attendance/presentations. Annually, after performance evaluations, staff must develop an Individual Professional Development plan that includes 2 to 4 professional development goals based on information gleaned from the evaluation. Individual goals for professional development and training are reviewed and updated annually with your direct supervisor and/or the Administrator. Teachers’ meetings will also involve professional development activities.

**Performance Evaluation Process:** Annually, each Professional & Scientific staff will participate in a written evaluation of their performance over the previous year. Merit staff will be evaluated on their Annual Merit review date, as defined by ISU Human Resources. Each staff member will complete a self-evaluation and their supervisor will complete a corresponding supervisor-evaluation. They will meet and go over the evaluation documents, reflecting on successes, challenges, goals attained and goals yet to be accomplished over the previous year in order to set goals for the next year. Each year the evaluation documentation may include different documents determined by ISU Human Resources, Iowa QRS, Iowa Board of Educational Examiners, etc. These annual performance evaluations are not only the basis for goal setting but also determine performance-based staff annual salary increases in the years where increases are given.

New employees, P&S and Merit are also evaluated within their first 90 days as a way to determine goal setting, continued orientation and support through the first year and as a way to formally touch base on current performance and additional supports as needed.

Undergraduate Child Care Assistants are assessed during mid-terms each semester. The full-time teacher completing the written evaluation will review the evaluation with the student. Both the teacher and student will sign the evaluation and a copy will be placed in the student employees personnel file.

**DHS Requirements:** For teaching staff employed 20 or more hours per week, DHS Licensing Standards (October 1, 2016, 109.7(2)) require at least 10 hours of professional development training/activities the first year of employment with 4 of the hours received in a sponsored group setting. For teaching staff employed 20 or more hours per week, DHS Licensing Standards (October 1, 2016, 109.7(2)) require at least 6 hours of professional development training/activities beyond the first year of employment with 2 of the hours received in a sponsored group setting.

For teaching staff employed less than 20 hours per week, DHS Licensing Standards (October 1, 2016, 109.7(3)) require at least 5 hours of professional development training/activities the first year of employment with 2 of the hours received in a sponsored group setting. For teaching staff employed less than 20 hours per week, DHS Licensing Standards (August 1, 2008, 109.7(3)) require at least 4 hours of professional development training/activities beyond the first year of employment with 2 of the hours received in a sponsored group setting.

As of October 1, 2016, DHS also requires all full and part time staff to complete the Essentials Child Care Preservice Training to meet 12 hours of required content training areas.
Copies of certificates from professional development activities must be given to the Parent Coordinator to be placed in personnel files. A record of yearly development activities will be recorded on forms provided by the Lab School and kept on-site in the personnel file of each person.

**Board of Educational Examiners Requirements:** Each full-time licensed teacher is required to maintain a current State of Iowa Teaching License. The BOEE sets those standards. Teachers with standard and master teaching licenses must renew their teaching license every five years. Initial licenses transition to standard at three years. See [http://www.boee.iowa.gov/licensure/existing.html](http://www.boee.iowa.gov/licensure/existing.html) for specific requirements.

**Financial Assistance:** Staff may submit a request to have registration for professional development opportunities paid for with Lab School funds. The Administrator will approve or deny this request based on the budget. If approved, staff are expected to attend the entire training/conference/etc. of which the Lab School funds were used. If staff know they cannot attend the professional development opportunity in its entirety do not submit for Lab School funds. Should staff submit and funds be approved and they find they can no longer attend or attend the full professional development opportunity, they will be required to pay back the Lab School the full amount of the registration.

**Teacher Meetings:** Teaching staff will meet together weekly to discuss general issues, best practices, upcoming events, policies, etc. These are required meetings per staff position description (PDs). Time off requests submitted for this time frame may be denied (situational factors will be taken into consideration). Minutes taken by the Parent Coordinator regarding the meeting will be distributed.

**Promotion:** In the event that a teaching position becomes vacant, any and all applicants will be considered equally as they met the **REQUIRED** criteria first and then weighted based on the **PREFERED** criteria based on the needs of the program and overall needs of the Lab School. Preference is not given to currently employed staff, however, promotion is encouraged through professional development and goal setting to meet both required and preferred criteria.

**REQUIRED TRAININGS**

**Blood borne pathogens training (or Universal Precautions Training)** is required within the first month of employment and annually thereafter for all head teachers, teachers, teaching assistants, undergraduate child care assistants, the Administrator, Parent Coordinator, Storekeeper, and Kitchen Helpers in the Lab School. See the Parent Coordinator for information about accessing ISU Environmental Health and Safety online training.

**Infant, child and adult CPR and first aid certification** is required for all head teachers, teachers, teaching assistants, undergraduate child care assistants, the Administrator, Parent Coordinator, Storekeeper, and Kitchen Helpers in the Lab School within the first six months of employment and maintained thereafter. See the Parent Coordinator for specific training dates and location.

**Fire extinguisher/fire safety training** is required annually of all head teachers, teachers, teaching assistants, undergraduate child care assistants, the Administrator, Parent Coordinator,
Storekeeper, and Kitchen Helpers in the Lab School. See the Parent Coordinator for information about accessing ISU Environmental Health and Safety online training.

**Mandatory child abuse reporting training** shall be completed by all staff during the first six months of employment and maintained thereafter. See the Parent Coordinator for specific training dates and location.

**Child and Adult Care Food Program training** must be completed each year. The training should be a minimum of 1.5 hours on nutrition and food service information and civil rights.

**SIDS Training** is required every four years for all full-time staff members and graduate assistants assigned to work in the Program for Infants & Toddlers. The training is strongly encouraged for all undergraduate staff assigned or subbing in the Program for Infants & Toddlers. See the Parent Coordinator for information about accessing the Healthy Child Care Iowa online training.

**ISU Discrimination & Harassment training** is required by all full-time staff and graduate assistants. Online training can be accessed through AccessPlus.

**Medication Administration training** is required of all full-time teaching staff and graduate assistants. A live training is offered at the beginning of each school year on-site. Child Care Resource and Referral offers other training dates throughout the year.

**Iowa Better Kid Care New Staff Orientation** is required of all new full-time staff. This self-study packet must be complete within 90 days of new hire. The administrator will give you a packet and DVD and supervise your progression through the program.

**Iowa Department of Human Services Essentials Training** is required for all full and part time staff to complete the Essentials Child Care Preservice Training to meet 12 hours of required content training areas. Current employees must complete the training as well as new employees. New employees will be required to complete the training within 90 days of hire. The training must be renewed every 5 years. Staff can access the Essentials Child Care Preservice Training through the DHS Training Registry located at [http://ccmis.dhs.state.ia.us/trainingregistry/](http://ccmis.dhs.state.ia.us/trainingregistry/). Online and in person options may be available.

**New Employee Orientation** is comprised of several components for full time staff. All staff will be required to read the Employee Handbook, the Parent Handbook, and the Practicum Student Handbook. Orientation will be supervised by the administrator for P&S staff and supervised by the parent coordinator for Merit employees. Within 90 days of hire, all new full-time staff will receive a performance evaluation in order to receive feedback and to reflect on their first three months of employment. This will be completed with the direct supervisor.

**GENERAL STAFF POLICIES**

In establishing any rules of conduct, the Lab School has no intention of restricting the personal rights of any individual. The following guidelines are intended to protect the rights of staff members and to ensure maximum understanding and cooperation. The Lab School staff members are expected to be:

- On-time and alert when scheduled to be at work.
• Careful and conscientious in performance of duties, including use of positive words and actions.
• Respectful, thoughtful, and considerate of other people.
• Courteous and helpful when dealing with children, parents, students, faculty, visitors, and other staff members.
• Is not absent from work on a regular basis and finds a substitute when necessary.
• Dress appropriately for interaction with children.
• Take directions, suggestions and criticisms, and follow through to improve performance.
• Respect confidential information regarding children, families, and co-workers.
• Engage in a professional and courteous manner with families.
• Display a positive attitude toward the entire center (the program, children, families and co-workers).
• Attend staff meetings and other Center events.
• Complete DHS required training courses in a timely fashion

Policy if a Teacher is Accused of Child Abuse and Neglect (including lapse of supervision):
If a Lab School staff member is accused by anyone of abuse and/or neglect, such an accusation will be reported to the Administrator and a determination will be made as to whether there is reasonable cause to suspect that a child has been subjected to abuse and/or neglect (including an unsupervised child). If there is reasonable cause, a report must be made to the Department of Human Services. The Lab School will cooperate with any DHS investigation. In addition, a 72-hour report must be made to NAEYC. In addition, the accused employee will be informed of the allegations and be given an opportunity to respond to those allegations. The Lab School will follow the applicable University procedures that exist pertaining to possible discipline of the employee.

Accreditation Requirements: The Child Development Laboratory School is accredited through the National Association for the Education of Young Children (NAEYC). After conducting and submitting an intensive self-study, every five years an observer will visit the Lab School to ensure we are maintaining high standards. Each year, rooms should conduct a self-study using feedback from a spring parent evaluation to ensure that indicators are met and to set goals for continuous program improvement. Each room must continuously update the NAEYC Classroom Portfolio specific to their classroom to ensure that NAEYC criteria are followed and documented. The Administrator will complete and submit an Annual Report each year to NAEYC.

Iowa Quality Rating System (QRS): The Lab School participates in the Iowa Quality Rating System (QRS). The Lab School currently is rated a 5 star program. Every two years the program must resubmit materials to maintain the 5 star rating. Staff must familiarize themselves with the requirements of being a 5 star program.

Licensing: The Child Development Laboratory School is a public program voluntarily licensed by Iowa Department of Human Services. A copy of the licensing rules is available for your review in each program room and in the office.

Confidentiality: It is expected that all teachers and staff be discreet in sharing information regarding the children and their parents in public areas. Staff should also be careful in discussing details of the center operation, particularly problem areas, with others in public. Staff members
should be careful not to distribute or post children’s last names, address, phone numbers, etc. with the exception of distribution to Lab school employees. Iowa law specifically prohibits the sharing of information about children or staff members within a child care setting or school-based program without written consent from the parent, guardian, or individual. Be certain to complete a Consent for Release of Information form before discussing a particular child with outside professionals (e.g. AEA staff).

The Lab School recognizes the importance of maintaining records. Records containing personally identifiable information are kept confidential at collection, storage, disclosure, and destruction stages. Confidential information is any information that could be used in any way to harm a staff member, volunteer, student, child, or family; such as a social security number, background check, home address, etc.

**Personnel Files**: It is important to keep employee records current. Information contained within the personnel files will be treated confidentially. Staff members should contact the Parent Coordinator if there are any changes in home address, telephone or cell number, emergency contact, marital status, number of dependents, or military status. Employees may review their personnel file by contacting the Administrator and arranging a time to do so. Upon resignation of employment, staff files are kept digitally for five years and then destroyed.

**Parking in the Parent Parking Lot**: Typically, staff members shall NOT park in the reserved parent/client spaces in Lot 43 between the hours of 7:00 a.m. and 5:30 p.m Monday through Friday except in extenuating circumstances.

**Co-Worker Communication**: Open communication among staff, work study students, students, parents, and children is vital to a healthy program. If you must leave the room (bathroom break/meeting), tell another teacher before you leave. For all involved, it is critically important to discuss issues on a “need to know” basis as they occur and resolve differences, rather than ignoring them. All staff is expected to function as a team.

**Supplies**: Staff members are responsible for reporting to the Storekeeper when consumable supplies (glue, construction paper, paint, etc.) are running low so they can be ordered before supplies are completely depleted. Lists of other needed supplies should be given to the Storekeeper to purchase during weekly shopping trips.

**Political Activity in the Work Place**: State employees shall not use their phone, e-mail, computer, other equipment, or time to engage in political activities at work.

**Palmer Press**: A Lab School newsletter will be created and distributed several times a year. Staff will be asked to submit articles to the Parent Coordinator to be included in the newsletter. In July of each year, due dates will be assigned to each staff for article submissions. The newsletter should showcase the latest best practice and research around topics that are relevant, first and foremost, to our current families. However, please know that the newsletter goes out to more than just parents. We have past Lab School staff that have requested to stay on the list, CHS faculty and staff, AEA, and DHS staff that also receive (and read!) the newsletter, and it may be posted on our website for future families, college students, and others in our field to view.
Advisory Group: Staff members are encouraged to participate in the Lab School Advisory Group. Make the Administrator aware of your interest to be involved. The group meets quarterly to share ideas and discuss policies. Each lab is responsible for selecting/inviting at least two parents to serve on the Advisory Group.

Proper Attire: Staff will dress appropriately for the weather and program activities. Clothing should be professional, clean, and neat. Clothing should not have words or advertisements (unless it is ISU apparel). Clothing should be modest and must cover cleavage, midriffs, and underwear. This includes shorts that should come down past your middle fingertip when hands are resting at your side.

Fulltime teaching staff should wear their ISU Lab School attire so that they are easily identified in the classroom. Professional, business casual dress is also acceptable. Fulltime staff may only wear denim jeans/capris/shorts on Fridays.

Undergraduate teaching assistants may wear denim jeans/capris/shorts during the course of the regular school year.

Remember, you are role models for future Early Childhood Professionals…represent our profession well. For the safety of staff, all shoes must have a back (no flip flops). All staff should wear their picture identification tag while working in the classrooms. Should these guidelines not be met, staff may be asked to go home and change. Special occasion days come up during the course of the semester (i.e. pajama day, sports day) to allow children to “earn” a reward. Staff are expected to maintain a professional dress appearance on these days. If dressed unprofessionally, staff may be asked to change clothing and/or be provided with guidance for appropriate attire for future special occasion days.

Safety: Lab School staff members are to conduct themselves in a safe manner using good judgment and common sense. Staff members will observe safety rules posted and follow all OSHA and state safety regulations.

Substance Abuse: The Lab School will not tolerate any substance abuse on its premises. Any employees reporting for work under the influence of alcohol or controlled drugs will be asked to leave immediately. If the Administrator or other staff member has probable cause to believe a staff member’s faculties are impaired while on the job, the staff member may be required to submit to a drug test in accordance with the provisions of Iowa Code Section 730.5. The employee will be referred to the Employee Assistance Program used by Iowa State University.

Smoking: Iowa State University buildings and grounds are designated as no smoking areas. Smoking is prohibited. This rule will be strictly enforced.

Computer Usage: It is the policy of ISU to prohibit any employee from duplicating copyright protected computer software on University computers. It also the policy to prohibit any employee from downloading illegal material, using ISU computers for illegal activities, viewing pornography, or any other activities which could discredit the University or the Lab School. The use of social networks during work time should be reasonable and limited. Staff members should use good judgment to ensure that they do not post anything that may embarrass or otherwise reflect poorly on the Lab School or ISU, in general. Be mindful that there is no privacy rights in what is put out for the world to see and anything in cyberspace can be used as grounds to
discipline an employee, no matter whether the employee wrote it from work or outside of work. Finally, staff members should not be “friends” with current Lab School parents unless they have an already established relationship (unrelated to the Lab School) prior to the child enrolling in the Lab School.

Social Media: The ISU Child Development Laboratory School staff strives to maintain appropriate relationships with the families and students we serve. The practice of “friending” our families on Facebook is discouraged and will not be used by our staff. We are concerned about the appearance of being in a “special” relationship with some of our families, and the implications of favoritism that might arise.

Telephone Use: Personal long distance calls should be made using a personal cell phone. Personal cell phone usage in the classroom should be reserved for emergency situations. Personal cell phones will be carried by Head Teachers and Teachers when leaving the building to communicate with the Lab School and emergency personnel should the situation arise. At no time should Undergraduate Child Care Assistants (Undergrads) or Practicum Student access their cell phones during their shift. In the rare instance, Undergrads or Practicum Students may have a legitimate reason for needed access and they should discuss that with the Head Teacher upon arrival.

Ratios: Child to adult ratios and group size follow the guidelines of the National Association for the Education of Young Children (NAEYC) and the Iowa Department of Human Services (DHS). Only paid employees in the classroom are included in the count to determine the ratio. Student participants are considered "volunteers" using the NAEYC guidelines. Substitute teachers and undergraduate part time employee are hired as needed to maintain the appropriate child-adult ratios in each program at all times. At least one staff member who is current in pediatric first-aid and CPR will be in the classroom at all times.

<table>
<thead>
<tr>
<th>Lab</th>
<th>Minimum Ratio of Staff to Children</th>
<th>Maximum Number of Children in Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1: Program for Infants, Toddlers, &amp; Twos</td>
<td>One to every 4 children</td>
<td>8</td>
</tr>
<tr>
<td>Lab 2: Program for Two &amp; Threes</td>
<td>One to every 6 children</td>
<td>12</td>
</tr>
<tr>
<td>Lab 3: Program for Three to Five Years</td>
<td>One to 8 children &amp; One to 10 children*</td>
<td>18</td>
</tr>
<tr>
<td>Lab 4: Program for Three to Five Years</td>
<td>One to 8 children &amp; One to 10 children*</td>
<td>18</td>
</tr>
</tbody>
</table>

*Lab 3 and Lab 4 separate cohorts. Preschool cohort is 1:8. SVPP cohort is 1:10

CURRICULUM PLANNING

Curriculum: Curriculum includes the child-initiated and teacher-directed opportunities for experiences offered to young children that support and enrich their development, learning, and growing independence. The Creative Curriculum is used as a guide for planning curriculum in the Lab School. Curriculum development provides the framework for planning and carrying out work with young children and their families. The Lab School’s curriculum is child-centered, interest-based, and hands-on. Although teacher directed may be used, children’s interests are considered and curriculum is adapted as needed. Each room is designed with interest centers
(blocks, dramatic play, table toys, art, sensory, library, music & movement, science, etc.) and children choose from a variety of developmentally appropriate activities throughout the day. Each program has a morning and afternoon self-selection time designed to actively engage children in learning all day long and promotes their creative expression.

Theory and research in child development, family studies, and early childhood education guide the curriculum and assessment practices of the programs. The actual activities planned within the curriculum are based on the on-going assessments of individual children. Children’s interests, strengths, needs, and development levels are used to shape curricular decisions. The documentation of children’s response within the learning environment is continuous and on-going. Such curricular decisions are based on the fundamental concepts of being age-appropriate, individually-appropriate, culturally relevant, and reflect anti-bias practices which incorporate input based on the families of enrolled children as well as societal expectations. Within the first 30 days of enrollment, parents are to be asked to assist teaching staff in the completion of the developmental screening tool called Ages and Stages Questionnaire along with the ASQ Summary Form. Throughout the year, parents may also be asked permission to have a vision screening, a hearing screening, and a social-emotional screening done with their child. Teaching Strategies GOLD is the assessment tool used to monitor and document children’s on-going growth and development. This tool is an on-line program with access through your classroom i-Pad for documentation and your office PC for assessment and parent communication. Parents should be encouraged to accept the invitation to view their child’s TSG documentation. This is the digital record, or portfolio, for their child. We do not maintain a paper portfolio for each child.

**Planned Daily Schedule and Activities for Children:** Every staff member helps implement the daily schedule and activities for the group of children, families, and practicum students in their classroom program. Staff members have responsibility for linking curriculum planning to child assessments and goals. Daily activities are based on individual assessment of the children, expressed parental goals and requests, and age-appropriate and individual-appropriate understandings of human development related to the cultural context of enrolled families. The activities are designed to match the child's developing abilities as well as challenge the child within a supportive and caring environment. Based on these assumptions, consideration is given daily for creating cognitive, social-emotional, language and physical-motor opportunities for the children. Consideration is given to the age of the children in the group, the number of adults working with the group, length of the program day, weather, and time of the year. A balance is offered between active and quiet times; large and small group activities and times for children to play alone; small muscle and large muscle activities; indoor and outdoor play times; and times for children to select materials and determine use and times for teachers to direct activities. Consistency of the schedule and daily routines, such as arrival and departure, snacks and meals, resting, self-help skills, clean-up, and transitions are carefully monitored throughout the day. In the event of inclement weather, the Atrium should be used for active play to meet ERS and NAEYC schedule standards.

**Important Information:**

**LESSON PLANS AND THE DAILY SCHEDULE ARE POSTED OUTSIDE THE CLASSROOM FOR PARENTS, OBSERVERS AND VISITORS TO READ. WEEKLY LESSON PLANS SHOULD BE ELECTRONICALLY SENT TO THE PARENT COORDINATOR ON WEDNESDAYS PRIOR TO THE WEEK IN REFERENCE TO BE POSTED ON THE LAB SCHOOL WEBSITE.**
**Individual Education Plan/Individual Family Service Plan:** If a child has an IEP/IFSP, you will be asked to participate in the development and follow-through of the plan. It is the Head Teacher’s responsibility to ensure that copies of all IEP/IFSP information are in the child’s permanent file. There must be administrative representation at any AND all evaluation planning meetings and/or IEP planning/update meetings. Teaching staff must ensure that either the Administrator or representative can attend a meeting before it is set.

**Physical Environment:** The actual room arrangement for every program is the responsibility of the head teacher and teacher. Space is arranged for individual, small group, and large group activities and interest centers typically include blocks, dramatic play, table toys, art, sensory, library, music & movement, computers, etc. Traffic patterns are carefully considered to ease transitions in activities. Individual cubbies, open and accessible shelving, and labeled storage bins and interest centers are provided to assist the children and staff in maintaining a functional and orderly working environment. The current curricular focus should be visible throughout the room, include several examples of children’s work at eye level. The work should also reflect the culture of the enrolled children’s families. Physical arrangement of each room must also take into consideration aesthetics, organization, cleanliness and the ability to supervise children and student participants. Outdoor space offers a variety of play areas where planned activities can occur. Teaching staff must always ensure that activities have appropriate adult supervision.

**Use of Themes:** Often the early childhood staff uses a unit or thematic approach to help young children learn new concepts, develop new skills, and as a way to organize curriculum planning. The particular unit or theme is based on the interests of the children and what teachers know about the families and community. They begin with what children know and see every day. Teachers typically plan their units/themes a week or more in advance and then modify the plans as they observe the children's responses to the activities and receive feedback from parents. As other events impact the children and classroom, learning is viewed as an interactive process. Spontaneity and flexibility in the changing classroom environment are key elements in the Lab School setting.

**Use of Children’s Library:** The Children’s Library should be used on a regular basis by each lab classroom. Children should be allowed to check out books for use in the lab classroom. Check out sheets are available in the Library for each classroom. Only full-time teaching staff should check out/check in Library materials to keep the Library inventory organized and accurate. The library should be used for small group interactions, puppet shows, etc. Parents are allowed to check out library materials through the Parent Coordinator.

**Arrival:** Staff shall greet children and parents by name upon their arrival. Special care shall be taken to initiate interactions with new children and assist them with their integration into the program. Parents shall also be acknowledged and greeted with the emphasis on welcoming the children and assisting with their transition from home to school. Upon arrival, each child should have direct contact with staff. Staff should be looking for any previous injuries, early detection of illness, communicable disease, or unusual behavior and document anything new.

**Departure:** Parents give us the names of people authorized to pick up their child from school. If you are not familiar with a person who comes to pick up a child, you must check the emergency contact information notebook (where authorized pick-ups are indicated) and match that information with the person’s ID. At the conclusion of the program, staff shall verify that all children have been checked out of the program before leaving the premises.
**Late Pick-Up**: Parents will be charged **$1.00/minute** after 5:30. **After 3 late pick-ups parents will be charged a $20 fee** + $1.00/minute. Teachers will record late fees on the provided form for processing. If there is a late pick-up fee, parents will receive a written notice from the Lab School Parent Coordinator of the billing amount. The fee will appear on the monthly billing statement from the University. All late fees must be paid each month. Staff members need to be respectful and considerate while explaining the Lab School policy about picking up children to parents. If a staff member has explained the policy to a parent and the problem still continues, please speak with the Administrator. Fees may be waved in extenuation circumstances, however, discretion to charge or not charge a family lies with the Administrator only.

On occasion, there may be confusion by parents on who is to pick up a child. If parents do not arrive to pick up their child from the program and parents are unable to be reached, try to contact the emergency contact persons. If staff members are unable to contact emergency contact persons, notify the Administrator or Parent Coordinator. The Administrator/Parent Coordinator will then notify the Department of Human Services or the ISU Department of Public Safety.

**Self-Selection Time**: The concept of free play (also called free choice, child-selected activities, and child-initiated activities) is a key feature of Lab School program indoors and outdoors. Each classroom is required to have a self-selection time in the morning and in the afternoon that meets the Environment Rating Scale and NAEYC accreditation requirements as outline for each age grouping.

**Tooth Brushing**: At least once a day, children will practice brushing their teeth after a meal. The Lab School provides toothbrushes for each child. Toothbrushes will be labeled with the child’s name and changed monthly or, more often, if a brush becomes contaminated. Toothpaste will be used with the children. Staff members should also clean and sanitize the tooth brush holder monthly or as needed.

**Nap time**: All children must be provided a regularly scheduled nap or resting time. Children will not be forced to sleep but may be encouraged to lie quietly for a period of time. The length of time a child should have to remain resting varies by child. There is no hard and fast rule regarding the maximum amount of time a child should have to remain resting. Staff will provide alternative quiet activities for children unable to rest. At no point should children be forced to sleep, stay still, or not move from their cots. Coercion and physical restraint are strictly forbidden and subject to disciplinary action if used. Infants will be placed to sleep on their backs, with no sleep positioners, other soft objects, or blankets in their crib. Infants will not be left asleep in car seats, bouncy seats, or other equipment not certified for infant sleep. Infants faces should never be covered while sleeping.

**Special Occasions** Holidays, birthdays, and other traditions are celebrated in many different ways throughout the world. To respect the many different customs of families that attend the Lab School, we do NOT celebrate holidays in our program.

To acknowledge events specific to a child or family (ex. birthday, new sibling), each classroom may set aside one day a month to recognize special occasions while maintaining our regular classroom routine.

If parents would like to help plan an activity for a specific month they must speak to the teacher at least **one week in advance** of the designated special occasion activity date.
“Goodie bags/treat bags” and/or food treats should not be brought to school and instead saved for out of classroom celebrations/parties parents may have for their child. When planning a child’s home birthday party, parents should consider inviting all of the children or none. If this is not possible, parents should mail invitations directly to children’s homes to avoid sad or hurt feelings.

**Guns and Violent Play:** Play involving guns, weapons, or war play is prohibited in Lab School programs. Neither real nor play guns or weapons brought to the Lab School will be removed immediately until the item can be returned to the parent. The child will be involved with this process. When children engage in play with violent overtones (war, pretend shooting, etc.), teachers will redirect the children to more constructive types of social activity. Bullying behavior is considered violent play and is unacceptable; it will be handled quickly and is taken seriously. Parents are asked to help us enforce this “no guns/weapons, violent play, and non-bullying” policy. (See Parent Handbook)

**Pets in the Program:** Animals kept on-site shall be in good health with no evidence of disease. They also must have a disposition as to not pose a safety threat to children and they must be maintained in a clean and sanitary manner. Documentation of current vaccinations shall be available for all cats and dogs. No ferrets, reptiles, including turtles, or birds of the parrot family shall be kept on-site. Pets shall not be allowed in kitchen or food preparation areas. (DHS Child Care Licensing Standards and Procedures, 10/99)

**GUIDANCE STRATEGIES and POLICIES**

One goal of the Lab School is to help children develop a positive self-image. We hope to encourage children to be self-directed and to exhibit self-control. In order to do this, children need the opportunity to build a healthy self-concept (knowing who one is as a person, knowing one’s talents, strengths, and limitations). This includes giving children respectful, but honest feedback, acknowledging their accomplishments, helping them cope with their limitations, helping them to realize their own potential, continuity in their schedule and daily activities, and continual development of strengths.

Young children, due to their developmental age, are not capable of understanding the ramifications of many of their behaviors; therefore, they need to be encouraged to make good choices and to be prevented from harming themselves and/or others. This can best be accomplished through close supervision, gentle guidance, and, most importantly, redirection. Children need to learn to identify and express their feelings. However, often this requires the teacher to verbalize these feelings for them. For example, if we see a child about to hit another child for taking a toy away, we will prevent that child from hitting the other saying, "That really made you angry when Billy took your toy. You wanted to hit him." Help the child say, “It's mine, I'm playing with it." This way, we hope to prevent one child from hurting another and at the same time help that child to learn to identify feelings and verbalize expectations.

Another important disciplinary approach is to remember that small children are very egocentric. They are not yet capable of understanding the concept of sharing and taking turns. Therefore, it is our responsibility to lend guidance through redirection to other activities when conflict situations occur. Caring for young children requires a lot of patience, as they often need to be reminded about safety rules over and over again. Each ground rule will be stated clearly and precisely to help children follow the rule by showing other acceptable, safe activities. We will most often state directions in a positive manner as young children have a hard time
comprehending the words "don't" or “no.” Role play helps children develop words to express emotions. Signed contracts help children affirm their commitment and resolve to change their behavior.

At no point are harmful discipline strategies utilized (ex. physical punishment, psychological abuse, coercion, hitting, shaking, withholding food, threats, derogatory remarks, etc.). Each member of the teaching staff is a Mandatory Child Abuse Reporter through the State of Iowa.

With older preschoolers, the emphasis shifts toward teaching children how to solve their own problems and conflict resolution.

**Specific Guidance Strategies Used by Lab Staff and Students:**
- Maintaining realistic expectations of children
- Providing clear and simple limits
- Planning an environment that facilitates a caring atmosphere
- Keeping children busy to prevent problems from occurring in the first place
- Modeling appropriate behaviors
- Teaching appropriate behaviors and social skills and re-teaching as needed
- Redirecting inappropriate behaviors toward desired outcomes
- Giving children choices between two appropriate alternatives
- Encouraging children to work together to solve problems and make cooperative decisions
- Encouraging children to use their words to solve problems or to elicit peer cooperation
- Understanding the function of a child’s inappropriate behavior and teaching appropriate replacement behaviors
- Providing logical and natural consequences for children’s actions
- Removing children from the situation until they are calm and able to discuss the problem
- Conflict resolution (for older preschoolers)
- Providing an engaging environment with enough activities for all children with minimal waiting
- Maintaining a consistent daily schedule with only some variation when appropriate (the librarian coming once a month, for example)

**Positive Guidance**: Positive guidance strategies are practiced to keep children constructively involved with satisfying and challenging learning activities. Clear expectations, appropriate behaviors, and social skills are taught and retaught as necessary to the children. Children need to experience repetition. It is expected that relatively few rules and "don'ts" are used, such as, you can't hurt another person, no running indoors, and you can't leave the classroom or playground without an adult. Generally, young children have constructive/positive experiences when teachers:
- understand each child’s temperament,
- develop meaningful relationships with each child,
- prepare and plan for each child,
- work to understand the function behind children’s behaviors; and
- positively and firmly manage the daily schedule and classroom space.

At no point is harmful discipline strategies utilized (ex. physical punishment, psychological abuse, coercion, withholding food, threats, physical restraint, etc.). Each member of the teaching staff is a Mandatory Child Abuse Reporter through the State of Iowa.
Adults provide support, focused attention, physical proximity, and encouragement to the children throughout the classroom day. Self-control is facilitated. The natural, expected sounds of the early childhood classroom are giggling, whispering, animated voices, relaxed talking, and sounds of engaged children, as well as occasional crying, shouting, and frustrated voices. It is sometimes necessary to enforce guidance limits either by planned ignoring, removing the material, or removing the child from the situation. It is understood that teaching age and individually appropriate behaviors are necessary until the behaviors are within the child's repertoire. Classroom staff members and student participants are critical role models for young children in offering and maintaining a constructive classroom learning environment for children, parents, teachers, and students.

**Removal, Suspension, & Expulsion:** While we believe in the high quality care and education provided at the Lab School, not every child/family will find success within our program for various reasons. Our goal is to provide an educational environment that supports children’s growth and development though developmentally appropriate curriculum and experiences while fostering the diversity of the families and children we serve. We seek to accommodate a wide range of individual differences, it is only in unusual circumstances where it may be necessary to remove a child from a program for a day, a week, or permanently. We use this as a last resort after all efforts and means available to us have been exhausted.

Efforts to master success in the classroom include, behavior management plans, adjusting the environment, working with the parents to ensure home and school are consistent in developmentally appropriate expectations, bringing in outside experts from our early childhood education department or the Area Education Association, Individual Education Plan, etc. Parents are involved in every step of the process. The Head Teacher will keep the Administrator as informed as necessary based on the needs of the child and the classroom.

In general, children cannot be removed from the classroom as we do not have adequate staffing to keep the room within ratios. Children cannot be placed in another classroom as this may alter room ratio and we do not have adequate staffing for that scenario. Should a child be an immediate danger to himself or others, the administrator will be contacted, then the parents if that is determined to be the appropriate course of action. If it is determined that a child will be removed for the day, etc., the teaching staff with permission from the administrator will contact the parents to schedule a conference to discuss the situation and to make plans for the child; the administrator (or his/her representative), the teachers, and the parents shall be present at this conference. Every effort will be made to ensure a healthy environment in each program. Head teachers are responsible for keeping the Administrator informed about children experiencing challenging behaviors and events, the guidance strategies they are using with these children, and the ways they have informed and involved the respective parents in these situations. Physical and emotional safety for all children and adults is a fundamental assumption in our programs. The best interest of all involved will be considered. In very rare instances, it may be necessary to remove a child permanently. Our policy is based on the research and recommendations NAEYC and the U.S. Department of Health and Human Services Office of Early Childhood Development. To read the full brief: [https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ecz-expulsions-suspensions.pdf](https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ecz-expulsions-suspensions.pdf)

**Referral of services for a child:** There are times when a child’s development falls behind that of his/her peers or displays behaviors atypical of that age. In these instances, staff document the behavior that has signaled a concern. We document through TSG and anecdotal notes in order to
create a full picture of the concern. We then, first, work to determine if we are able to work within the Lab School to help the child gain mastery of the issue. In many cases this will mean creating a plan for the child that fits best with his/her needs. In some cases, such as with a speech concern, we will have to refer to AEA to gain the necessary therapist for the child. In cases of behavior or social issues, we create the plan and implement it for a period of time. During this time we are using our network of experts in the ECE department to help brainstorm, observe, interaction, and guide us in order to help the child. If these strategies produce no positive results, then we refer to AEA for observation. In order for AEA to come observe/interact with a child we must have a consent form signed by the parents. As the parents should be involved in each above step, this should be easily obtained.

BITING POLICY

Biting is a common behavior among children birth to three-years-old in group care. Every effort will be made to determine the reasoning or the function behind the biting behavior so that we can try to figure out what teachers and parents can do to teach the child more appropriate responses than biting.

When biting occurs, teachers will record incidents and document observations to better understand the context before and after a bite (where, when, how, who), as well as noting when the behavior is absent. Teachers will also note the location and availability of staff during the incident to ensure proper supervision is taking place. As staff members are working to better understand why the child is doing the behavior, they will work to be proactive in striving to prevent future incidents.

Children bite for many different reasons. Some of the reasons include, but are not limited to, exploration, teething, investigating cause and effect, attention, frustration in expressing needs or wants, becoming independent, learning to play with other children, anxiety, or feeling threatened by new or changing situation.

When a child bites another child, staff will

- Intervene immediately.
- Help the child who was bitten by showing concern and support. First aid will be given such as washing the wound with soap and running water as well as providing a bandage for an open wound and an ice pack if needed.
- Work to teach the child with the challenging behavior in a caring and firm way that the behavior is not acceptable as well as alternate behaviors that are acceptable.
- Reinforce positive behaviors.
- Provide a confidential incident report to the parents of the bitten child, while a confidential biting report will be provided to the parents of the biter. These forms assist in documenting and identifying patterns so that staff can work to prevent future incidents by changing the environment and implementing intentional teaching strategies (social-emotional supports). A copy of the incident or biting report will be kept in the child’s individual file. Confidentiality will be maintained by not using other children’s names on the forms and training staff to not release children’s names when questioned.

If the biting continues, we will

- Meet with the parents of the child who is biting to plan strategies for supporting child in positive social behaviors.
- Assign a teacher to shadow the child as much as is possible within the confines of group care.
• Consider if changes to the environment and/or routines will assist in reducing future incidents.
• Seek consultation for assistance if needed.

On the very rare occasion that the biting continues without improvement, the Lab School reserves the right to ask the parents to remove the child from the program so that the parents can find another learning environment that will better meet the child’s individual needs.

OUTDOOR LEARNING

The outdoor learning environment is considered an extension of the indoor learning environment; both indoor and outdoor play is an integral part of the early childhood program. Walking around and supervising the entirety of the playground is required. Children are NOT to go inside unsupervised. Please have a teacher stay by the doors to monitor children when inside getting a jacket, going to the bathroom, etc. Practicum students also are not allowed to ever be alone with children which does include taking a child inside for a short period of time.

Teachers plan for outdoor play with the same considerations for active participation that is used with indoor activities. Various areas of the playground are considered when planning and a variety of vigorous and less rigorous physical activities are implemented daily throughout the year. Teachers, along with TAs and practicum students, are involved outdoors with the children in various parts of the playground rather than positioned in “adult groups” talking with each other. The posted daily activity/lesson plan reflects a variety of outdoor activities, rather than only a listing of equipment/materials. Ideally, indoor thematic/unit planning is reflected in the planning for outdoors as well. Outdoor play is more interactive and thoughtful than recess.

Children have a scheduled outdoor time daily when they are the sole group of children using the playground space. Their activities, equipment, and materials have been organized as a learning opportunity. During very cold or very hot temperatures; the Lab School Storekeeper will check the temperature mid-morning and mid-afternoon and share that information with the teachers. The teachers will then determine if it is advisable for the children to go outdoors and for what length of time. Temperatures below 10 degrees and above 90° are often considered risky for young children. (See classroom temperature charts.)

Parents are encouraged to send their child to school with the necessary sunscreen lotion (SPF 30 or above is recommended) and DEET insect repellent. As required by NAEYC accreditation, DEET insect repellent will be applied to children once per day, as needed, and may not be applied to children under the age of two months. The Lab School will provide insect repellent for children but parents may bring a specific product to be used if they choose to do so. Children and teachers are encouraged to wear hats and clothing to protect oneself from exposure to the sun. Children are NOT allowed to wear sweatshirts/jackets/tops/hats which tie around the neck. If a child has on a clothing item that ties around the neck, please ask the parents to remove the string or provide the program with different attire for their child. Additionally, the Lab School does not recommend that children wear open toed or open back shoes.

All staff must take a first aid backpack and emergency fanny pack outdoors with them. Before returning indoors, inspect the playground for a child who may be hiding, use the Transition Checklist, and head count to make sure each child is present.
FIELD TRIPS/PROGRAM ENHANCEMENT ACTIVITIES

Labs 1 and 2 are budgeted $100/fiscal year for the cost of field trips/program enhancement activities (or parent/child activities). Labs 3 and 4 are budgeted $150/fiscal year for the cost of field trips/program enhancement activities (or parent/child activities). The cost of the event (including paying for any extra staff required) will be taken from each room’s budgeted amount. Teachers should know their group of children and have the field trip/program enhancement activity be relevant to the children’s daily activities and interests.

Field trip backpacks have been prepared for each classroom to offer safer field trip experiences for children, students, and staff. The contents are the responsibility of each head teacher. When leaving the Lab School premises, post a note on the door telling time of departure, destination, and approximate time of return so parents and observers will know when to expect your return. Whenever away from the Lab School take the classroom first aid backpack (including the children’s emergency contact information) with you. Only one lab program should be away from the Palmer Building at a time.

Rules Related to Transportation:
- Walking or public bus (e.g. CyRide) is the only acceptable transportation for field trips.
- The Transition Checklist and head counts shall be taken before leaving the facility, when arriving at the field trip location, at various times during the field trip, if going to a second location, and when returning to the facility.
- When children exit the public bus, a staff member shall inspect the bus to ensure that no children are left on or under seats.

Field Trip Form: A Field Trip form needs to be completed at least two weeks prior to the field trip. (See forms to ensure notification of lab school personnel, student participants, and parents.)

Field Trip Permission: Make sure each parent has granted permission for their child to participate in field trips. Every field trip must be announced prior to the trip to allow parents the opportunity to keep their child at home if he or she does not want the child to participate on the trip. Staff should use professional judgment when deciding whether or not to continue a planned field trip during inclement weather.

Field Trip Emergency Plan: An extra paid staff must be included in ratio for any event away from the Palmer Building. In the event of an emergency, the teachers should call 911 immediately. Parents of the child or emergency contact for the employee will be called, followed by a call to the administrator.

DOCUMENTATION POLICIES

Developmental Screenings: Within 30 calendars days of enrollment and within 30 calendar days of the beginning of each school year, all children will receive a developmental screening. The screening will be used to compare a child’s development relative to normative scores of a similar population of children. The Ages and Stages Questionnaire (ASQ) is used in the Lab School as the screening tool. This tool should be completed by the parents. The parents should also be asked to complete an ASQ Summary Form. This information from parents should be used by staff to develop goals for the child. If a child is discrepant in any area, the teaching staff will
meet with the parents to explain the area of concern and ask for parent permission to make a referral if necessary. Teaching staff may also use the Ages and Stages Questionnaire: Social-Emotional (ASQ: SE) as a screener for a child’s social emotional development. It is recommended that this form be completed by parents for their perspective of the child’s development in the home environment and by also by teachers to glean the staff’s perspective of the child’s behavior within the school environment. The two forms should then be compared.

**Child Assessments:** Assessments of each child’s development in early care and education programs are essential to planning learning experiences that are developmentally, culturally, socially, and individually appropriate. The Lab school uses Teaching Strategies GOLD as an ongoing assessment tool. In the Lab School:

1. All staff is continually involved in assessment of children.
2. Observation is the primary method of assessment and includes gathering information in the following developmental areas: cognitive, social-emotional, physical and language.
3. Work samples are used to document each child’s progress.
4. Ongoing assessment is used to develop narrative or checklist summaries of each child’s development.
5. The summaries guide daily planning for the individual child, small group, and the total group.
6. Summaries facilitate the sharing of information during parent conferences.
7. Work samples, portfolios, and summaries are not released to persons other than selected information to practicum students outside the Lab School without the parent’s written authorization.
8. Practicum students use observations to gather other assessment information and may use work samples, portfolios, and summaries as part of class assignments. If any of this assessment information is used in the practicum student’s professional portfolio required for teacher licensure, children’s names and photographs of children will be removed. Permission from the parents should also be gotten if copies of a child’s work are removed from a child’s portfolio.
9. At the end of the school year, copies of important assessment information, including the Child Assessment Portfolio Summary Form and the Family Conference Forms, should be in the child’s permanent file in the lab school office. Other materials should be passed on to the child’s next teacher or remain with the current classroom (if remaining in the class for another year). When a child is leaves the lab school permanently, these other items may be given to the parent. Also when a child leaves the program, his or her permanent file, including copies of the Child Assessment Portfolio Summary Form and Family Conference Forms, is stored in the lab school archives.

**Enrollment:** Teachers shall refer parents to the Parent Coordinator regarding any enrollment issues. Prior to enrollment, parents should be encouraged to have their children visit and gradually ease into the new program. However, due to liability issues, parents must remain with their child during the pre-enrollment visits.

**Attendance:** The Transition Checklists serve as classroom attendance documentation. These should be turned in daily to the Parent Coordinator. Please note that attendance forms MUST have initials for who picked up the child each day.

**Late Pick-Up:** When a child is picked up late, a late fee form must be completed and provided to the Parent Coordinator for billing.
**Change of Information:** If information regarding a parent or family changes, please ask the family to complete an “Enrollment Update” form and give the new information to the Parent Coordinator to update the child’s file.

**Health Incident Form:** Each time a parent is contacted regarding symptoms or health concerns (a child is either sent home or absent from school due to an illness), staff members will complete a health incident form. A copy of the form will be given to the Parent Coordinator to be placed in the child’s permanent file.

**Medication Authorizations:** It is preferred that all prescription and non-prescription medication be given to a child at home. In the event medication does need given during child care hours, it is preferred a parent come to the Lab School to administer the medication. Only Lab School staff with medication administration training are allowed to administer medication if all of the following conditions are met:

- Prescription medications must be provided in the original container labeled with the child’s full name, name of the medication, dosage, name of prescribing physician and date prescription was filled.
- Over-the-counter medications must be provided in the original container labeled with the child’s full name.
- A Request for Medication Administration form must be completed and signed by a health care professional and a parent/guardian. These forms are available from the Parent Coordinator. This form must be completed for administration of either prescription or over-the-counter medications.
- Trained staff have time to administer medication while still maintaining classroom ratio requirements.

Physicians must indicate a start date and end date (no longer than one year) for the medication authorization to be in effect. Over-the-counter medicine includes such items as medicated lotions, cough drops, ibuprofen, etc. The medication and all paperwork should be placed in a Ziploc bag together so as not to contaminate other medications which might be stored in our locked medication box. The only exceptions to medication not stored in the locked medicine box are diaper cream (which may be stored in an out-of-child’s-reach diaper cubby) and emergency medication such as Epi-pens and Benadryl (which may be stored in the Emergency Pack). The trained staff member will document the medication, the dosage and the time it was given immediately after administration on the correct form. Expired forms will be placed in the child’s individual file. Unused medicines or Epi-Pens will be returned to the family or disposed of if the child is no longer in care.

**Seizure Health Care Plan:** Seizure Health Care Plans shall be on file for any children who have seizures. A copy of the care plan will be in the child’s permanent file and also in the classroom emergency notebook. These forms will be updated annually.

**Allergy Action Plan:** Any children with allergies should have an allergy action form posted visibly in the classroom with their picture. If the allergy is related to food, notice should also be given to the Storekeeper for posting in the kitchen.

**Asthma Action Plan:** Any children with asthma should have an asthma action form posted visibly in the classroom with their picture. This form must be signed by a physician and parent.
**Emergency Health Care Plan:** Emergency Health Care Plans shall be on file for any children who have special health care needs not covered in the previously listed forms. The form shall be developed based on the specific health concern of the child with assistance from the parents and the physician. A copy of the care plan will be in the child’s permanent file and also in the classroom emergency notebook. These forms will be updated annually.

**Incident Form:** Staff members should keep accurate records regarding all accidents and incidents that occur in the lab school. Document on an **Incident Report Form** ALL head injuries, any visible injuries (e.g. scraped knee, etc.) and any injuries causing the child prolonged discomfort.

**Biting Form:** Please document all biting incidents on an **Incident Report Form** for the child that was bitten. For the child who did the biting, please complete a **Biting Report Form**. Please follow instructions on form regarding required copies. A copy of the form must be kept in the child’s permanent file in the lab school office.

**Parent-Teacher Conferences:** Documentation on the **Family Conference Form** regarding conferences should be kept in the child’s permanent file. Each child should have at least two conferences each year. Parents should also be offered a conference prior to permanently leaving the program.

**Legal Documentation:** The Lab School recognizes that all families are not structured similarly and that some families may live apart due to a variety of circumstances. The Lab School teachers and staff are sensitive to the needs of children in these situations and will work to support the entire family. We are happy to provide duplicate information in the child’s mailbox to accommodate both parents’ need for information. If you are aware that a child’s family members are experiencing transitions or legal issues, please alert the Parent Coordinator and Administrator so we can request the formal paperwork. Court orders shall be kept in the child’s permanent file in the lab school office.

Unless we have the appropriate paperwork, we cannot keep a child’s biological mother or father from picking up his or her child. When we have the appropriate paperwork and a parent tries to pick up the child in a manner that is inconsistent with the legal documents, we will call the police and then the other parent. We will ask that the police mediate the situation and determine who is allowed to take the child home.

**PARENT INVOLVEMENT**

Parents are critical members of the home-school team in our Lab School programs. Through informal daily contact during daily arrival and dismissal, parents and teachers come to understand and appreciate one another. Parents are encouraged to use the classroom observation booth for spontaneous and planned observations of their child and the program. Parents are encouraged to serve as resource persons for the program and to visit the classroom during regular and "special" days. Formal opportunities to work with one another include the following: twice-a-year conferences (and as requested by either the parent(s) or the teacher), written records of the child's development and learning, individual notes, newsletters, and parent meetings. Parent bulletin boards are available to exchange information. Parental goals for the child should be determined and documented when a child begins the program and updated at parent-teacher conferences. **Parental insights and knowledge regarding his or her child is a fundamental**
premise for the Lab School parent involvement program. Teachers are responsible for establishing and maintaining frequent contact with families.

**Advisory Group:** Each Lab classroom has two parent representatives to the Advisory Group. The Head Teacher, along with the Administrator, is responsible for recruiting/selecting at least two parents to serve on the Advisory Group which will meet quarterly.

**Planned Parent/Family Events:** Staff will work to plan two fall activities, two spring activities and one summer activity to involve parents and families in their child’s program and education. There should be a total of 5 events throughout the calendar year. These events should provide a variety of atmospheres – social, educational, informative, etc. and should be held at an array of times (morning, afternoon, evening). Please post these events on the Lab School Events Calendar in Microsoft Outlook and be sure to keep in mind the parking situation when planning an event. Notify the Storekeeper to alert the Department of Public Safety about parking when planning an event at least one week in advance. Staff may use classroom budget field trip/parent activity money to assist in paying for the events. (For more information, please see Field Trip/Program Enhancement section)

| Parent conferences for children will be scheduled for the fall and spring. Teachers will send out notices regarding the specific time. |

**RELATIONSHIPS WITH PARENTS**

Each teacher should know each child and his or her parent(s) by name. It is also important that each teacher be able to identify people other than parents who are permitted to take children home. If you do not know the individual picking up the child, consult the Emergency Contact Information Notebook to match identification with driver’s license or other picture ID.

**Family Arrangements:** The Lab School recognizes that all families are not structured the same and that some families may live apart due to a variety of circumstances. The teachers and staff are sensitive to the needs of children in these situations and will work to support the entire family. If needed, teachers should provide duplicate information to accommodate both parents’ need for information. If information is needed by the staff regarding custody, child pick-ups, etc., please talk with the parents and alert the Parent Coordinator and Administrator regarding the need for formal paperwork.

**Gift Law:** According to Iowa law, ISU workers are state employees and cannot accept a gift over $3. If parents want to show appreciation, suggest a gift for the classroom or Lab School such as a hardback book for the Children’s Library.

**Policy for Handling Complaints from Parents:**

a. Remember at all times that no matter what a parent may say or how a parent may act, in the parent's estimation, the most important person in the entire program is his or her own child. Respect that fact.

b. Remember that you are providing a service and when anyone pays for services, the person does have the right to voice complaints if one is not completely satisfied with the type of service received.
c. Resist the temptation to "dodge" the complaining or overly concerned parent with an "Oh, that pest" kind of attitude. Try to put yourself in the parent's place and try to understand that generally the parent is really asking for is help, guidance, and a listening ear.
d. Don't hesitate to acknowledge that a situation might be dangerous. Agree to observe and discuss the possibility of changing a procedure or replacing certain equipment. In other situations, you can explain to a parent that even though something may look dangerous, your experience (and that of others) has shown that it is not dangerous.
e. When another teacher is being criticized, you have the delicate problem of supporting your co-worker while at the same time recognizing that the parent may have a legitimate complaint. Respond carefully. Encourage the parent to express the concern to the teacher with whom there is a concern. If they have already done so, suggest to the parent that they discuss the concern with the Administrator.
f. Acknowledge that accidents do happen; children do get hurt. This is why we have constant supervision and safety rules. Emphasize that when a group of children are playing together, there is always some risk involved. Let the parent know that teachers' responsibilities include allowing the child to participate in as many learning experiences as possible, trying to make those experiences positive ones, while at the same time trying to keep the child safe - both physically and psychologically. Make sure you always write an incident report when there has been an accident with injury.
g. Major complaints should be directed to the Administrator, so that he/she can take time to handle them in a way that reflects the school's philosophy. A teacher might say, "Well, that is a serious problem. I think you should talk to the Administrator about it." Teachers should inform the Administrator about any complaint so that he/she is prepared to respond to the parent's complaint.
h. Many complaints can best be handled by clarifying to the parent what is typical behavior for a child of a certain age. Continual education and reeducation of parents will lessen the number of complaints you receive.
i. Whatever you do, always remember that you are not expected to please everyone all the time. Be gracious, considerate, and helpful. But, at the same time, stand up for the Lab School principles and use the situation as a way of explaining how to handle difficult circumstances.

Use the following principles as a guide when handling complaints:

1. **Listen** carefully. Many times a person just needs an opportunity to air his or her feelings.

2. **Repeat** what you have heard the other person say, trying to summarize it in one sentence. For example, "You seem to be saying that I'm unfriendly because I don't always greet Johnny at the door. You feel this is the main reason why Johnny doesn't like school."

3. **State the changes** that you think the parent would like to have made. For example, "You would like me to greet Johnny immediately when he comes to school."

4. **State what you will do**, while supporting your co-worker. "I will talk to _____________. Sometimes the most perceptive teacher might overlook the importance of something like this."

5. If you know what Johnny's problem really is, and the parent seems receptive, this might be the time to bring it up. For example, "Would it be possible to bring Johnny to school a little earlier each day? Sometimes, when he arrives as late as he does, all of the other children are involved in their play activities and he may feel somewhat left out."
NUTRITION AND FOOD SERVICE

The ISU Lab School participates in the Child and Adult Care Food Program (CACFP) for rules and guidelines related to meals and meal service. Each staff member must have 1.5 hours of nutrition related training each year. As a requirement of the CACFP program, staff members are restricted from any other forms of employment which would interfere or conflict with their performance of the CACFP duties as assigned.

Iowa CACFP Non-Discrimination Policy:
“It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.7 and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; web site: http://www.state.ia.us/government/crc/index.html”

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html. Or at any USDA office, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202)690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

Prior to meal service, the tables must be washed with soapy water. Staff members should then sanitize each table prior to the serving of meals and snacks. Each table shall be sprayed with a sanitizing solution (bleach and water, stored in a spray bottle) and either air-dried or wiped with a clean, dry paper towel. Staff shall sit with children and supervise during mealtimes. Mealtimes should be considered a positive learning experience for children. They will be encouraged to use good table manners while eating family style. Teachers sit and eat with their group modeling appropriate behavior and conversation. Children should be encouraged within their abilities to scoop their own food, pour their own drink, clean up their own spills, clean their area after eating, etc. Children should be encouraged to try new foods. They should never be forced or bribed to eat. When children have completed meals and snacks, the tables should be cleaned and sanitized.

Nutritious snacks are served mid-morning and mid-afternoon. The Storekeeper plans snacks for the classrooms as an integral part of the curriculum and as part of the child's daily nutritional requirements following guidelines of the Child and Adult Care Food Program (CACFP). Snack time is an opportunity to foster positive attitudes toward food and nutrition, to try new foods, to learn to feed oneself, and to eat with a small group, and engage in conversation in a relaxed environment. Familiar foods from the children's cultural background are incorporated into the snacks.

Lunch is catered by the ISU Dining Services. Staff not eating lunch with the children may make arrangements with the Storekeeper to order a school lunch at cost.
The Lab School follows *Caring for Our Children, Third Edition*, Nutrition for Infants, pages 162-174, for policies and procedures related to the feeding of infants. This includes policies on bottle feeding and also the introduction of solids.

CACFP food regulations restrict food brought from home. If food exemptions are medically-necessary, documented and the Lab School cannot make accommodations, the parent may be asked to provide a supplement/substitution. If a parent provides a supplement/substitution, foods must meet CACFP regulations: food must be in original, unopened packages with a food ingredient label. The Lab School is a “nut-sensitive” facility. This means that we do not knowingly serve or store nuts or nut products inside the Lab School.

As an important part of our curriculum, meals are learning experiences for children. Small groups come together to socially interact, which fosters self-help skills and good nutritional habits. Conversation is encouraged at meal times and snacks. Parents/guardians are encouraged to join their children for lunch or snacks whenever possible. We do not allow parents to bring lunch from outside the Lab School. We feel it is important for parents to be a role model for good eating habits by consuming the same food as the children. Lunch can be purchased at a nominal fee and a one week notice. If parents prefer not to eat, they may still sit with their child to foster positive social skills.

Also, if a child is not here by 8:30 a.m., but will be here for lunch – parent’s should call the child’s classroom teacher so we have a correct lunch count. Parents should call by 8:30 a.m. to report their child’s absence.

Food preferences/supplements will not be allowed in Labs 2, 3, or 4 unless proper medical documentation is on file with the kitchen and Parent Coordinator. Lab 1 will allow limited accommodations based on individual needs.

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**WRITTEN MENUS FOR SNACKS AND LUNCH ARE POSTED FOR THE PARENTS and OTHER INTERESTED PERSONS**

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**NUT SENSITIVE POLICY**

To provide a safe learning environment for all students and staff at the Lab School, our school has declared itself a Nut Safe Environment. We do not knowingly serve or store nuts or nut products. This means that all children and adults should refrain from bringing to school any food products that contain peanuts, peanut oil and peanut butter.

Allergies to peanut or tree nut products are potentially fatal. An allergic child or adult, either through consuming, touching or even smelling the product, can go into anaphylactic shock or die within minutes.

All parents/guardians/staff are asked to check ingredient labels on all food products brought into the Lab School. Children who eat peanut butter at home before coming to Lab School should wash their hands before leaving home.

If peanuts/nut products are found at the Lab School, they will be disposed of immediately to inhibit accidental exposure to children/staff with potential or known allergies.
EMERGENCY PROCEDURES

During any emergency, remain calm.
Children need much more assurance in times of disaster.
No staff member except the Administrator is to speak directly with the media.

Lab School closing in Inclement Weather: The Child Development Laboratory School will be closed when Iowa State University closes its offices and on occasion, when specifically announced, for the ISU Lab School. If ISU only cancels classes, the Lab School will likely remain open. Families will be contacted by e-mail, as well as notification of closure or delay will be posted on the ISU homepage under “News”, as well as on the KCCI News Channel 8 weather alerts. If, however, in the rare circumstance that there are not enough staff on site to meet the required staff per child ratios, the Lab School is not permitted to operate. We will try to communicate this message to as many parents as possible through phone calls or e-mails.

Staff members are expected to report to work during inclement weather unless they have received approval from the Parent Coordinator and/or Administrator to be absent. Vacation time will used for those staff members.

Emergency Fire Procedures:
1. If you detect a fire, pull the nearest fire alarm signal (small red box mounted on wall).
2. Exit the building immediately. IF it is a relatively small fire and you have taken fire extinguisher safety, extinguish the fire. (PLEASE NOTE, if you are responsible for the care of children, see below and evacuate the children first)
3. Use the nearest telephone to call 911.
   • Give the location as the Palmer Building, 2222 Osborn Drive on the Iowa State central campus.
   • Describe where the fire is located.

If the fire alarm sounds when you are on duty in the Lab School:
1) Assist with the evacuation of children and adults in your classroom.
2) Take the attendance clipboard and backpack with you:
   a) Teacher nearest the main exit leads children through that exit, across parking lot 43 to the ground floor of Bessey Hall. Keep children and staff of each laboratory together as a group. If an alternate route is required, the first option is to take children out the playground exit to the far end of the playground. Once headcount has been taken, an second alternative is to move outside of the playground, across the MacKay quad, and into LeBaron Hall.
   b) Teacher farthest from the exit checks to make sure all children and adults have left the room.
   c) When the adults and children are assembled at the appropriate, safe location, each head teacher should use Transition Tracking Sheet to determine that all children and adults from the group are accounted for.

FIRE EMERGENCY DRILLS WILL BE PRACTICED MONTHLY ALTERNATING BETWEEN THE VARIOUS EVACUATION ROUTES FROM THE CLASSROOM
All drills will be initiated by and records maintained by the Lab School Storekeeper.
All teachers, teaching assistants, undergraduate employees, the Administrator, Parent Coordinator, Kitchen Helper, and Storekeeper are required to have fire safety training at the time of employment and annually thereafter.

**Emergency Tornado Procedures:**
If the Ames tornado sirens sound or if a tornado warning is received when you are on duty in the Child Development Laboratory School:

1. Assist with the moving of children and adults in your classroom or assigned classroom to the designated shelter area (Hallway between Labs 1 & 2). **Take the Transition Checklist and backpack** with you and join your laboratory group in the area designated for your classroom.
   a) Teacher nearest the hallway exit leads children through that exit to the hallway.
   b) Teacher farthest from hallway exit checks to see that all children and adults have left the room and the outdoor play area.
2. All classrooms of children and adults should go to the assigned area. All classrooms are assigned a secondary tornado shelter to be used if time does not allow the group to go to the Lab 1 & 2 hallway. Please see evacuation maps located in each room for information pertaining to that room.
3. All children and adults must sit on the floor and remain in the assigned area until an all clear is received. **When children and adults are assembled, one teacher from each lab uses the Transition Checklist to check that all children and adults are in their assigned area.**

During the tornado warning, the Lab School Parent Coordinator, Storekeeper and/or Administrator will monitor the weather information and keep Lab School personnel informed of emergency weather changes.

**TORNOADO EMERGENCY PROCEDURES WILL BE PRACTICED MONTHLY**
All drills will be initiated by the Lab School Storekeeper and records will be maintained by the Parent Coordinator.

**Lightning:**
If lightning is observed by staff while out-of-doors, children will immediately be directed to return to the building.

**Dangerous Adult Procedures:**
A dangerous adult would include someone exhibiting inappropriate behavior, bearing arms, and/or showing signs of intoxication from either alcohol or drugs. This also includes any person that is prohibited by court order (copy obtained in child’s file) to see or transport the child:
1. Staff in the immediate area will position themselves between the children and intoxicated parents/intruders in center, when possible given the situation.
2. Staff should attempt to have the intoxicated parents/intruders move to the hallway and close the classroom door, while someone contacts the Child Development Lab School Administrator directly or by telephone 294-7478 to assist with the situation.
3. Administrator and head teacher will talk with the intoxicated parent about alternative arrangements for transporting his or her child(ren) home while another authorized pickup person is contacted. Children must be released to the intoxicated individuals (parents or other
designated drivers for the child), if another pickup person cannot be contacted. Staff should inform the parent that police will be called about this situation. Call ISU Public Safety (4-4428) and inform them of this situation.

4. Administrator will request the intruder leave the Child Development Building. If there is resistance, ISU Public Safety will be contacted (4-4428). Proceed as directed by police.

In the event of notification of an armed or dangerous person on campus, the Lab School would follow the procedure noted below as shelter-in-place. For the safety of everyone, the school would be kept in “lock-down” status. This would mean that staff and children would not be permitted to leave the facility nor would anyone be allowed to enter until the “all-clear” message is given by public safety officials.

**Emergency Medical/Dental Situation:**
If a child is injured or becomes ill after arriving at school, the parent will be called. The Enrollment Update Form requires home, office, and emergency phone numbers. It is the parent’s responsibility to update the family’s emergency contact numbers. If we cannot reach a parent, the emergency contact will be phoned. If a child needs immediate medical attention, the teacher will immediately call 911. Then the parent or the child's physician will be called. A staff member will accompany the child to the hospital, bringing records and all parent permission forms. Similarly, if a child experiences a dental injury, the child’s dentist will be called, as well as, the parent or emergency contact person.

**Missing or Abducted Child Procedures:**
1. In case of missing child, the head teacher will make every attempt to locate the missing child in the immediate area while another designated adult calls the Administrator and Parent Coordinator to assist with the search. ISU Public Safety will be contacted (4-4428) within a reasonable amount of time, and the head teacher, Parent Coordinator or Administrator will contact the parents.
2. In case of an abducted child, the head teacher will immediately contact the Child Development Laboratory School Administrator, the ISU Public Safety (4-4428), and parents. (DHS Child Care and Preschools Licensing Standards and Procedures, 10/99)

**Severe Winter Weather:**
Every effort will be made by the Child Development Laboratory School Administrator (or designee) to monitor weather conditions throughout the school day. The Lab School will be cancelled under actual or potential blizzard/ice storm conditions following the local Weather Advisory reports as well as closing of the ISU campus. Regular classroom activities will continue until parents arrive.

**Power failures:**
Teaching staff members will make every attempt to remain calm and to reassure the children about the power loss. Teachers and children will remain in the classroom, as practical, or on the outdoor playground until power resumes. If a long-term solution is required, school will be cancelled and parents contacted. The Child Development Laboratory School Administrator (or designee) will contact ISU Public Safety (4-4428) and/or designated web sites to announce school closing while other staff phone and/or e-mail (if possible) parents to announce the school closing.
**Bomb threats and chemical spills:**
In the event of a bomb threat or a chemical spill in the Lab School, teachers will position themselves between the children and the pending threat as they move the children to Bessey Hall or to the location ISU Public Safety has indicated. The head teacher will phone ISU Public Safety (4-4428) or 911 while the Lab School Administrator/Parent Coordinator is simultaneously being contacted. Every attempt will be made to keep the children calm and away from danger, including leaving the building as directed by ISU Public Safety to relocate. Staff members must take the Daily Transition Sheet, the classroom emergency binder containing children’s contact information, and back pack. When safely in the new location, a head count will be taken and parents will be contacted.

**Earthquakes and/or other natural disasters:**
Every effort will be made by the Child Development Laboratory School Administrator (or designee) to monitor pending disaster conditions throughout the school day. In case of an earthquake, teaching staff will make every effort to relocate the children under tables or outdoors, as feasible, taking the Daily Transition Sheet, the classroom emergency binder containing children’s contact information, and back pack. A head count will be taken and parents contacted.

Following the emergencies identified above, the staff will adjust the programming to meet the learning needs of the children and families, as well as student participants.

**Shelter-in-Place Procedures:**
In the event of an emergency that would prohibit us from leaving the Child Development Laboratory School, we would follow a security plan known as “Shelter in Place”. It is based on the notion that in a chemical, biological, or safety crisis, people are often safest if they remain inside. Similar plans have been put in place by some school districts and local governments near nuclear plants, armories, and chemical factories. The plan is designed to keep students safe for several hours until hazardous substances are carried away by the wind.

In the event of such an emergency, children outdoors would be brought inside the building without delay. Windows would be shut and entry doors to the school would be locked to get a better seal. Teachers would immediately take attendance to be certain all children are present.

For the safety of everyone, the school would be kept in “lock-down” status. This would mean that staff and children would not be permitted to leave the facility and no one would be allowed into the facility until the “all-clear” message is given by public safety officials. While being separated from a child in an emergency can be extremely unsettling, having parents come to the school to pick up their child could expose themselves, their child, and others in the Lab School to hazardous chemicals. Cooperation from everyone with these guidelines will offer the best protection for the children, families, and staff.

**General Emergency Procedure Practice Information:**
First aid supplies are located in: the toileting area of all four classrooms; the outdoor storage closets adjacent to the building; and the kitchen/cooking area. The First Aid supplies are regularly stocked by the Storekeepers but classroom staff must report when additional items will be needed.
Blood borne pathogen kits are located in: the toileting area of all four classrooms and the area adjacent to each playground door of all three classrooms in fanny packs

All individual medical problems and accidents, including biting, are reported to the parents, classroom teacher and the Lab School Administrator on the Incident Report Form or Biting Report Form. A completed report of such incidents is given to the parents with an explanation and then parents sign the incident report. One copy is given to the parents and the second copy is given to the Administrator/Parent Coordinator for signature. The Administrator/Parent Coordinator signs and files the copy of the report. If the situation warrants, the Administrator is verbally informed of the situation.

**Child Abuse Reporting Procedures:**
All Lab School staff members are classified as mandatory reporters of child abuse. Suspected incidents of child abuse must be reported to the Department of Human Services at:

**1-800-362-2178 CHILD ABUSE HOTLINE, Iowa Department of Human Services**

Head teachers directly report suspected incidents of child abuse to the Iowa Department of Human Services and file the necessary written reports. The head teacher informs the Lab School Administrator of the report. The teacher and administration will decide whether or not to inform parents of the reported suspected abuse call.

Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

**SAFETY POLICIES AND PROCEDURES**

The Lab School is a public program voluntarily licensed and inspected by the Iowa Department of Human Services and accredited through the National Association for the Education of Young Children (NAEYC). The Lab School also has a 5 Star rating through the Iowa Quality Rating System (QRS). We receive annual inspections by the State Fire Marshall’s Office and periodical inspections by the Child and Adult Care Food Program. These inspections ensure that all health and safety regulations are met and that the Lab School adheres to high quality standards regarding teacher requirements, adult/child ratios, curriculum, nutrition, and other administrative practices.

**GENERAL SAFETY PRACTICES TO REMEMBER:**
- All staff and volunteers must complete a DHS Criminal History Record Check, National Record Check and sign a statement indicating whether or not the individual has any conviction by any law of any state or if the individual has any record of founded child abuse or dependent adult abuse.
- All staff and volunteers must have a current health record form on file and updated every two years. A TB test is completed at time of hire and a TB screening completed every two years.
- All staff members are mandated to report any suspicion of child abuse/neglect.
- Children are supervised at all times and ratios must be maintained.
- Parent emergency information is kept in children’s permanent files and in the emergency information notebooks in the classroom.
- Authorized pick-up information is kept in children’s permanent files and in the emergency information notebooks in the classroom.
• If staff is not familiar with the authorized pick-up person they will ask to see identification and will match the person’s ID with the emergency directory information provided by the parent(s).
• Each room is equipped with a first-aid kit and a backpack containing first aid equipment.
• Emergency numbers (e.g., fire, police, etc.) are posted by each classroom phone.
• Emergency evacuation plans are posted in each room, the hallway, and outside the main office.
• All Emergency procedures are reviewed with staff members annually.
• Emergency drills (e.g., fire, tornado) are practiced monthly with the children.
• Teachers consistently take head counts to ensure all children are present throughout the day.
• Teachers spread out on playground to ensure adequate and appropriate supervision is maintained.
• Playground is monitored monthly for safety and improvements made as needed.
• Fulltime staff members are trained in Adult, Child, and Infant CPR as well as First Aid.
• Medications are administered only with written permission of parents and physician and only by staff members who have been trained in medication administration. Also, medication is returned to the parents when no longer needed.
• Cleaning supplies are stored in locked cabinets.
• Teachers fill out documentation for accidents, incidents, and health-related incidents. Parents are given timely copies of all accident reports.
• Teachers follow universal precautions for blood-related accidents and incidents.
• Latex gloves are available in room for emergencies.
• Toys are checked frequently and broken toys are sent to Storekeeper for repair or replacement.
• Parking lot safety tips are shared with parents.
• Emergency numbers and first aid kits included in backpack for field trips.
• Parents are informed well in advance of all field trips. Teachers ensure permission slips are signed by parents.
• Teacher-child ratio is adjusted for field trips to ensure that there is a higher ratio of adults to children.
• On field trips, children must stay where teachers can see them at all times and vice versa.
• Health and safety information is incorporated into the curriculum and taught to the children on a regular basis.

SUPERVISION

Children shall be supervised at all times (inside and outside, getting drinks, going to the bathroom, etc.) and ratios maintained. When needed, the Parent Coordinator, Administrator, or Storekeeper will work in a room on an emergency basis.

Infant, Toddler and 2’s Supervision: Teaching staff supervise infants and toddlers by sight and sound at all times. This includes rest/nap time, as well as outdoors, field trips, and Atrium use. Staff must at all times be aware of and positioned so they can hear and see any children for whom they are responsible, especially when they are actively engaged with children who are awake.

Preschool Supervision: Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are
out of sight. An example would be those who can use the toilet independently or who are napping. This includes outdoors, field trips, and Atrium use.

**Safety Checks:** Staff members are responsible for ensuring that the rooms, furnishings, materials, and activities are safe for the children. Staff will conduct daily safety checks to ensure that safe conditions exist. The playground is inspected monthly; items needing maintenance are recorded so they can be repaired.

If one staff will be absent from the classroom for more than 5 minutes, a substitute must be arranged to maintain classroom ratio requirements.

**Daily Classroom Transitions:** *Per Caring for Our Children, Chapter 2, 2.2:*

Caregivers/teachers should record the count on an attendance sheet or on a pocket card, along with notations of any children joining or leaving the group. Caregivers/teachers should do the counts before the group leaves an area and when the group enters a new area. The facility should assign and reassign counting responsibility as needed to maintain a counting routine. Facilities might consider counting systems such as using a reminder tone on a watch or musical clock that sounds at timed intervals (about every fifteen minutes) to help the staff remember to count.

Each day teachers have the opportunity to take groups of child to places outside of the classroom. The most common areas are (not an exhaustive list):

- The playground
- The library
- The kitchen
- The Atrium
- The grassy area by the fountain
- The sidewalk in front of the building

During these times it is important that teachers know which children are with them when they transition to one of the above areas and transition from the above areas. During these transitions ratio must be maintained at all times. Lab 1 and Lab 2 need to maintain sight and sound supervision at all times and Lab 3 and Lab 4 need to maintain sight supervision with occasional sound supervision, however, when physically transitioning from the classroom to another area sight supervision must be maintained regardless of age.

In order to ensure all children are accounted for the following procedure is required:

1. Once children are lined up to leave the classroom the teacher responsible for the transition will count the number of children to ensure ratio is being met. Document on Daily Transition Checklist (DTC) along with time, teacher’s name, and where the group is going.
2. Once the group gets to their destination, each child is then accounted for and denoted on DTC.
3. The same process is repeated upon returning to the classroom.

This procedure is in place for any transition that happens throughout the day – anytime you cross the classroom thresholds with a child/group of children. This includes taking any number of children from one area to another. For example, if a child is scheduled to meet with AEA support services in the library, it is the responsibility of the Head Teacher or Teacher to
document on the Transition Checklist that the child has left the room, where they are going, and what time the left and arrived back in the room. These transition sheets are daily sheets and should be dated, completed throughout the day, and then submitted to the Parent Coordinator with other daily paperwork in the mailbox outside her office.

HEALTH POLICIES

Staff Health Records, Immunization Status & TB test: Personnel shall have good health and be up to date on immunizations, as evidenced by a pre-employment examination, including testing for communicable diseases which shall include testing for tuberculosis, performed within six months before beginning employment by a licensed medical professional. Physicals are repeated at least every two years after initial employment.

Ill Children: Ill children shall be kept isolated from the other children until the parent(s) arrive. A staff member shall remain in close proximity to the ill child. The cot and bedding shall be disinfected after being used by an ill child.

Documentation of Health Incidents: Each time a parent is contacted regarding symptoms or health concerns (a child is either sent home or absent from school due to an illness), staff members will complete a health incident form. A copy of the form will be given to the Parent Coordinator to be placed in the child’s permanent file.

All parents will be notified of illnesses in Lab School via a posting outside the classroom. However, parents of children in the classroom of the infected child will be notified via email concerning the illness, symptoms to look for, and precautions parents can take. (See Parent Handbook for Exclusion Policy)

Documentation of Special Health Needs: Emergency Health Care Plans shall be on file for any children, who have special health care needs (e.g. seizures). A copy of the care plan will be in the child’s permanent file and also in the classroom emergency notebook.

Documentation of Allergies: Staff, and children, with allergies should have an allergy action form posted visibly in the classroom with their picture. If the allergy is related to food, notice should also be given to the Storekeeper for posting in the kitchen. If the allergy is airborne, plant-based, or animal-based, medical documentation, from a physician, as to the type and severity of the allergy and what to do if contact is made and a reaction occurs.

Reporting Disease to Health Department: Staff shall report to the Parent Coordinator (so that we can alert the health department) if any child in the facility is suspected of having a reportable/communicable disease. A list of reportable diseases is available in the Parent Coordinator’s office.

When questions arise related to health concerns, The Lab School follows the guidelines set in Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care. For additional health related questions, please contact:

Carrie Ortiz, RN, Child Care Health Consultant, carrieortiz@micaonline.org or (641)-328-9133
PRACTICUM POLICIES

**ISU Student Photos:** Please display in a notebook the first names and photos of the practicum students working in your room.

**Role Model:** From the first day, staff members are to be role modeling the behavior you expect from the practicum students. In the beginning, they will be learning from you. It is very important that you model appropriate professional behaviors, including, but not limited to, documentation, attire, curriculum planning, room environments, paperwork, cleaning, proper sanitation, hand washing, observation and assessment skills, etc. Always welcome participants into your room. It is very important that teaching staff plan for participants by indicating on lesson plans where participants should be assisting in the room. This helps the students understand their role and assist them in feeling that they are a necessary part of your classroom.

**Practicum Handbook:** Each staff member should take the time to familiarize themselves with the Practicum Handbook located in the Orientation binder as well as on the O: drive.

**VIDEO IMAGES AND PHOTOGRAPHS**

Various types of video/photo images are used within the Lab School environment to analyze and improve teaching skills. Sometimes, children are recorded to document a child’s developmental skills. Other times images are shared with ISU students in the classroom to support teaching and learning.

Parents and staff should be aware of the following:

1. Employment and enrollment in the Lab School constitutes implied consent to have our images (audio, video, photo) used on and off campus for educational purposes (names not identified in off campus materials). First names may be used and no descriptors identifying individual families or staff are released. Occasionally, images including children and staff will be used to publicize the Lab School program or appear in early childhood textbooks/journals.

2. Parental/staff consent must be given before video/photo recording is performed as part of a research project.

3. While the CDLS desires to ensure the privacy and safety of all children and staff, we acknowledge that videos/photos may be taken without our consent (i.e. field trips, social events). The CDLS will not be held liable and will be released of responsibility for photos and video images taken beyond our control.

4. Parents/guardians, are asked to not use photo/video recording in the Lab School or at Lab School functions out of respect for confidentiality of other families.

5. At no time should staff or practicum students use personal digital devices to photograph or video children enrolled in the Lab School.

Teachers should be aware of children from whom parents have NOT given media permission.

**Research:** A major purpose of the Lab School is to provide a research population for faculty and students conducting empirical studies. Research is conducted after receiving approval by the Iowa State University Human Subjects Committee, the Administrator of the Lab School, the respective head teachers, and families of involved children. After parents have given permission for their child to participate in a research project, the head teacher considers and gives approval each time a child leaves the classroom for research purposes; children do not leave the Palmer
Building. Occasionally, researchers may request that children be brought to the Palmer Building during unscheduled school hours. Quick turnaround from families granting permission for children to participate in research is needed and appreciated.

**ADDENDUM**

This staff handbook is intended to give employees a general overview of the Lab School’s policies, procedures, and guidelines. Policies may be revised, suspended, or eliminated at any time in response to school needs or legal requirements. These changes will be distributed in writing to all staff members. This handbook is used in conjunction with the HDFS faculty handbook, the Iowa State University Policy Library, Iowa Department of Human Service Childcare Licensing Regulations and the NAEYC Code of Ethical Conduct.
APPENDIX A: DUTIES OF LAB SCHOOL POSITIONS

Administrator of the Child Development Laboratory School (Program Coordinator II) (Lecturer)

General Job Description: Administrator of the Child Development Laboratory School including the Program for Infants/Toddlers, 2 and 3Year-Olds, and both Programs for 3- & 4-Year-Olds. Facilitates the operation of the HDFS Child Development Laboratory School. General responsibilities include: Administers the day-to-day operation of the Child Development Laboratory School, maintains fiscal reports and budgets, and ensures use of proper equipment and materials, has oversight of children and staff records, and creates annual programmatic reports and strategic planning for the Child Development Laboratory School. Consults with Faculty Liaison, faculty and students regarding use of Lab School personnel and facilities in teaching, research, and service, such as: faculty and student participation in the Lab School programs with teachers and staff, children, parents; and use of space, equipment, and other resources. Maintains accreditation by the National Association for the Education of Young Children (NAEYC) and an Iowa Quality Rating System (QRS) 5 Star Rating.

Term of appointment: Full-time, Continuous
Required Qualifications: A master's degree in child development, early childhood education, or closely related field; experience in early childhood education teaching and supervision.
Preferred Qualifications: An earned doctorate in child development, early childhood education, or closely related field; and Graduate Faculty Membership.
Evaluation: Evaluation of this position involves an annual review by the Human Development and Family Studies Department Chair. See the HDFS Handbook and Governance Document for departmental evaluation procedures and the Iowa State University Faculty Handbook for university guidelines.

Parent Coordinator: Professional and Scientific Classification (Program Coordinator I)

Job Description: Coordinate formal communications across all Child Development Laboratory School programs, facilitate parental access to information and resources, serve as a substitute teacher, coordinate enrollment of children, manage billing services, and coordinate activities in the Children’s Library.
Required Qualifications: B.S./B.A. in Early Childhood Education or related field. Interpersonal skills for working with families and the public. Knowledge of available resources for families. Organizational skills with attention to detail.
Preferred Qualifications: Teacher licensure in early childhood.
Evaluation: Evaluation of this position involves an annual review by the Administrator of the Child Development Laboratory School. See the HDFS Handbook and Governance Document for departmental evaluation procedures and the respective personnel policy handbook.

Head Teacher: Professional and Scientific Classification (Program Coordinator I)

Job Description: Plan and implement a full day, year-round developmentally appropriate program for children ages Infants to 5-years-old, including parent involvement activities. Responsible for supervision of teacher, graduate teaching assistants, practicum students. Collaboration with Lab School staff and work with HDFS faculty who conduct research and place practicum students in the Lab School.
Required Qualifications: B.S. / B.A. in Early Childhood Education or related field. Teacher licensure in early childhood with knowledge of developmentally appropriate practices related to young children birth to age five and their families. Two years’ experience in direct early care and educational experiences with young children ages birth to five and their families in a center setting
Preferred Qualifications: M.S. in ECE or related field. Experience working with young children with special needs and supervisory experience in a lead teacher role.
Evaluation: Evaluation of this position involves an annual review by the Lab School Administrator. The Administrator’s responsibilities include program and teacher observation and meetings with the teacher during the year. See the HDFS Handbook and Governance Document for departmental evaluation procedures and the respective personnel policy handbook.
**Teacher: Professional and Scientific Classification (Program Assistant I)**

**Job Description:** Plan and implement a full-day/year-round developmentally appropriate program for children ages Infants to 5-years-old, including parent involvement activities. Responsible for supervision of practicum students. Collaboration with Lab School staff, and work with HDFS faculty who conduct research and place practicum students in the Lab School.

**Required Qualifications:** B.S. / B.A. in Early Childhood Education or related field. Teacher licensure in early childhood with knowledge of developmentally appropriate practices related to young children birth to age five and their families. Direct full-time early care and educational experiences with young children birth to age five and their families in a center setting.

**Preferred Qualifications:** Experience working with young children with special needs.

**Evaluation:** Evaluation of this position involves an annual review by the Lab School Administrator. See the HDFS Handbook and Governance Document for departmental evaluation procedures and the respective personnel policy handbook.

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**Floater Teacher: Professional and Scientific Classification (Program Assistant I)**

**Job Description:** Works across all labs, floating and filling in for other licensed and degreed teachers when they are on leave. Will act as an additional teacher in ratio in labs when not filling in for another teacher. Can help to plan and implement a full-day/year-round developmentally appropriate program for children ages Infants to 5-years-old, including parent involvement activities. Collaboration with Lab School staff. May assume responsibilities of teacher or head teacher job Description as needed.

**Required Qualifications:** B.S. / B.A. in Early Childhood Education or related field. Teacher licensure in early childhood with knowledge of developmentally appropriate practices related to young children birth to age five and their families. Direct full-time early care and educational experiences with young children birth to age five and their families in a center setting.

**Preferred Qualifications:** Experience working with young children with special needs.

**Evaluation:** Evaluation of this position involves an annual review by the Lab School Administrator. See the HDFS Handbook and Governance Document for departmental evaluation procedures and the respective personnel policy handbook.

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**Undergraduate Child Care Assistants: Student XH or Work Study Classification, must be enrolled Iowa State University undergraduate student**

**Job Description:** Assist in implementing programs in the Child Development Laboratory School; assist in classroom supervision; cooperate with all Lab School staff; may communicate with parents on an as needed basis. Position may have permanent hours or hours on substitute basis but may not exceed 20 hours per week while ISU classes are in session. During breaks, undergrads may work up to 40 hours per week.

**Required Qualifications:** Must be enrolled at Iowa State University as an undergraduate student. Preference will be given to Departmental majors, then CHS majors, then other majors.

**Preferred Qualifications:** Some experience working with children birth through age 5, training in CPR, First Aid, Mandatory Reporter of Child Abuse, and Universal Precautions.

**Evaluation:** Evaluation of this position is done each semester and on an on-going basis through communication from the teaching staff, Parent Coordinator, and Administrator. Formal evaluation is done by the Head Teacher and Teacher combined.

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**Graduate Teaching Assistants: Graduate students in the Human Development and Family Studies Department**

**Job Description:** Assist in planning and implementing programs (the university academic calendar) in the Child Development Laboratory School; assist in supervision of practicum students and student teachers; cooperate with the Human Development and Family Studies Department and external agency personnel; participate in ongoing research; attend professional meetings and complete 10 hours of professional development in the first year and 8 hours annually thereafter. The length of employment is limited to graduate college rules.

**Required Qualifications:** A bachelor's degree in child development, early childhood education, or closely related field; enrollment in a master's or doctoral program in Human Development and Family Studies.
Preferred Qualifications: Teaching experience with young children; enrollment in either the Early Childhood Education, Child Development, or Early Childhood Education Special Education Specialization offered in the department.

Evaluation: Evaluation of this position involves two annual reviews by the Head Teacher to whom the teaching assistant is assigned at the end of the fall and spring semesters. Evaluation is based on the duties assigned by the Head Teacher. The Administrator reviews the evaluations and consults with the Head Teacher as needed. (See the HDFS Handbook and Governance Document and the University Graduate Student Handbook.)

<table>
<thead>
<tr>
<th>Storekeeper II</th>
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</thead>
<tbody>
<tr>
<td><strong>Job Description.</strong> Maintains daily kitchen functions; monitors forms and records, oversees daily CACFP activities; initiates and orders materials and equipment for the Lab School, maintains inventory records of all materials and equipment.</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong> High School Graduate; experience supervising others and working with a wide age range of people; must have valid driver’s license and access to own transportation; ability to lift 50 pounds. Must complete blood-borne pathogen training, child abuse training, criminal records check, and fire extinguisher training.</td>
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<tr>
<td><strong>Preferred Qualifications</strong> Food service experience including a knowledge of food sanitation, health hazards and necessary precautions measures; and; work experiences with children and adults.</td>
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<tr>
<th>Lab School Kitchen Helper I</th>
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<tr>
<td><strong>Job Description.</strong> Performs a variety of tasks involved in the preparation and serving of food and performs related cleaning tasks for the Lab School.</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong> Ability to understand and follow instructions; have valid driver’s license and access to own transportation; ability to lift 50 pounds. Must complete blood-borne pathogen training, child abuse training, criminal records check, and fire extinguisher training.</td>
</tr>
<tr>
<td><strong>Preferred Qualifications:</strong> Food service experience including a knowledge of food sanitation, health hazards and necessary precautions measures; and; work experiences with children and adults.</td>
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<tr>
<td><strong>Evaluation:</strong> Evaluation of this position involves an annual review by the Storekeeper III and the Parent Coordinator.</td>
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<tr>
<th>Practicum Students</th>
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<tbody>
<tr>
<td><strong>Job Description.</strong> Based on individual course requirements. See course syllabi and Practicum Handbook.</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong> Enrolled in one or more of the following courses: HDFS 224, HDFS 340, HDFS 343, HDFS 342, HDFS 344</td>
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<tr>
<td><strong>Evaluation:</strong> Evaluation of practicum students based on course expectations set by teaching staff and faculty jointly.</td>
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<tr>
<th>Research Faculty/Research Assistants</th>
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<tbody>
<tr>
<td><strong>Job Description.</strong> Interactions within the Labs are based on the needs of the research project.</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong> Researchers must submit research request along with approved IRB documents to the Lab School Director. Approval will be based on type of research, classroom(s) needed, and other varying factors,</td>
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<tr>
<td><strong>Evaluation:</strong> Not Applicable.</td>
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<tr>
<th>Volunteers</th>
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<tr>
<td><strong>Job Description.</strong> Performs varying tasks within the Lab School dependent upon type of volunteer. No volunteer is ever left with children unsupervised.</td>
</tr>
<tr>
<td><strong>Required Qualifications:</strong> Approval from Lab School administration. Clear background check and confidentiality statement.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong> Evaluation will be based on type of volunteer and who they have interactions with during their volunteer time.</td>
</tr>
</tbody>
</table>
Interns

Job Description. Interns may be classroom-based (during the summer) or administrative based (any semester). Duties depend on type of internship, needs of the student, and activities in the Lab School during the semester.

Required Qualifications. Currently registered in a two-year or four-year program focusing on ECE, Child Development, CHAFS, or related major.

Evaluation. Evaluation of this position will be completed by the internship supervisor, typically a head teacher or the director.

Student Teachers

Job Description. Assigned to one lab during the course of 6-12 weeks depending on placement. Will integrate into the daily functions of the classroom as outlined by their placement needs.

Required Qualifications. Currently registered in a teacher licensure program focusing on ECE.

Evaluation. This position is evaluated by the head teacher in the assigned lab.

ECE Faculty

Job Description. In relation to the Lab School, this position is a guide, mentor, extra set of hands, etc. Faculty may observe or engage in classroom settings in conjunction with head teacher/teacher needs and requests. ECE faculty will also complete cooperative teaching hours in the Lab School to meet higher education accreditation/Department of Education standards.

Required Qualifications. Currently faculty in HDFS.

Evaluation. NA
STAFF LIST FOR SCHOOL YEAR 2017-2018

Bradshaw, Hannah - Teacher in Program for 3’s, 4’s & 5’s, (Full-time) P&S classification appointment;

Bruno, Heather, Head Teacher in Program for 2’s and 3’s (Full-time) P&S classification appointment;

Ward, Peggy, Head Teacher in Program for 3’s, 4’s, & 5’s, (Full-time) P&S classification appointment;

Parker, Laurie - Head Teacher in Program for Infants and Toddlers (Full-time) P&S classification appointment;

Bodholdt, Tayler - Teacher in Program for 2’s and 3’s, (Full-time) P&S classification appointment;

Schieffer, Tiffany - Head Teacher in Program for 3’s, 4’s & 5’s, (Full-time) P&S classification appointment;

Bangert, Katie - Teacher in Program for 3’s, 4’s & 5’s, (Full-time) P&S classification appointment;

Williams, Lucinda - Teacher in Program for Infants and Toddlers, (Full-time) P&S classification appointment;

Burgason, Daphne - Floater in all classrooms (Full-time) P&S classification appointment;

Van Ryswyk, Jennifer - Lab School Administrator (Full-time); P&S classification appointment;

Venteicher, Kim - Parent Coordinator, (Full-time) P&S classification appointment;

Support staff

Sara Sherman, (Full-Time) Merit staff Storekeeper II;

Pihui (Jolly) Chou (Three-quarter time) Merit staff Kitchen Helper I;
### ISU STUDENT PRACTICUM/OBSERVATION COURSES AT THE LAB SCHOOL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Limit</th>
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<tbody>
<tr>
<td>HDFS 102</td>
<td>Individual &amp; Family Life Development</td>
<td>Baltimore/Riley/Dismukes/Denlinger</td>
<td>280/each</td>
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<tr>
<td>HDFS 224</td>
<td>Development in Young Children: Birth through Age 8</td>
<td>Hughes-Belding</td>
<td>70</td>
</tr>
<tr>
<td>HDFS 340</td>
<td>Assessment &amp; Curriculum: Ages Birth to 2-Years</td>
<td>Lippard</td>
<td>32</td>
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<tr>
<td>HDFS 342</td>
<td>Guidance and Group Management</td>
<td>Choi</td>
<td>60</td>
</tr>
<tr>
<td>HDFS 343</td>
<td>Assessment &amp; Program: Ages 3- to 6-Years</td>
<td>Colbert</td>
<td>30</td>
</tr>
<tr>
<td>HDFS 344</td>
<td>Programming for Children in Early Care and Education</td>
<td>Shedd</td>
<td>30</td>
</tr>
<tr>
<td>HDFS 345</td>
<td>Adapting Programs in Inclusive Settings</td>
<td>Shedd</td>
<td>35</td>
</tr>
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</table>

Course Syllabi can be located at [https://www.hs.iastate.edu/classweb/hdfs/](https://www.hs.iastate.edu/classweb/hdfs/)
APPENDIX C:

Diapering Procedure

Diaper and toileting experiences should be pleasant, positive, and meaningful for each child. Singing, talking about bodies, talking about what you are doing, and emphasizing good hygiene practices are some of the techniques used to make this routine a positive learning experience.

ALWAYS use this method for changing diapers. This is the best way to stop diseases that spread through the intestinal tract.

I. Preparing for Diapering

To minimize contamination outside of diapering area, prepare for a diaper change before bringing the child to diapering area by having ready:

- Enough wipes for the diaper change (including wiping the bottom and hands after taking the soiled diaper away from the child’s skin)
- A clean diaper, a plastic bag for soiled clothes, and clean clothes if soiled clothing is anticipated.
- Non-porous gloves if they will be used, and a dab of diaper cream on a disposable piece of paper or tissue if cream is being used.

NOTE: Supplies should be removed from their containers and placed near, but not directly on, the diaper surface before starting the diaper change.

II. Diapering Procedure

1. Prepare for diapering as indicated above.
2. Place child on diapering table. Remove clothing to access diaper. If soiled, place clothes into plastic bag.
3. Remove soiled diaper and place into lined, hands-free trash container. (To limit odor, seal in a plastic bag before placing into trash container.)
4. Use wipes to clean child’s bottom from front to back.
5. If used, remove the gloves by using the following procedure:
   - With both gloved hands, peel one glove off from wrist to fingertips and hold it in the gloved hand.
   - With the exposed hand, peel the second glove from the inside, tucking the first glove inside the second.
   - Dispose of the gloves promptly in the lined, hands-free trash container.
   - Avoid touching the outside of the glove with bare skin.
6. Use a wipe to remove soil from adult’s hands.
7. Use another wipe to remove soil from child’s hands.
8. Throw soiled wipes into lined, hands-free trash container.
10. Place child at sink and wash his/her hands using “handwashing procedure.”
11. Wash diapering surface with soap/water solution and dry with a paper towel.
12. Spray surface with bleach water solution and wait (recommendation is 2 minutes) before wiping with a disposable towel OR allow to air dry. The surface cannot be sprayed and then immediately wiped.
13. Adult washes hands using the “handwashing procedure,” without contaminating any other surfaces.
14. If needed, record diapering on child’s daily schedule.

Additional note: It is best for staff to spray the surface as the last step of the diapering procedure BEFORE washing their own hands. After the 2 minute time lapse, the surface can be dried (no additional handwashing required at this time) or allowed to air dry (and wiped dry if still damp) before use with another child.

Source: All About ITERS-R (page 107-124) and All About ECERS-R (page 111-122).
APPENDIX D:

HANDWASHING PROCEDURE

All adults in laboratory school classrooms need to follow ALL the steps identified below. If staff members follow only a few of these suggestions, germs undoubtedly will spread among children and maybe to you! REMEMBER: Just one exposure to germs can be enough to spread a contagious disease.

WASH YOUR HANDS. The BEST way to stop disease is to wash your hands well. Use this method to make sure your hands are free of germs.

- **HOW TO WASH YOUR HANDS MOST EFFECTIVELY:**
  - Use SOAP and RUNNING WATER.
  - Rub your hands vigorously for 20 seconds as you wash them.
  - Wash ALL surfaces, including BACKS OF HANDS, WRISTS, UNDER FINGERNAILS with your fingers pointed to the sink drain
  - Rinse your hands well WITH the water running.
  - Dry your hands with a single-use towel.
  - Turn off the water using a PAPER TOWEL instead of bare hands.

- **WHEN TO WASH YOUR HANDS:**
  - Upon arrival at the Laboratory School classroom.
  - Before preparing or serving food
  - Before and after sensory play, including water
  - After handling a pet
  - After diapering a child or wiping a nose or cleaning up messes
  - And after you’ve been to the bathroom either with a child or by yourself.

- **KEEP THE CHILDREN’S HANDS WASHED, TOO.** Especially:
  - When they arrive at the center
  - Before they eat or drink or prepare snacks for others
  - After they use the toilet or have their diapers changed
  - When coming in from outside
  - Before and after sensory play, including water
  - After handling a pet
  - After they have touched a child who may be sick.

If they are too young to do it themselves, YOU wash their hands. Older children should get into the habit of hand washing to STOP disease from spreading. REMEMBER: They will learn by watching YOU.

- When a child forgets to wash his or her hands or is NOT washing them CORRECTLY:
  - TELL the child to wash hands correctly (show the child the classroom signs posted near each sink).
  - SHOW the child how to wash hands if the child does not know how or has forgotten.
  - TEACH the child to sing 2 verses of “Row, Row, Row Your Boat” while rubbing soapy hands together for 20 seconds.
  - REMIND the child that washing hands helps avoid getting sick.