



Pre-Kindergarten
Laboratory School
est. 1973

Teacher Handbook
2020-2021

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LINFIELD UNIVERSITY

Pre-Kindergarten Laboratory School

MISSION STATEMENT |

Linfield Pre-Kindergarten believes that children thrive when they are allowed to learn actively in meaningful, relevant ways. Children are wonderfully curious and imaginative. Teachers receive their inspiration from the children and families. Our environment is one that fosters kindness, intellectual growth, and the joy of discovery. Linfield Pre-Kindergarten strives to make a positive difference in the lives of our young students and their families, as well as the college students that are an integral and crucial part of our lab school. We do this by being a leader in the early childhood field and modeling a high-quality, innovative, and creative early childhood practices.

HANDBOOK POLICY |

Every effort has been made to ensure the accuracy and completeness of this handbook. However, policies, laws, and rules are changed from time to time and may not be reflected in this version of the handbook. Every effort will be made to notify teachers of any changes that could alter or affect their teaching experience. This handbook does not constitute a contract between the Linfield University Pre-Kindergarten and teachers.

ACCREDITATION |

The Linfield Pre-K is accredited by the National Association for the Education of Young Children (NAEYC). Upon hire, your direct supervisor will review with you key program standards and regulatory requirements. Please review the documents found at this section of the NAEYC web site for further information: <http://www.naeyc.org/positionstatements>.

GUIDANCE PHILOSOPHY

We believe that in appropriate environments with knowledgeable adults, children will feel good about themselves and will learn the skills necessary to get along with others. Emotional regulation is a large part of what young children are working on, especially as they are interacting with other children or learning to go with the flow of the classroom routine. It is expected that children will struggle as they learn to cope appropriately with many strong emotions in the classroom (excitement, joy, fear, jealousy, anger, fatigue, etc). Teachers will nurture the children and teach strategies for coping with strong emotions in a socially acceptable way.

Children are taught they have choices in their actions and that they are responsible for their choices, as well as the resulting consequences. The role of the adult is to maintain consistent limits, watch for potential problems, and calmly guide children toward acceptable choices and solutions. Adults function as models for children and strive to

instill a sense of caring and sensitivity. It is essential to be understanding and respectful of the child's feelings, while also communicating that some behaviors are unacceptable. If a child is unable to calm him/herself after guidance from the teachers, a child may be encouraged to go to the quiet area to calm her/his body. If a child is hurting him/herself, others, or the environment, a teacher will accompany the child to the calming area and offer support and assurance until he or she is able to calm her/his body and be safe on his/her own.

Teachers observe the children and their interactions and make adjustments in the classroom materials or routines to avoid challenging behaviors. The classroom is set up specifically to help avoid challenging behaviors and to encourage children's success. Teachers are attentive in preparing children for transitions to help avoid challenging behaviors.

We do not use, nor allow anyone to use, physical punishment, humiliation, threats, intimidation, or withholding of food as discipline. Staff never uses physical discipline, and physical discipline of any kind is not allowed on school grounds or during school activities by anyone, including by parents or guardians.

Guidance Goals:

The focus of guidance at Linfield Pre-K is to help children learn ways to control their own behaviors, to help children learn that everyone in the group has rights, and to help children learn ways to assert their rights as members of the group. Children will have many opportunities to problem solve, negotiate and communicate successfully with their peers and the adults in the classroom. Children will also have the opportunity to practice recognizing emotions in themselves and in others. We want children to leave the program with tools to cope with emotions in a healthy way and to feel comfortable expressing feelings and needs in a healthy way.

Guidance Expectations:

- Children can learn at a young age to be responsible for themselves and their actions.
- Children learn what is acceptable by exploring limits, trying out behaviors, and observing consequences.
- Children may need many consistent and patient reminders of appropriate behavior as they grow and develop. (Emotional co-regulation)
- Because each individual child and each situation is unique, our intervention strategies must be adaptable and flexible.

Inappropriate Behaviors:

Typically, our first response is a gentle reminder of acceptable behavior: "Remember to walk in our room," or "Gentle touch, please."

If a child grabs toys away from another and/or perhaps hits, teachers often say, "Use your words to tell her what you want" or "I understand that you are angry, but I cannot allow you to hurt anyone or anyone to hurt you." We encourage children to acknowledge and express their feelings and needs in a non-destructive manner through the use of language. It is also important to recognize the rights of the injured child in the situation. That child

may also need help in expressing his/her feelings and needs. After comforting the injured child, the teacher will often help him/her to tell the child who did the hurting, “I don’t like it when you hit me!” Additionally, the hurting child may be asked to help provide comfort to the injured friend by bringing a tissue or ice. However, we do not insist that the children apologize. Saying “Sorry” can lead a child to feel that the behavior is now forgiven and that s/he is no longer responsible for it. Also, if the child is not “sorry” at all, we are encouraging him or her to express a feeling that is not genuine.

If necessary a child may be removed from his/her activity to regain self-control. We wait for the child to show she/he is ready to re-enter the activity and help him/her to re-enter successfully. There are times when a child becomes so angry or frustrated that an adult needs to provide some physical contact to help the child regain control. Most children become calmer while being gently held and spoken to in a soothing voice.

Parents/guardians are included in problem-solving discussions when unacceptable behaviors continue for an unusually long period. These behaviors may include: biting, hitting, kicking, spitting, or making threats to children and staff. On rare occasions, a child’s behavior may happen so frequently or be severely inappropriate or disruptive that our usual methods become ineffective. Most problems can be successfully resolved when teachers and families work together. After meeting with parents/guardians, consultation with an outside professional may be requested. In extreme situations, staff may decide that a child’s best interests, or the best interests of the program as a whole, are not being served by continuing enrollment. The family will then be asked to withdraw.

GUIDANCE |

Basic guidelines we use with the children:

- Walking feet are for inside
- Running feet are for outside
- Quiet voices are for inside
- Noisy voices are for outside
- Be kind to each other

There are three “red flags” that need immediate intervention:

1. If a child is hurting him or herself
2. If a child is hurting others
3. If a child is hurting school property

All other issues are resolved by the children—with a teacher, assistant, intern, or volunteer helping, if needed.

PROGRAM GOALS AND CURRICULUM

WHOLE CHILD PHILOSOPHY |

*Based on
established*

The Linfield Pre-K program is developmentally appropriate and supports a "whole child" philosophy. Activities are at the child's age and ability level. This approach is eclectic, combining developmental experiences from many early childhood models.

models

These models are based on research information from well-known authorities, such as Jean Piaget, who have given us critical knowledge on how young children develop and learn.

Development of higher-level thinking skills

In our Pre-Kindergarten, children are involved in their own learning, so that they develop beyond the basic level of memorization skills to higher level thinking skills such as critical thinking, concept formation, and creative thinking. Children will be given time to play and explore in the classroom environment and have real-world experiences through field trips, books, and guests. Specific goals include developing responsibility, self-direction, socialization skills, self-confidence, as well as an "I Can" attitude and the joy of discovery.

Developmentally appropriate activities that foster the “whole child” acquisition of skills: large and fine motor, social, emotional, language, cognitive and adaptive skills. These skills are facilitated through hands-on, meaningful and concrete activities.

The Linfield Pre-Kindergarten builds a strong foundation for children’s continuing development. The pre-kindergarten years provide opportunities to establish a cooperative family-teacher involvement, which will help to fulfill the child's need for love and respect, belonging, success, and accomplishment. Our program prepares children for the degree of independence and responsibility needed during the next stage of childhood—the early school years.

CURRICULUM |

Curriculum is a plan for learning and development based on children’s age and developmental level, the needs of families and individual children, and cultural awareness through established learning practices like block and dramatic play. Curriculum should involve children in ways that use as many senses as possible, immersing the children in the experience.

Activities are designed to help children make sense of their world and are based on a well-planned classroom environment with activities and materials that encourage interaction with classmates, materials, and adults. You will know if the curriculum is developmentally appropriate and fits the child’s age and individual needs if the child is happily involved in the experience.

An “inflexible curriculum” can label a child as slow, just because he/she is not developmentally ready for this kind of instruction. This can lead to low self-esteem because a child feels unable to do things. Children can lose motivation now and later as they begin elementary school.

A “flexible curriculum” allows for varying attention spans and developmental differences. Children stay interested because activities are

opened-ended, individualized and at their developmental level. A flexible curriculum emphasizes what a child can do versus what he/she can't do that creates success, self-esteem building, and an "I Can Do It" attitude.

CENTERS |

Centers facilitate activities for curriculum support. The Pre-Kindergarten environment is designed to promote social and developmental learning and growth in children. Everything is at a child's eye-level and easy to look at or reach into, in order for children to feel that this is their own special place.

House Area: Promotes social skills including teamwork. Allows adult modeling and self-expression, opportunity to role-play/dramatize real life.

Library: A place to look at books, relax and feel enjoyment of written words. Listening to stories builds interest in ideas and life understandings, as well as reading readiness skills. It promotes social-emotional development exploring themes in books, as well as connecting and sharing the experience with others. It enhances identification of letters and words.

Large Motor Areas: Large-muscle development with the use of mini-trampolines, sit-and spins, balance boards, etc. Enhances active play, coordination skills, and social skill development.

Block Center/Trucks/Cars: Building with various block toys will encourage understanding of balance, cause and effect, size relationships, shapes, and design. Promotes creativity, classification, eye/hand coordination, working with others on a plan (teamwork), **and it's lots of fun!**

Table Activities/Puzzles: Small muscle development occurs with use of various manipulatives. Perception, eye-hand coordination, and pre-reading visual skills develop with use of patterning toys and puzzles. Number readiness develops with use of geo-boards, Unifix cubes, and grouping activities. Extends knowledge on matching, sorting and classifying items, and guides children in learning how to complete a task.

Cornmeal Table: Fun with many purposes—eye-hand coordination, development of social skills, such as turn taking and playing with others. Specific items such as shapes, dinosaurs, zoo animals, farm animals, cooking and measuring tools, cars, and trucks that dig and scoop all encourage developmental understanding and follow our classroom activity themes.

Art/Craft/Creative Center: Provides media and materials for self-expression, creativity, fine-motor development, and emotional outlets. Encourages awareness of position and space, to make representations, and to recognize how materials change.

Writing Table: Children develop fine-motor and language skills using drawing, printing, coloring, tracing, cutting, and dictating ideas and /or words.

Listening Center: Listening skills/attention span and music appreciation with use of audio materials and earphones. Develops the love of stories.

Snack Time: Cooking experiences, trying new foods, relaxed conversation. Supports adaptive skills such as hand washing, serving oneself, cleaning up after oneself as well as, promoting prosocial skills like helping and using manners.

Play Dough/Floam Table: A fun way to develop small muscles, socialization and language development. Through exploration with form, color, and creativity.

Science Area: Class and guest pets, insects, collections from our world, books, plants, magnets, magnifying glasses and items stimulate children's curiosity and encourage discovery learning through all of the senses. In addition, children observe, hypothesize and experiment.

Mini-Centers: Small group activities with a teacher available to encourage development. These centers are usually changed each day to provide experiences in certain areas such as thinking (pre-academics), fine-motor, art activities with a specific media, cooking, science discovery, show-and-tell (4-5's) and games with turn taking.

Large Group Activities: Mainly circle times, that includes memorizing rhymes, songs and fingerplays. Also includes calendar, noting the weather, music and movement, playing games to reinforce various concepts, and story time at day's end. Opportunity to discuss plans, develop rules as a group, and review.

Outside Play: Time to socialize, relax, and exercise large muscles and social skills. Outdoor play equipment includes a crawl tube, climber, teeter-totter, and sensory table. Items brought out to use are varied and may include beanbag toss, ring toss, balls, and hoops.

Puppets: Creativity, self-expression, and self-confidence all grow through puppet fun. Children who hesitate to talk will often do so through a puppet. Promotes interaction skills and social-emotional processing.

Water Play: Discoveries about water, pouring for eye-hand coordination, and fine-motor skills—ALL FUN!

DAILY ROUTINE|

Classes meet M/W/F mornings and afternoons and T/R mornings and afternoons.

AM Class	PM Class	Activity
8:45 to 9:00	12:30 to 12:45	Arrival/Wash Hands/Interact with Peers and Adults
9:00 to 9:15	12:45 to 1:00	Welcome/Songs & Fingerplays/Music & Movement Discuss day's events
9:15 to 10:30	1:00 to 2:15	Free Choice Time and Mini Centers
10:30 to 10:45	2:15 to 2:30	Snack Time (Wash hands first!)
10:45 to 11:00	2:30 to 2:45	Outside Gross-Motor Play (inside if unacceptable weather)
11:00 to 11:15	2:45 to 3:00	Story Time/Sharing
11:15	3:00	Good-Bye and Connect with Parents/Guardians

INCLEMENT WEATHER |

If McMinnville School District closes due to bad weather, we will too. Listen to the local radio station for information on school closures. Delays and closures are also posted at www.pdxinfo.net and the McMinnville School District's web site: www.msdk12.or.us.

If McMinnville opens two hours late, our morning session will be canceled. Afternoon sessions will begin at regular times on late start days.

HUMAN RESOURCES|

A Human Resources administrator will meet with you before you arrive for work in the Pre-K. S/he will first inform you of the salary scale before you accept the position. Then, you will receive a Linfield University orientation, which includes:

- Employee benefits, including tuition remission
- Employee policies, handbooks, and procedures
- Online sexual harassment training
- Online preventing employment discrimination training
- New employee safety training (covers asbestos, blood-borne pathogens, hazardous waste, etc.)
- Payroll information
- Human Resources handbooks and policies, including those regarding resignation, termination, and grievance procedures, may be found at: <http://www.linfield.edu/policy.html>. Further, Human Resources administrators may assist you at any time as questions arise.
- For a more thorough overview for benefits, policies, and procedures, see the Linfield University Handbook for Administrators.

Each employee's personnel file holds information on their job description, resume and application, training certificates, emergency contact information, retirement contribution form and more. I-9's (proof of eligibility to work in the US) are kept in a separate I-9 binder. Their

confidential file holds their completed background check results and information on benefits or other confidential matters. Human Resources verifies credentials and runs background checks, including: a county and statewide criminal search, ID Trace Pro, a national criminal database search, and a national sex offender public registry search. Student employees complete the same trainings (sexual harassment, discrimination, and safety); the Pre-K runs a criminal background check on them.

EQUAL OPPORTUNITY POLICY |

Linfield University is committed to provide equal opportunities in employment. It is the policy of the college to grant equal employment opportunities to all qualified persons without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, veteran status, or membership in any other protected classification. In addition, Linfield University does not discriminate in its educational and activities programs, or in admissions or access as required by Title IX of the Education Amendments of 1973, Title VII of the Civil Rights Act of 1954, the Age Discrimination in Employment Act, the Americans With Disabilities Act of 1990 and their implementing regulations.

HANDBOOK |

It is important that you read the teacher, intern, and family handbooks as soon as possible. These are available on the Pre-K website at: <http://www.linfield.edu/pre-k.html>. You will also find the program newsletter and monthly/yearly calendars on the web site. As an accredited program, we follow the NAEYC Code of Ethical Conduct. Please read this document during your first week here: http://www.naeyc.org/positionstatements/ethical_conduct

ROLES AND RESPONSIBILITIES

PRE-K DIRECTOR |

The Pre-K Director holds an administrative class position at Linfield University. The entire class summary and job description, including essential duties, training and experience, licensing requirements, knowledge, skills, and physical requirements is located at the end of this handbook. The Linfield University Handbook for Administrators can be downloaded at <http://www.linfield.edu/policy.html> and provides comprehensive information about administrative organization, policies and procedures, benefits, and support services. This also outlines policies regarding breaks, leaves of absence, and related information.

The Pre-K Director is evaluated by the Education Department Chair on a yearly basis and no later than September 30th. The process is collaborative and based on administrative criteria, using the Administrator Appraisal Form. A copy is placed in the Pre-K Director's personnel file in Human Resources. Professional development goals are established and documented during the evaluation process.

PRE-K ASSISTANT DIRECTOR |

The Pre-K Assistant Director holds an administrative class position at Linfield University. The entire class summary and job description, including essential duties, training and experience, licensing requirements, knowledge, skills, and physical requirements is located at the end of this handbook. The Linfield University Handbook for Administrators can be downloaded at <http://www.linfield.edu/policy.html> and provides comprehensive information about administrative organization, policies and procedures, benefits, and support services. This also outlines policies regarding breaks, leaves of absence, and related information.

The Pre-K Assistant Director is evaluated by the Pre-K Director on a yearly basis and no later than September 30th. The process is collaborative and based on administrative criteria, using the Administrator Appraisal Form. A copy is placed in the Pre-K Assistant Director's personnel file in Human Resources. Professional development goals are established and documented during the evaluation process.

RESOURCES AND TEAM PLANNING |

The Director and Assistant Director meet daily after class in order to monitor and adjust teaching, based on formal and informal assessments. At the beginning of each school year, they will set a regular schedule of program meetings in which they attend to both teaching and wider programmatic concerns. The Director and Assistant Director meet regularly before and after class with the Teaching Assistant. Daily feedback from Interns is read and considered on a daily basis.

ASSESSMENT PLAN |

At the Linfield Pre-K, assessments are closely aligned to program goals and influence daily activities and program development. Efforts are made to ensure that assessments are appropriate based on a variety of student and family attributes. Assessment of children aligns with NAEYC standards and focuses health, sensory, language, cognitive, gross-motor, fine-motor, and social-emotional development. Assessment results are reported to families in a culturally responsive, sensitive way. Families are provided copies of the assessment results, and teachers explain what the tools measure and how that information is used.

The Linfield Pre-K values formative assessment and summative assessment to ensure the ongoing growth of children. Formative assessments include daily observations by teachers and interns. Results are reported in informal conversations with parents/guardians and are utilized during daily teacher meetings after class: assessment guides our teaching. The primary summative assessment utilized in the program is a developmental checklist, conducted in the fall and in the spring. Children are assessed under the conditions of when they are healthy, undistracted and given the teachers full attention. Results of this assessment are shared verbally and in writing with parents/guardians during parent/teacher conferences in the fall and spring. Summative assessments are also used by teachers to guide instruction in the classroom.

Likewise, formative and summative assessments inform the ongoing quality and improvement of the Linfield Pre-K. Formative assessments include intern “Today I Noticed . . .” observations, daily teacher team meetings, and ongoing feedback from families. Summative assessments include yearly teacher/director performance reviews, and the NAEYC accreditation and other certification processes. Program changes are made as a result of formative and summative assessments. These changes are reported to families via conversations, newsletters, and updates to program handbooks and other materials.

If it appears, based on assessment, that a child may require additional support from an outside educational service, the teachers will discuss that possibility with the parent/guardian. The teachers will provide information about the Willamette Educational Service District (ESD) and other resources that may support the child’s growth and development. These conversations and resulting assessments are kept confidential; written copies are kept in the teacher file cabinet and/or at the educational service location and are used solely to support the child’s learning goals.

WORKING WITH FAMILIES AND THE COMMUNITY |

Working closely with families remains a priority of this early childhood education facility. From enrollment through transition to kindergarten, the Pre-K teachers make consistent and purposeful efforts to build relationships, to plan curriculum and assessments based on family needs, and to highlight and invite families to share their knowledge and gifts.

The Pre-K also values working with local school districts to ensure kinder readiness, to create a smooth transition to kindergarten, and to inform parents of district programs. We also work closely with the Willamette Educational Service District (ESD) for needed assessments of Linfield Pre-K students, as well as other educational services on an as needed basis.

Staff regularly share about positive family activities via newsletters and the family board. These include library activities, indoor play parks, and other activities for children and families. The teachers also maintain family resources to assist families with various needs and/or research resources for families when specific needs arise.

The Linfield Pre-K values a close relationship with the Linfield Education Department. In addition to mentoring student interns and assistant teachers, the Pre-K teachers work closely with the department to ensure the highest quality program. The department has advocated for Pre-K funding for special projects and facilities, as well as administrative and accreditation support. Teamwork is required to ensure that the internship experience produces high quality early childhood educators.

OTHER PERSONNEL |

Assistant Keeps the day moving, is available to children, helps children with socialization, and directs them when necessary; runs activity centers; is available to children, and generally does whatever is needed.

Interns

Community service, practicum, or special volunteers assume responsibilities as directed by the head teacher and assistant teacher. They ask questions when unsure about something and help in whatever capacity is needed to support the program. Interns who are taking EDUC 270 must meet specific criteria to pass this initial professional field experience for the Linfield teacher education program.

Additional staff or volunteers may be recruited, as needed, to meet the language needs of children whose native language is not English. The Chair of the Linfield Education Department supervises and evaluates the Pre-K Director and assists with program needs, such as accreditation reports, job searches, and program policy. The Linfield Education Department Program Coordinator and Academic Secretary provide additional support on an as needed basis.

SAFETY AND WELLNESS

SAFETY OF STUDENTS AND STAFF |

All employees are trained in environmental safety, and the Linfield University Office for Environmental Safety is available for consultation at any time and issues timely reports and advice regarding potential hazards in the university community. For more information, go to <http://www.linfield.edu/humanresources/ehs.html>. The University Public Safety Office provides support regarding general safety from crime and fire, as well as timely reports/alerts when needed. For more information, go to <http://www.linfield.edu/college-public-safety.html>.

The Linfield Pre-K maintains the building and equipment. Safety concerns are reported to the Education Department Chair who alerts the proper authorities. Immediate requests are made for urgent safety concerns, while less urgent issues are addressed through yearly facilities requests. Smoke alarms are assessed yearly by Salem Fire and Alarm. Consolidated Fire Protection Services assesses sprinklers and fire extinguishers yearly. The local fire marshal makes periodic unannounced visits in addition to annual scheduled inspections. Smoking is not allowed in or near Potter Hall. Weapons are prohibited on the Linfield campus. To ensure the safety of staff and children, the door to the Linfield Pre-K is locked from the outside after drop off and pick up. It is not locked from the inside, to ensure a safe exit in emergencies. Fire drills are practiced by staff and children monthly and earthquake drill at least once a year.

Families are given the following information about pick up and drop off safety:

Children must be brought inside the school and **signed in** before we can be responsible for them. After class, teachers will not allow a child to leave unless a parent or an authorized person (named on the registration form) comes to get them **and signs them out**. If you need to send someone to pick up your child, please speak to us personally or send written permission. The individual picking up your child must show photo identification before we will release your child.

Please do not allow children (including siblings or other children in your care) to use the outdoor play area unaccompanied by an adult or to play in the flowerbeds or on the wheelchair ramp at the front of the Education

building. Siblings should not be left alone in cars during pick-up and departure times. **The classroom is not developmentally appropriate for children under the age of three and may contain choking hazards.**

Staff ensure that the classroom is a safe and appropriate environment for children aged three through five with regards to choking and other safety issues. If a safety issue presents itself, it is dealt with immediately. Clear rules exist for classroom safety and where children may be and when. Children are not allowed in the teacher area at all unless accompanied by a teacher. (For example, if a child is sick and the parent/guardian needs to be called.)

Safety standards are maintained for indoor and outdoor play facilities. Children play outside under most conditions, so dry and layered clothing is encouraged. When weather does not allow outside play, large motor activities are provided inside. Teachers are not allowed to apply sunscreen or insect repellent to children. Should either be required, teachers will inform parents and ask them to apply sunscreen or insect repellent. Shade is always provided as an option at recess, and teachers monitor children to ensure that they do not overheat or become too cold.

HEALTH AND WELLNESS |

Snack Time

Tables are sanitized with bleach water before and after snack time. Children, teachers, interns, and volunteers wash hands prior to snack time. Children are offered crackers and 2 oz. of juice. They may have an additional 2 oz. of juice, upon request. Both teachers hold current Oregon Food Handlers cards.

Cleaning

We follow the NAEYC “Cleaning, Sanitizing, and Disinfecting Frequency” Table for tables and countertops (cleaned before and after each use); handwashing sinks & faucets, toilets, floors, and door and cabinet handles (cleaned & disinfected daily); and dress up clothes, machine washable toys, and play activity centers (cleaned weekly). If a child mouths a toy or sneezes on it, the toy is put in a container out of reach of children. After class, the toy is cleaned with bleach water and air dried. The water play table is emptied after each class session and at the end of the day.

Child Illness Policy

If a child has been running a fever any time within the last 24 hours, has diarrhea or is vomiting, is coughing a lot, or has stated or is acting like she/he is really not feeling well, the child should be kept home. Children may come back to school after they are free from symptoms for 24 hours with the exception of current COVID related symptoms. Please refer to current state guidelines: <https://oregonearlylearning.com/COVID-19-Resources> . Sending a child to school ill may lead to teachers and other children getting and continuing to share illnesses. If a child displays any of the previously mentioned symptoms, we will contact a parent to pick up the child. We will keep them safe, comfortable, and supervised in our teacher area while we await pick up. If a child is going to be absent, we ask parents to please let us know by calling in for illnesses or sending a note ahead of time for planned absences.

We will be tracking illnesses so that we can protect everyone’s health. If your a has a communicable disease such as the chicken pox or head lice, we need to know so that we can

inform other parents, as well as take appropriate measures in the classroom. We will notify parents if Linfield University prepares policies or materials regarding specific outbreaks (such as COVID-19 and the H1N1 or “swine flu” outbreak a few years ago).

Teacher Illness

If teachers become ill, they should contact the other teacher(s) as soon as possible in order to obtain a substitute teacher. In addition to the many health benefits explained during the Human Resources orientation, teachers are eligible to take advantage of the Employee Assistance Program (EAP) for counseling related to stress or other issues. Contact Human Resources for more information. Please stay informed with current COVID-19 policies and contact your supervisor if you have concerns: <https://www.linfield.edu/coronavirus-update.html> .

First Aid and CPR

Both teachers are trained in First Aid and CPR. A minimum of one adult trained in First Aid and CPR will be present at all times. A First Aid kit is present in the classroom, in the outside play area, and on field trips at all times. If a child requires medication, such as an epi-pen, processes and procedures will be established with families during the intake process. Medical and dental emergencies will be assessed by the teachers and action will be taken. This may consist of basic first aid (such as applying an ice pack), calling a parent/guardian, or calling 9-1-1. Parents/guardians will be informed of even minor issues, and Accident Reports will be filed.

Student Health Records and Insurance

The intake process includes obtaining current health records and insurance policy information. Families with uninsured children are given information about low cost insurance options, as appropriate. Records are updated, as needed, at conference time.

Handwashing

All adults and children wash hands prior to class and snack time. Everyone must wash hands after using the restroom or contacting bodily fluids, and teachers wash hands if they have assisted a child with toileting. Teachers must wash hands before and after providing medication to children. Adults and children must wash hands after handling pets and/or pet materials, after water play and handling garbage or cleaning.

CERTIFICATION AND POLICIES |

The Linfield Pre-K meets standards of the Child Care Division and the Department of Education (Office of Student Learning and Partnerships).

In order to protect each child’s privacy, the Linfield Pre-K follows the federal mandate known as FERPA (Federal Educational Rights and Privacy Act). We ask that all teachers, interns, and volunteers at the Linfield Pre-K follow FERPA guidelines by not discussing children or incidents at the Pre-K with others or sharing confidential student records without written permission from the parent/guardian.

Preschool staff members are mandated by Oregon law to report any suspected child abuse or neglect, following the state guidelines. The teachers should discuss with each other concerns about potential child abuse or neglect. A report **must** be made to Child Protective Services if abuse or neglect are suspected. Please visit the following website for additional information:

If a teacher is accused of child abuse or neglect, the Linfield University policy of immediately removing the teacher and placing her/him on paid leave will be followed. An investigation will be initiated by Human Resources. The accusation must be reported to Child Protective Services.

SUPERVISION OF CHILDREN |

The Linfield Pre-K maintains a ratio of no more than 20 children to 2 adults. 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. Bathroom or any off-floor breaks are coordinated as needed.

No adult shall ever be alone with a child at the Linfield Pre-K.

Important considerations:

- Be aware when children leave the classroom to use the restroom independently and check on them frequently.
- If a child needs help toileting, **only paid staff persons** should assist him/her. Children at the Linfield Pre-K must be toilet trained.
- There must be an adult in the art room if children are in that room.
- Children should be in the hallway only to get a quick drink of water.
- All teachers, interns, and volunteers must pass a criminal background check prior to working with children in the Pre-K.

OTHER PROGRAM INFORMATION

SUPERVISION OF INTERNS |

The EDUC 270 Becoming an Early Childhood Teacher field experience takes place in the Linfield College Pre-K Lab School. This 30-hour experience serves as the required early childhood field experience for students seeking a teaching license at the early childhood and elementary levels. Jennifer Kumar serves as the instructor of this course. Ms. Kumar has been an elementary teacher, reading specialist, and adjunct professor. Ms. Kumar works closely with the Pre-K Director and Lead Teacher to ensure that the instruction in the course matches the Pre-K experience—and so that students are clear on the goals of their time in the classroom. This team works hard to ensure that interns are learning and growing as professionals in this first official professional experience of the teacher education program.

Students must earn scores that “Meets Expectations” on each area of the EDUC 270 Final Field Experience Evaluation in order to pass the class and experience—and to move on in the Linfield teacher education program. The evaluation addresses the Linfield teacher education program Professional Characteristics, the dispositions the Education Department has developed as essential for student success in our program and in the profession. This evaluation is completed by the Pre-K director and assistant director. In order to “Meet Expectations,” students must meet the criteria listed in the table below.

Professional Characteristic	Criteria for “Meets Expectations”
Personal Demeanor	Interacts courteously with students and staff. Dresses appropriately.

Culturally Responsive	Knowledgeable of individual differences and diversity. Exhibits fairness. Adapts instruction, as needed.
Initiative / Responsibility	Motivated to learn. Works independently. Communicates when late or absent. Completes tasks on time.
Dependability	Present and punctual. Communicates if late or absent.
PK-12 Student Interactions	Completes tasks and assists students competently. Problem solves, redirects, provides guidance & feedback to students with little prompting.
Open to Suggestions / Adaptability	Open to suggestions. Able to adapt thinking.
Written and Oral Communication	Clear, focused, organized. Occasional minor errors. Comfortable when in group situations or when speaking in front of others.
Follows Policies, Rules, & Regulations	Follows all policies, rules, & regulations of host placement (i.e. turning off cell phone).

EDUC 270 ATTENDANCE POLICY |

Regular and punctual attendance is expected during this internship experience—the children and teachers are counting on interns to make the day’s class the best it can be! Also, this is their first official demonstration of professional skills for the Linfield teacher education program. Therefore, we have created the following attendance guidelines:

- He/she may be excused from his/her internship time due to illness/medical emergency or participation in a college-related activity if he/she calls the Pre-K (503) 883-2268 by 8:15 am for the morning class and 10:00 am for the afternoon class. **An email is not accepted, as we are already in the classroom working and may not have the opportunity to check email.** (But please know that he/she may email us any time with questions or comments related to anything other than attendance.)
- If an intern calls the Pre-K by the accepted time prior to his/her internship time due to illness or medical emergency, he/she are allowed one excused absence that may be made up at a later time. If a call is made to the Pre-K by the accepted time prior to the internship time due to an illness or medical emergency more than once, the intern will need to submit a doctor’s note to make up that time.
- If the intern calls in sick due to illness or medical emergency, we ask that they do not conduct an observation in the observation room. We do not want to spread germs in that space, either.
- If an intern is absent due to participation in a college-related activity, he/she still needs to call the Pre-K by the expected time prior to the internship time to count as excused—*although we ask that he/she please let us know as early as able, as most of these activities are scheduled well in advance.* In addition, we need documentation from a coach, advisor, and/or professor for the absence.

Failure to follow this policy may result in deduction of points in EDUC 270, a lower score on the Final Field Experience Evaluation, and/or a Plan of Assistance for improving Professional Characteristics. Such documentation will become part of your teacher education program file.

VIEWING ROOM |

The Linfield Pre-Kindergarten is an educational lab school which provides a child development program for the preschool child and an educational learning experience for college students. The viewing room gives college students and parents/guardians a chance to watch children in action. We ask that college students and parents/guardians remain quiet, as the room is not soundproof, and stay at least one foot away from the window. We encourage college students to direct any parent/guardian questions to the Director or Assistant Director to avoid any potential miscommunications.

FISCAL RECORDS AND PLANNING |

The Linfield Pre-K maintains a budget that begins in July and ends the following June. The accounts are reconciled on an ongoing basis, and the Director conducts a yearly audit at the end of the school year. The following year's budget is adjusted, as needed, and the Director informs the Education Department Chair of any additional needs. The budget is created with basic needs and with a vision for ongoing program improvement and staff professional development.

Linfield Pre-Kindergarten 2020–2021 School Calendar

August	31	Parent Preschool Night for MWF classes- via Zoom video
September	1	Parent Preschool Night for TuTh classes- via Zoom video
September	7	<u>No School</u> – Labor Day
September	8-11	Parent/Child preschool week (each child attends 1 day)
September	14-18	Shortened Days (8:45-10:30 or 12:45-2:30)
September	21-25	Regular Class Times (8:45-11:15 or 12:45-3:00) 9/30 Pre-K in session- McMinnville schools closed
October	6 & 7	Back to School Nights-cancelled
October	9	<u>No School</u> -Staff In-Service
October	14 & 15	Grasshopper Portraits/School Photo Day- tbd in Spring
November	11	<u>No School</u> –Veterans Day- tentative
November	12 & 13	<u>No School</u> –Parent Teacher Conferences- tentative
November	23-27	<u>No School</u> -Thanksgiving Vacation/ Linfield Fall Break
December	tbd	Last day for Mon/Wed/Fri classes
	tbd	Last day for Tues/Thurs classes
December	16 – Jan 1	NO SCHOOL/WINTER BREAK
January	4	School Resumes
January	18	<u>No School</u> – Martin Luther King Holiday
February	5	<u>No School</u> -Staff In-Service
February	15	<u>No School</u> – President’s Day
March	22 – 26	SPRING BREAK
April	15 & 16	<u>No School</u> - Parent/Teacher Conferences 4/23 pre-k in session- McMinnville schools closed
May	20	Last Day for Tues/Thur Classes
May	21	Last Day for Mon/Wed/Fri Classes

Shading = School closure dates differ from McMinnville Public Schools' dates.

**LINFIELD UNIVERSITY CLASS SPECIFICATION TITLE: PRE-K EDUCATION
DIRECTOR 1**

CLASS SUMMARY:

This class is the second of two levels in the Pre-K Education series. Incumbents plan and implement a Pre-K program. Responsibilities may include planning and implementing curriculum; maintaining child records; ensuring compliance with all local, State and Federal regulations and licensing requirements, and NAEYC accreditation standards; communicating program information to parents; monitoring a budget; selecting vendors; ordering supplies; and tracking tuition income. Incumbents supervise the lower level.

TYPICAL CLASS ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)

1. Supervises staff to include: prioritizing and assigning work; conducting performance evaluations; ensuring staff are trained; ensuring that employees follow policies and procedures; maintaining a healthy and safe working environment; and making hiring, termination, and disciplinary recommendations.
2. Manages, coordinates, oversees, and monitors the Pre-K program, which includes: instructing students; determining program and community Pre-K needs; setting program priorities, policies, and strategic planning; formulating and reviewing policies and procedures for programs; determining methods for meeting local program, State, and Federal objectives/goals; designing and overseeing program curriculum and effective instructional delivery; communication information to parents; ensuring programs are in compliance with applicable regulations and requirements; overseeing and monitoring the preparation and management of student records; and performing other related activities.
3. Coordinates the development, design, and delivery of instructional programs, which includes developing, coordinating, and implementing instructional curriculum. Monitors licensing and accreditation standards.
4. Coordinates and monitors a program budget; reviews expenditures; prepares and reviews financial reports and statements; tracks tuition income.

5. Develops, implements, and evaluates learning objectives and lesson plans which includes: selecting and creating learning materials; preparing and evaluating lesson plans; identifying and utilizing specialized resources; evaluating teaching methods, instructional materials, and related items; implementing established curriculum goals and objectives; adapting materials and curriculum to meet the needs of special populations; and performing related activities.
6. Performs other duties of a similar nature or level.

TRAINING AND EXPERIENCE (positions in this class typically require):

Master's degree in family studies or education with an early childhood education emphasis, and three years experience teaching in an early childhood program, including one year supervisory experience; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.

**LINFIELD UNIVERSITY CLASS SPECIFICATION TITLE: PRE-K EDUCATION
DIRECTOR 2**

LICENSING REQUIREMENTS (positions in this class typically require):

Licensing Requirements:

- CPR Certification
- First Aid Certification

KNOWLEDGE (position requirements at entry):

Knowledge of:

- Supervisory principles;
- Advanced Pre-K education principles and practices;
- Budgeting principles;
- Program development and administration principles and practices;
- Applicable Federal, State, and Local laws, rules, and regulations;
- Policy and procedure development practices;
- Curriculum content;
- Student assessment methods;
- Classroom management principles and practices;

- Computers and related software applications.

SKILLS (position requirements at entry):

Skill in:

- Prioritizing and assigning work;
- Monitoring and evaluating employees;
- Interpreting and applying applicable laws, rules, and regulations;
- Monitoring a program budget;
- Developing academic and/or program assessment tools;
- Directing, monitoring, and evaluating programs;
- Managing applicable student records;
- Using a computer and related software applications;
- Communication, interpersonal skills as applied to interaction with subordinates, coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to give and receive work direction.

PHYSICAL REQUIREMENTS:

Positions in this class typically require: reaching, standing, walking, fingering, grasping, feeling, talking, hearing, seeing and repetitive motions.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

Incumbents may be subjected to blood and other bodily fluids.

**LINFIELD UNIVERSITY CLASS SPECIFICATION TITLE: PRE-K EDUCATION
DIRECTOR 3**

NOTE:

The above job description is intended to represent only the key areas of responsibilities; specific position assignments will vary depending on the business needs of the department.

CLASSIFICATION HISTORY:

Draft prepared by Fox Lawson & Associates a Division of Gallagher Benefit Services, Inc.
(CMC)

Date: (08/2010)

LINFIELD UNIVERSITY CLASS SPECIFICATION TITLE: HEAD TEACHER 1

CLASS SUMMARY:

This class is the first of two levels in the Pre-K Education series. Incumbents develop and implement curriculum plans and train teacher assistants and college practicum students. Responsibilities may include observing children and developing appropriate curriculum plans; assessing children's needs and developmental progress; preparing supplies, materials and equipment; presenting materials to children; providing direction and feedback to teacher assistants and college practicum students; and performing administrative duties in support of the Pre-K program.

TYPICAL CLASS ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)

1. Develops, implements, and evaluates learning objectives and lesson plans which includes: selecting and creating learning materials; preparing and evaluating lesson plans; identifying and utilizing specialized resources; implementing established curriculum goals and objectives; adapting materials and curriculum to meet the needs of special populations; and performing related activities.
2. Monitors and assesses student progress and competency mastery, which includes: identifying appropriate assessment methods; developing and administering tests to evaluate student learning; recording and reporting student achievements; and/or performing related activities.
3. Manages children's behavior, ensuring an environment that is conducive to learning and appropriate to the maturity and interests of children, which includes: developing and implementing classroom rules of behavior and applicable disciplinary procedures; assisting in the administration of applicable policies and rules governing child behavior; and performing related activities.

4. Provides feedback to teaching assistants and college practicum students; gives direction to assistants and practicum students as necessary.
5. Performs administrative support functions which may include preparing correspondence, responding to inquiries, preparing mailings, and performing related duties.
6. Performs other duties of a similar nature or level.

TRAINING AND EXPERIENCE (positions in this class typically require):

Bachelor's degree in family studies or education with an early childhood education emphasis, and two years experience in an early childhood program; or, an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.

LICENSING REQUIREMENTS (positions in this class typically require):

Licensing Requirements:

- CPR Certification
- First Aid Certification

LINFIELD UNIVERSITY CLASS SPECIFICATION TITLE: HEAD TEACHER 2

KNOWLEDGE (position requirements at entry):

Knowledge of:

- Applicable Pre-K concepts and teaching methods;
- Curriculum content;
- Student assessment methods;
- Classroom management principles and practices;
- Instructional methods and practices;
- Modern office procedures;
- Computers and related software applications.

SKILLS (position requirements at entry):

Skill in:

- Developing, implementing, and evaluating lessons;
- Assessing student achievement and learning;
- Managing classroom behavior;
- Developing assessment materials;
- Modifying lesson plans;
- Maintaining applicable student records;
- Using a computer and related software applications;
- Communication, interpersonal skills as applied to interaction with subordinates, coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to receive work direction.

PHYSICAL REQUIREMENTS:

Positions in this class typically require: reaching, standing, walking, fingering, grasping, feeling, talking, hearing, seeing and repetitive motions.

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for Sedentary Work and the worker sits most of the time, the job is rated for Light Work.

Incumbents may be subjected to blood and other bodily fluids.

NOTE:

The above job description is intended to represent only the key areas of responsibilities; specific position assignments will vary depending on the business needs of the department.

CLASSIFICATION HISTORY:

Draft prepared by Fox Lawson & Associates a Division of Gallagher Benefit Services, Inc. (CMC)

Date: (08/2010)