



Trinity Lutheran School Early Childhood Handbook

Trinity Lutheran School
1361 7th Ave SW
Cedar Rapids, IA 52404

Phone: (319) 362-6952
Fax: 1-877-687-7670
Email: schooloffice@trinitycr.org

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WELCOME

The staff of Trinity Lutheran Early Childhood Department is pleased to welcome you to our program. This handbook contains information about our program. As we cannot cover the entire program in this booklet, we ask that any questions, requests, or comments be addressed to the Program Administrator, Jessica Kinney.

MISSION STATEMENT

Know Christ + Grow in Christ + Make Christ Known

MISSION

It is the mission of Trinity Lutheran Early Childhood Department to grow and nurture the whole child – cognitively, physically, socially/emotionally, and spiritually – within an environment where all relationships are infused with His mercy and grace.

VISION

Proclaiming the love of Christ in a school setting, we provide a collaborative learning environment with families to ensure the needs of the individual learner are being met. An invested faculty inspires students to pursue academic excellence and develop Christ-like character and values in a way that is appropriate to each child’s developmental level. Students are prepared, motivated, and equipped to encounter and engage a rapidly changing world with the Gospel of Jesus Christ.

PURPOSE

At Trinity, our Early Childhood children discover and develop their individual abilities and talents in a constructive play environment. Through ongoing partnerships with their families, children become confident, responsible, and compassionate leaders who are “equipped to do the work God has planned in advance for them to do.” (Ephesians 2:10)

PHILOSOPHY

Trinity Lutheran School exists to provide the opportunity for children to develop and grow faithfully in the Lord Jesus Christ, by the power of the Holy Spirit. Classroom environments are Christ centered, and children are taught a greater love for God and others. A true and complete education is one which meets the physical, emotional, intellectual, social, and spiritual needs of the child. Trinity Lutheran School’s Early Childhood Department, as an extension of the family, is concerned for the whole child. Our goal is to introduce the fundamental core values of respect (1 Peter 2:17), responsibility (Galatians 6:5), integrity (Philippians 4:8), compassion (Ephesians 4:32), strong work ethic (Colossians 3:23), and gratitude (1 Thessalonians 5:16-18) in each of our students, preparing each student to become a faithful member of the Body of Christ and a responsible citizen in the community.

PROGRAM OVERVIEW

QUALITY INITIATIVES

Our program strives to continuously provide the highest quality care in the state of Iowa, meeting or exceeding all state and local requirements. The Iowa Department of Human Services (DHS) license us. DHS requires us to follow the Child and Adult Food Program (CACFP) OR the National School Lunch Program (NSLP) rules and regulations during snack and lunch.

STAFF QUALIFICATIONS

Trinity Lutheran Early Childhood Department understands that not all families can afford the opportunity to be home with their young children. Qualified early childcare educators promote learning, development, and skills for success in school and life. Our curriculum, rooted in Christian principles and beliefs, is dependent on educators who are committed to a life in Christ. Therefore, it is of utmost importance that all early educators within the program have both a relationship with God and a strong background in Early Childhood Education.

HOURS OF OPERATION

Monday - Friday 6:30 AM to 5:00 PM

DHS CAPACITY AND RATIO REQUIREMENTS

Our DHS licensed capacity for Trinity Lutheran Early Childhood Department is 107 children. Our program will never exceed the following:

Transitional Room- 4 one-year olds at a 1:4 ratio and 7 two-year olds at a 1:7 ratio.

Threes Room – 20 children at a 1: 10 ratio.

Fours Room – 20 children at a 1:10 ratio (State funded preschool)

K-prep room- 20 children at a 1:10 ratio

ENROLLMENT & TUITION

ADMISSION

Children are enrolled in Trinity Lutheran School except for the Summer Program. Trinity participates in the Statewide Voluntary Preschool Program.

Statewide Voluntary Preschool Program

Cedar Rapids Early Learning is part of the Statewide Voluntary Preschool Program and follows the Iowa Quality Preschool Program Standards. Visit the Iowa Department of education website to learn more about this program:

<https://educateiowa.gov/pk-12/early-childhood/statewide-voluntary-preschool-program-four-year-old-children>

Program Eligibility

“A child who has reached the age of four by September 15 and who is enrolled in the statewide preschool program under chapter 256C shall be considered to be of compulsory attendance age unless the parent or guardian of the child submits written notice to the school district implementing the program of parent’s or guardian’s “intent to remove the child from enrollment in the preschool program.” Iowa Code 299.1A(3) (2013).

Curriculum, Instruction, and Assessment

[Early Learning Standards](#)

[Creative Curriculum](#)

[Gold Assessment](#)

Assessment (4.1, 4.2)

Our preschool program uses the Teaching Strategies GOLD assessment tool to assess our students. Teaching Strategies GOLD assessment is aligned to the Iowa Early Learning Standards and assesses students’ skills in social emotional, physical, cognitive, language, literacy, mathematics, social studies, science and technology, and the arts. Through this assessment, we will take observational notes, create portfolios, and plan activities that are one on one, small group, or whole group to evaluate students’ skills. The assessment information is then used to guide lesson planning and report progress to parents/guardians. There are three checkpoints throughout the school year for Teaching Strategies GOLD. Every November, February, and May we assess each student’s skills in each domain. Report cards will be sent home three times a year after each checkpoint and will reflect the level of your child’s abilities at that time. The domains that appear on the report card are Preschool Priority Standards chosen by the Early Childhood Special Education teachers.

Communication of Assessment Information

At the beginning of each school year, a questionnaire is sent to families to gauge the child’s interests, strengths, and parental concerns. This information is used in lesson planning at the beginning of the year and used to assist in classroom placement. Before conferences in the spring the preschool program sends home pre-conference forms for parents/guardians to complete and share their celebrations and concerns for their child. The preschool sends home family activities, completed classroom activities, and a weekly newsletter to inform parents/guardians of what academics were worked on each week.

Student Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have legitimate educational interest are allowed to access a student’s records unless a release has been filled out by parents granting another party permission.

Program Evaluation, Accountability, and Continuous Improvement (10.15)

The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations. In the Spring of each school year, families will be provided with a family questionnaire to provide feedback around policies and procedures of our program. The program staff will use the information gathered from this questionnaire along with a staff survey to determine goals for the program. These goals are shared with all families.

ENROLLMENT APPLICATION

APPLICATION

Enrollment applications must be completed in full and include an annual \$30 application fee per child, unless you are enrolled in the free state preschool program only. Applications will be prioritized for families who require and utilize the program(s) full time. “As needed” care will be determined daily until programs reach state licensed capacity.

REQUIRED CONTACT INFORMATION

It is important that all required contact information is completed in full and legible. If home addresses, emails, or phone numbers change, please inform the Program Administrator promptly. Updated information is pertinent to deliver daily communications or emergency information promptly to you.

MEDICAL RECORD REQUIREMENTS

All medical and dental information must be completed upon registration. In addition to providing a list of doctors/dentists for your child, current physicals and immunizations **MUST** be submitted. Applications with missing information or documents cannot be accepted.

ALLERGY ACTION PLANS

For each child with special health care needs or food allergies or special nutrition needs, the child’s health provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child’s care. The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child’s food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.

REGISTRATION

Registration is completed annually per child and includes emergency contact information, medical and dental information, updated permission slips, pricing options, and handbook review. Parents are asked to complete a daily usage sheet. This usage sheet will serve as contractual times for staffing and attendance purposes. Parents also pay the annual \$200 registration fee currently. *Please see Policies & Procedures “Attendance” for further information.*

TUITION & PAYMENT OPTIONS

Trinity Lutheran School Early Childhood Department charges are billed just as school tuition. Families with outstanding balances will be suspended from using the program until the account is in good standing. Fees do not apply to students enrolled in the Statewide Voluntary Preschool Program.

PRICE OPTIONS

There are a variety of payment options for the school year. A fee sheet is attached to the parent handbook; priority is given to families using the programs full time. The flat rate choices are not based on attendance and are billed weekly throughout the school year despite family vacations, holidays, illness, and weather-related closings or delays.

PAYMENT OPTIONS

Payments through Procure – parents can connect their bank or credit card information to Procure and pay directly. Payments MUST be made according to your billing cycle, or a \$30 past due payment fee will be added to your charge and services will be suspended until the account is paid up. A \$5 service fee will be applied to your bill on Procure.

Pay weekly by check – parents may pay weekly on Fridays at 5:00 PM by check. Checks should be placed in the Early Childhood Department office in the lockbox.

CHILD CARE ASSISTANCE (CCA)

Trinity Lutheran School Child Care accepts a *limited* number of families who qualify for childcare assistance. You must inform the Program Administrator at the time of enrollment if you qualify for CCA. To qualify for Child Care Assistance, families must complete an application form through the Department of Human Services. Contact the Program Administrator if you would like additional assistance locating or completing the application form.

POLICIES & PROCEDURES

ARRIVAL & DEPARTURE/ATTENDANCE

It is the parent/guardian responsibility to ensure that the child(ren) arrive and depart according to contracted times.

LATE PICK UP

While we understand unpredictable situations occur, please try to be on time each day to pick up your child. Our teachers work hard each day caring for your child and it is important for them to have time with their own families. Children picked up after closing time (5:00 PM) will be charged \$5/minute.

If you are more than 40 minutes late and we have been unable to contact anyone listed on your Authorized Pick-Up form, we are required to contact Social Services, who will then

pick up your child for safekeeping. If you are late, let us know so we can reassure your child you will be arriving shortly, as well as avoid unnecessary panic.

No SCHOOL DAYS

You must sign up ahead of time to use the program on no school days. Trinity EC Department will communicate when sign-up forms are posted for no school days. Parents will have 10 days to sign children up for care, with the last day clearly marked. The “deadline” is the final date to sign up and/or cancel. If cancelled after the deadline, families will be charged \$40 for each day their child(ren) signed up. Families who do not show up on marked days will be charged a \$40 no show fee.

FAMILY INVOLVEMENT

Home Visits

Home visits are made at the beginning of the school year as a requirement of the Statewide Voluntary Preschool Program. This is an opportunity for the preschool teacher to get to know you, your child, and your family. This meeting begins with a partnership between home and school to best meet your child’s needs. This is a wonderful time for you to share your knowledge about your child’s interests, approaches to learning, and developmental needs. You can help the teacher understand what your goals are for your child and whether you have any concerns you would like to address. Parents are encouraged to share these preferences, concerns, and questions at any time with either the classroom teacher or administrator.

Parent-Teacher Conferences

The teacher will schedule two school conferences for your child with one being in the fall and one in the spring of the year. This will be a time for the staff to talk with families about our shared goals for your child throughout the school year. If you would like more frequent conferences, please contact your child’s teacher.

Open House Night

Families are invited to Open House Night in August of each year. This allows children the opportunity to meet their teacher, see their classroom and meet other classmates. This also serves as a time when parents can ask any questions and become more familiar with the program and school.

Preschool Parent Orientation Day

Before school starts, incoming parents are invited in for a 30-minute session to preview the preschool program. Families meet the principal and teachers and are presented with information on the program. This allows families to ask questions and become familiar with our preschool program.

Volunteering in the Classroom

We encourage and welcome volunteers to help in the classroom. We ask that all volunteers sign in at the office when they arrive and receive a volunteer badge. Some of the ways you could help would be to listen to children read, support student learning during play opportunities, and support routines and transitions. If you are interested in volunteering, please notify the office, your child's teacher, or the building principal.

CONFIDENTIALITY

All children's records will be kept strictly confidential. Information will be available to licensing personnel and parents only upon request.

INCLUSION

Trinity Lutheran School accepts children aged 18 months through 8th grade. Trinity Lutheran School does not discriminate against any child based on race, religion, national origin, or sex. Please reach out to our Program Administrator if you have any concerns about your child's development and we will do all we can to service them within our program or refer you to someone who can better support your child and their needs. Teaching staff will do their best to accommodate the needs of each individual child and refer families to Grant Wood AEA services offered through the school- including speech and occupational therapy- for those students that need additional support beyond what can be offered by the classroom staff. Parents are kept in a constant loop of communication throughout the entire IEP process. Our teaching staff is happy to participate in outside of the classroom support also and allows for private therapists to come in and observe the classroom, and work together with our resource teacher to orchestrate an IEP for the child and implement support as needed. Any additional training needed by the staff to accommodate an IEP will come from our Grant Wood AEA Specialists.

PROGRAM CLOSINGS

There is no fee reduction for celebrated holidays and snow days. Please see the list below of the holidays, school closings, and early dismissals for the 2025/2026 school year.

No School or Care Available:

August 18 - August 22 - Staff development

September 1 - Labor Day

November 7 - School Conferences

November 27 & 28 - Thanksgiving Break

December 22 - 26 - Christmas Break

January 1 & 2 - New Year's Day & Day After

April 6 - Easter Monday

May 25 - Memorial Day

12:00 PM Closures

8/25/2025	1/16/2026 (11:00 AM)
9/17/2025	2/11/2026
10/15/2025	3/4/2026
11/06/2025	4/3/2026 (1:15 PM)
11/19/2025	4/15/2026
12/10/2025	5/6/2026 5/22/2026 (1:00 PM)

WEATHER-RELATED CLOSINGS/DELAYS

If Trinity Lutheran School is closed due to weather, care will not be available. In the event Trinity issues a two-hour delay, morning care will not be provided, there will not be part day preschool, and Trinity’s Early Childhood Department will open at 10:15 AM. *Follow KCRG for weather related closings/ delays. Due to DHS regulations, we must limit the number of children we are able to take care of. We ask all parents to call before bringing their children to care to confirm we have space available.* The Early Childhood Department will notify parents by ProCare and email if we are forced to close for emergency reasons during regular operating hours (severe weather, power failure, etc.). If it is your child’s normal day of attendance on a day on which care is closed, you are still expected to pay that day’s fees.

EMERGENCY PROCEDURES

FIRE AND TORNADO EVACUATIONS

Evacuation routes are posted for the event of a fire/tornado. Trinity Lutheran School Early Childhood Department practices monthly fire and tornado drills. Daily attendance and child location will always be known. Trinity Lutheran School utilizes a Crisis Management plan for emergency situations. All crisis events include detailed plans related to specific scenarios. Staff are trained to understand each plan and have unlimited access to the Crisis Management plan for review purposes. Staff always have access to an iPad. All emergency contact information is stored on the ProCare app, along with each child’s photo. All allergies and action plans are uploaded to necessary accounts. If an emergency occurs, Trinity Lutheran School Early Childhood Department will send out an “EMERGENCY SOS” text through ProCare in an appropriate and timely manner. Details will then be provided as directed by the principal.

SAFETY

ACCESS POLICY

Trinity Lutheran Early Childhood is responsible for ensuring the safety of children at the center and preventing harm by being proactive and diligent in supervising not only the children, but other people present at the facility.

1. Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with childcare shall not have “unrestricted access” to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio. “Unrestricted access” means that a person has contact with a child alone or is solely responsible for childcare. It is imperative that centers not allow people who have not had a record check to assume childcare responsibilities or be alone with children. This relates both to child safety and liability to the center.
2. Persons who do not have unrestricted access will always be under the direct “supervision” and “monitoring” of a paid staff member and will not be allowed to assume any childcare responsibilities. The teacher will assume the primary responsibility of the supervision and monitoring unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.
 - “Supervision” means to oversee an individual engaged with children in an activity or task and ensure that they perform it correctly.
 - “Monitoring” means to oversee ensuring proper conduct of others.
3. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If a staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premises.
4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):
 - a. Shall not operate, manage, be employed by, or function as a contractor or volunteer at the childcare center.
 - b. Shall not be on the property of the childcare center without the written permission of the Program Administrator, except for the time necessary to transport the offender’s own minor child or ward to and from the center.
 - i. The Program Administrator is not obligated to provide written permission and must consult with their DHS licensing consultant first.
 - ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
 1. The precise location in the center where the sex offender may be present.
 2. The reason for the sex offender’s presence at the facility.

3. The duration of the sex offender's presence.
4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

FACILITY ACCESS

All parents and authorized pick-up persons will have key fobs to access the building during specified program hours. These hours are:

Monday - Friday

6:30 AM - 8:15 AM

11:10 AM - 11:25 AM

3:15 PM - 5:00 PM

Any facility access outside of these specified times will require checking in at the main office.

1. Fobs should NOT be shared with others. Any person picking up who does not have prior authorization must remain at the exterior door until staff can ensure appropriate identification.
2. When coming and going from the building, please do not let others in the building with you. We understand you may know the family or hold the door to be polite. However, we all need to be diligent about the safety and security of our building.
3. Parents are not permitted to enter the facility through the back gates. The gates are locked, and staff is unable to unlock them for you.
4. Parents must enter through the Early Childhood doors and will not be granted access via the main office outside of school hours.

VISITORS / RESTRICTED ACCESS TIMES

During school hours, the Early Childhood doors are locked, and fobs do not work. Anyone who needs access to the building must use the main doors and sign in at the school office. Sign in requires the following information: name, signature, reason for visit, date, and time in/out, and a valid phone number. All visitors must wear a clearly marked badge and be accompanied to the appropriate location by the school secretary.

SIGN IN/OUT PROCEDURE

All children are signed in and out using ProCare software program. This generates a digital record of:

- Arrival Time
- Departure Time
- Record of who dropped off/picked up the child.

DAILY ATTENDANCE

Children are expected to arrive and be prepared to learn by 8:15 AM daily. If a child has an appointment or other situation delaying arrival, parents are expected to call the main office or email the classroom teacher in advance. If a child is unexpectedly absent (no parent communication was received), staff will reach out via phone call or email within the first hour of the child's scheduled arrival time to ensure that the child is safe and planning to attend school for the day. If there is no communication from the parent regarding the child's

absence, despite multiple phone calls after 9:00 AM, their emergency contact will be contacted to conduct a welfare check on the family.

UNDER THE INFLUENCE

In the event a parent/guardian, or any person authorized to pick up a child, comes to the center and a staff member believes that person to be under the influence of drugs or alcohol and too intoxicated to transport the child safely, we will call another authorized person to have the child picked up. A staff member will remain with the child until an alternate person arrives. If there is resistance to this procedure, or if a person is intoxicated attempts to leave with the child, staff will immediately call 911 to report the incident and provide the police with the description of the car and license plate number the child is leaving in. The Police Department and the Department of Human Services will then manage the matter.

CHILD ABUSE/NEGLECT

Staff employed by Trinity Lutheran School are mandatory reporters. If Trinity Lutheran School Early Childhood feels a child is being abused or neglected, we will contact the appropriate authorities as required by law.

DISCIPLINE & BEHAVIOR

DISCIPLINE

The Iowa Department of Human Services rules about discipline state:

77.25(4) Restraint, restriction, and behavioral intervention. The provider shall have in place a system for the review, approval, and implementation of ethical, safe, humane, and efficient behavioral intervention procedures. All members receiving home- and community-based habilitation services shall be afforded the protections imposed by these rules when any restraint, restriction, or behavioral intervention is implemented.

- a. The system shall include procedures to inform the member and the member's legal guardian of the restraint, restriction, and behavioral intervention policy and procedures at the time-of-service approval and as changes occur.
- b. Restraint, restriction, and behavioral intervention shall be used only for reducing or eliminating maladaptive target behaviors that are identified in the member's restraint, restriction, or behavioral intervention program.
- c. Restraint, restriction, and behavioral intervention procedures shall be designed and implemented only for the benefit of the member and shall never be used as punishment, for the convenience of the staff, or as a substitute for a no aversive program.
- d. Restraint, restriction, and behavioral intervention programs shall be time-limited and shall be reviewed at least quarterly.
- e. Corporal punishment and verbal or physical abuse are always prohibited. Staff who fail to comply with this regulation will be terminated immediately.

Student Expectations

1. We Are Safe: We use our hands and feet appropriately. We stay together.
2. We Show Respect: We use quiet voices inside. We use listening ears. We use kind words.
3. We Are Responsible: We clean up. We take care of our toys. We help each other.

Positive Guidance Techniques

Trinity Lutheran Early Childhood utilizes a variety of interventions and support in their classrooms, such as PBIS and SPOT. The premise of these interventions is that continual teaching, combined with acknowledgment or feedback of positive student behavior and explicit ways to identify and cope with feelings, will reduce unnecessary discipline, and promote a climate of greater productivity, safety, and learning.

1. Consistent communication of the policies with parents: Each parent receives a copy of our discipline policy in the parent handbook at orientation. Parents sign a sheet stating they have read the handbook at the beginning of each school year.
2. Ensure Active Participation of Each Child: Encourage desired behavior by providing engaging materials based on children's interests, ensuring that the learning environment promotes active participation of each child.
3. Teach Social Competence: Help children learn what to expect in the childcare environment and how to promote positive interactions and engagement with others.
4. Children Experience Predictable Routines: Provide a predictable daily schedule with routines, activities, reminders, and transitions to foster the desired behaviors.
5. Match Expectations of Behavior to the Child's Development: By understanding what abilities the child has acquired and is expected to do as a next step in development, adults can facilitate smooth and steady progress in self-mastery and independent pro-social behaviors (ex, toddlers want to demonstrate their independence and often say "no" to a yes-or-no choice but happily choose between 2 equally acceptable alternatives).
6. Simple Rules: Establish, teach, and support learning of simple rules expressed as what to do, rather than what not to do.
7. Praise: Positively describe the desired behavior (ex, "You did a nice job putting your toy away," rather than nonspecific praise such as "Good girl" or "Nice job").
8. Model Desired Behavior: Model and demonstrates to help children understand positive alternative behaviors as the first approach to correcting a behavior that is not acceptable (ex, lower your voice when the child is yelling).
9. Planned Ignoring and Redirecting: Suggest another activity unless the behavior is too disruptive and unsafe to be ignored.
10. Individualize Discipline: Adjust the approach to the temperament and needs of the child, anticipating and preventing situations that are likely to evoke undesirable behavior.
11. Offer calm down time: Give children a space where they can calm down. Allow them to utilize this space until they are calm, and then speak with the child to help redirect behavior. Calm down time is not to be forced, only offered.

12. Equal is not always fair. Designing consequences to fit the problems of individual children, and they may be different even when problems appear to be the same

During the event that a child is demonstrating an undesirable behavior:

1. Staff will take care to ensure the safety of all the children in the classroom. This may require moving children from the area of the behavior..
2. Staff will maintain a distance and call the program administrators to come in and assist with the child behavior. This helps to ensure that ratio can be maintained.
3. The program administrators will give the child space to calm down, then remind the child of expectations and ask the child to plan for how to solve the issue, offering support along the way.
4. The lead teacher/staff member will file a behavior report about the incident which includes details of what led up to the incident, as well as the consequences of the incident.
5. The program administrators, teachers, and parents will arrange a meeting to plan a consistent response to the undesirable behavior.

All new employees will be trained on TLSEC's discipline and behavior policies during the orientation process. These policies, procedures, and techniques will be reviewed annually every August. All lead teachers will also be required to complete an ERS and PBIS training course within the first year of their employment. Positive behavior guidance techniques are also regularly assessed by administrative staff during all informal and formal observations. -For recurring and or severe behavior problems, please see Policy 5.08.1: Dismissal Policy

BITING

Even in the best childcare center, periodic outbreaks of biting occur among infants, toddlers, preschoolers, and occasionally older children. This is an unavoidable consequence of grouping young children together. When it happens, it can be scary and very frustrating for children, parents, and teachers. Understanding the reason for biting is the first step to changing a child's behavior. Children bite for a variety of reasons: teething, simple sensory exploration, cause and effect, imitation, crowding, seeking attention, frustration, and stress. Childcare group situations are difficult: dealing with others constantly around, sharing attention and toys, and too much or too little stimulation are all difficult for children. Biting is not something to blame on children, their parents, or their teachers. When biting breaks out, a high-quality childcare program immediately acts, not to blame the biters but to change the environment and help children change their behavior. Caregivers should remain calm and controlled their emotions when biting occurs. In addition, the following steps will be taken.

1. The teacher will remove the child from the situation and focus caring attention on the child who was bitten.
2. The caregiver should talk to the child who bit (if able to communicate) and talk about different strategies that the child can use next time (give them appropriate words-if able) instead of biting. This should be done in a straightforward way.

It is important to explore the reasons for biting when it occurs. Examples of some triggers would be: communication deficits, transitions, hunger, lack of sleep, need for oral

stimulation or teething pain. Once triggers are identified, staff can work on prevention strategies and start teaching replacement skills. Below are some examples of how the teacher will begin this assessment.

1. The teacher will examine the context in which the biting is occurring and look for patterns. The teacher will use the Center Action Plan for documentation and ask the following questions:
 - Was the space too crowded.
 - Were there too few toys.
 - Was there too little to do or too much waiting.
 - Was the child who bit getting the attention and care he/she deserved at other times, other than when he/she was biting?
2. The teacher will change the environment, routines, or activities if necessary.
3. The teacher will work with the child who is biting to resolve conflicts and frustrations in more appropriate manners, including using words, if they are capable of them.
4. The teacher will observe the child, to get an idea of why and when they are likely to bite.
5. The teacher will identify children likely to be bitten and make special efforts to reduce their chance of being bitten.
6. The teacher, parent and administration will meet regularly to regulate an individualized action plan and to measure the outcome of these changes.
7. If biting continues, the Director or On-Site Supervisor will observe the group more closely and work with the parents to seek out additional resources as necessary to shadow the child who is biting.

When children bite, parents of both parties are informed the same day. All information is confidential, and names of the children involved in the incident are not shared between parents. Biting is documented on our standard incident form which is completed and signed by the teacher, parents and an administrator is notified. One copy is given to the parent and one copy is kept in a locked file cabinet in the office.

When biting occurs, here is what you can expect from us:

- We will put the child's safety first and provide first aid as well as comfort, support and advice to any child who is bitten.
- We will make current information and resources on biting available to you.
- We will provide teachers with adequate knowledge and training to deal properly and effectively with biting.
- We will take your concerns seriously, treating them with respect.
- We will tell you what specific steps we are taking to address biting and explain the reasoning behind those steps.
- We will respond to your questions, concerns, and suggestions.
- We will schedule conferences about biting with you, at a time you can attend.
- We will keep your child's identity confidential if he or she bites. This helps avoid labeling or confrontations that may prolong the behavior.

If a child continues to bite, and biting poses a health risk to other children, the Program Administrator will make the decision to withdraw the child from our program. While we understand biting is a part of a developmental stage some children may go through, we must consider the safety of all children enrolled in our program. The severity and frequency of a child biting will determine whether the center gives the family a two-week notice of termination OR whether there is a need for immediate termination for our program. We wish we could guarantee that biting will never happen in our program, but we know there is

no such guarantee. You can count on us to deal appropriately with biting so it will end as quickly as possible. We want the best for all the children in our program.

DISMISSAL POLICY

It is the goal of Trinity Lutheran to work with and support the families in our community. Our program strives to meet the needs of all students. In rare circumstances a child may be removed from our program either on a short term or permanent basis. We make every effort to prevent a dismissal from occurring; however, there are situations when corrective action may be necessary.

Initial Corrective Action Plan: If a child's behavior continues to endanger staff or other children physically or emotionally within the program, a parent meeting will be requested. The problem behavior(s) will be discussed and recorded. An initial corrective action plan will be established to help the child succeed.

Second Corrective Action Plan: If, after a predetermined time frame, the initial plan for changing the child's behavior fail, a second meeting will occur. The behavior correction goal(s) will be reviewed again. A new behavior plan will be defined.

Dismissal: If no progress occurs within the established timeline, the child may be dismissed from the program.

PER THE IOWA DEPARTMENT OF EDUCATION

- Early childhood programs must report suspension and expulsion of all children as required by Student Reporting in Iowa (SRI), including all children in Statewide Voluntary Programs and all preschool children with IEPs. This would apply to suspension and expulsion decisions from SWVPP programming made by SWVPP community partners. Early childhood programs must also review their policies and procedures to ensure they have alternatives and prevention strategies and that they use exclusionary discipline appropriately and equitably.
- The parents of a child in a publicly funded early childhood program are constitutionally entitled to notice and an opportunity to be heard before any expulsion or lengthy removal (removal of more than ten days, See, e.g., *Goss v. Lopez* (U.S. Supreme Court, 1975)). These are the same disciplinary protections that children in grades kindergarten through twelve receive.
- Second, children with disabilities in early childhood programs are entitled to additional protection when they are removed from their educational program for disciplinary reasons. IDEA and Section 504 require these protections.
- Third, early childhood programs must implement disciplinary removals in a nondiscriminatory manner. Suspensions and expulsions of children administered in a discriminatory manner may violate Federal civil rights laws. Discipline practices should not disproportionately impact any group of children. For example, for young children with disabilities (or for whom a disability has not been ruled out), the program is obligated to consider the implications of the child's behavioral needs, and the effects of the use of disciplinary removals when ensuring the provision of Free Appropriate Public Education (FAPE). Failure to make behavioral supports available throughout a continuum of placements, including in regular education settings, could result in an inappropriately restrictive placement (and denial of placement in the Least Restrictive Environment).

HEALTH POLICIES/NUTRITION

Trinity Lutheran Early Childhood Department may follow the Child and Adult Care Food Program (CACFP) OR the National School Lunch Program (NSLP). Our programs provide nutritional snacks and optional lunch (during the school year). A menu which includes whole grains, fruits, vegetables, and USDA meats/poultry is posted on each classroom's parent bulletin board. Children are given the opportunity to taste new foods. All food allergies your child has must be documented and communicated with the Program Administrator upon enrollment.

ILLNESSES

The health of our children is of primary importance to us. Only healthy children will be permitted to stay at school to prevent the spreading of germs. Symptoms that necessitate keeping your child home include:

- Temperature over 100.4 degrees
- Vomiting (must remain home 24hrs after last incident)
- Diarrhea (must remain home 24hrs after last incident)
- Skin Rash, severe cough

Should a teacher or staff member feel that a child is unable to participate properly due to illness, the parent/guardian will be notified immediately, and the child will need to be picked up within one hour. Children sent home for illness may not return to the program for 24 hours. *Children may not return until they are fever free without medication.*

ORAL HEALTH

Children over the age of 4 years old will be required to provide a dental health examination form to attend Trinity Lutheran School. All children in attendance are required to have a dentist listed on their emergency contact information sheet in their file. If a family does not have a dentist, we will refer them to Iowa Pediatric Dental Center as a starting location to find a dentist.

In alignment with the AAPD, our program will follow these guidelines:

- Every year a dental specialist will come in and speak with all the children about their oral health, complete a toothbrushing demonstration, and we will provide children with dental health materials- toothbrushes and toothpaste.
- Provide parents with a flier regarding the importance of dental health as well as how to care for their child's teeth.
- Provide children with water during mealtimes and limit juice to once or twice per month. Staff will have all children rinse their mouths after eating.
- All children ages three and up drink from open top cups or cups with straws. Sippy cups are used only during mealtimes by children in the First Steps room.
- All toys which have been in a child's mouth will be immediately removed and sanitized following the sanitizing procedures of the center.

The program follows NSLP guidelines and serves the children a variety of healthy foods at each meal to promote oral health. If a parent is unable to afford a toothbrush for their child when their toothbrush is damaged, they can email the program administrator, and a

toothbrush will be provided to them. In the event of a dental emergency (knocked out, broken, chipped tooth etc.), a parent or guardian will be contacted and instructed to seek immediate dental care.

STRANGULATION POLICY

Eliminating strangulation hazards further ensures the health and safety of children in TLSEC's care.

- Strings and cords (such as those that are parts of toys and those found on window coverings) long enough to encircle a child's neck are not accessible to children.
- There are NO loops or knots on blind cords.
- All cords will be taped tight and stored out of child reach.
- Dramatic play clothes:
 - Straps/handles on purses/bags are removed or shortened.
 - Ties, scarves, necklaces, and boas are only used in preschool classrooms.
 - When dramatic play items such as ties, scarves, necklaces, or boas are being used, staff will directly supervise the children using them.
- Pacifiers are only used when not attached to anything, and we limit use of pacifiers in our classrooms to nap time.
- Lanyards:
 - Typically, children are not permitted to wear lanyards while in the care of TLSEC. In special cases where a lanyard may be permitted to provide a child oral stimulation in a child over 4 years old, the lanyard will be a breakaway lanyard.
 - Staff lanyards must be breakaway.

Parents must be diligent in strangulation prevention, as well. TLSEC asks that all parents consider the following dress-code changes:

- Hood and neck strings (including jackets and sweatshirts) should be removed. If a child has a hood or neck string, parents will be asked to remove the string.
- Drawstrings on the waist or bottom of garments should not extend more than three inches outside the garment when it is fully expanded.
 - These strings should have no knots or toggles on the free ends.
 - The drawstring should be sewn to the garment at its midpoint so the string cannot be pulled out through one side.

MISSING CHILD

To prevent lost or missing children staff will conduct frequent name-to-face checks and count children regularly especially while on the playground or a field trip.

Prevention:

1. A staff member will be responsible for performing a "sweep" of the area including bathrooms, the playgrounds, classrooms, vehicles, etc., children are leaving to make sure that no child is left behind.

2. Staff will identify and implement specific systems for the speedy recovery of missing children during off-site field trips by utilizing the same-colored shirts OR requiring children to wear matching bright tags provided by Trinity Lutheran Early Childhood.
3. Name to face recording shall be done every 20 minutes when the children are not inside the classroom to help ensure that all children are being accounted for.

If it is determined a child is missing, lost, or abducted, the staff in charge of the group will:

1. The lead teacher will immediately notify the police/sheriff, the Administrator, parents/guardians, and the HHS Child Abuse Hotline by Iowa state regulations, of the location where the child was last seen and provide a description of the child and what they were wearing.
2. All additional staff will begin a sweep of the area where the child went missing.
3. Staff will include a description of the child and their last known location to all required agencies.

An incident report will be completed and signed. It will be stored in the child's file. HHS will be notified of the incident within 24 hours as needed.

SUPERVISION POLICY

At Trinity Lutheran EC we value the safety and well-being of our children primarily. Part of maintaining a safe environment is ensuring that we are adequately supervising the young children in our care. Teachers are to be actively engaged with children.

In the classroom:

- Teachers should spread out on either side of the classroom to ensure that all areas of the classroom are being supervised.
- Teachers must always maintain ratio in the classroom.
- If a teacher needs to step out to use the bathroom outside of their break times, the teacher should use the walkie talkies to communicate with the administrators and request coverage.

During bathroom breaks:

- Teachers utilizing the changing table must stay with the child they are always changing. Children can never be left unattended on the changing table.
- Students using the classroom bathrooms should be supervised for the duration of their time in the bathroom.
- Students using school bathrooms should be supervised by a teacher standing in the hallway.

During mealtimes:

- Teachers are highly encouraged to sit down and eat with the children, however, if this is not possible, at least one staff member must stay at the meal table with the children to ensure that all children are eating safely.

During nap time:

- Break times are limited to reduce staff ratio during rest time for up to 1 hour. Ratio cannot be broken for more than this amount of time. This hour of time should be taken as soon as the children are down to rest, to ensure that the ratio can be maintained once children begin to wake up. The staff in the classroom during rest

needs to walk around and check on kids every 15 minutes during rest time to ensure every child is safe.

During transitions/care routines:

- One classroom staff shall ensure that the large group of children is properly engaged in a group transition activity (song/dance/etc.) while the other staff member helps with aiding individual children in their activities. Staff have the option to call the administrators to aid with difficult transition times.

During Outdoor Play:

- Staff are to be spread out around the playground actively engaged with children, and supervising their zones.
- Children go out in groups- first steps/three-year-old preschool and four-year-old preschool/kindergarten prep to ensure that we had an adequate number of staff on the playground to supervise all zones.
- Staff circle around outdoors to provide maximum supervision of the entire playground.

Leaving the grounds:

- If we are leaving the grounds, we will split children into small groups at half of the ratio size for their age group. We will have no less than one additional adult on these trips to help maintain the ratio when 1:1 attention is taken from a staff member.

Near Bodies of Water:

- Children under five are never permitted to be around large bodies of water while in our care.
- In the summer, School aged children (7yrs and up) will attend Jones Pool. During this event, we will staff one adult per five children attending the pool. The adult chaperones will be in the pool with the children, maintaining touch supervision of their children they are responsible for. Children will only be permitted to waste level in the water unless they have completed a swim test adequately. Teachers and adults will be instructed to maintain constant supervision of their five children, and we will only utilize the pool when there is a trained lifeguard on duty as well.

Water Play:

- First steps and 3-year-old students have a water day on site during the summer. During water play, the teacher sets up a sprinkler system for the children to run through. One teacher always maintains active supervision near the sprinkler.
- School aged students also attend the splash pads during the summer. Teachers are to spread out around the splash pad area and watch a corner of the splash pad. This ensures adequate supervision of the entire splash pad. Teachers need to always maintain touch supervision (within an arm's length of children).
- When teachers are doing onsite activities that involve buckets of water, touch supervision must be maintained near any bucket of water. Touch supervision means that the adult is within an arm's length away from the bucket of water and any child who is participating. Pools are not permitted on school grounds.

Training:

- In addition to orientation and training week for new staff, we will conduct a supervision observation within the first 30 days of employment to ensure that staff are properly supervising children, and annual follow-up observations as well.
- Direct coaching will be provided for staff who need additional support in supervision by a program administrator.

Name to face:

- Teachers should be completing name to face checks in ProCare and should be logging these several times throughout the day.
- At 8:30 a name to face should be completed to ensure that all children have been properly signed in.
- Before leaving the classroom to go to any other location of the school, name to face should be completed and logged with the target destination in ProCare.
- Upon return to the classroom, name to face checks should be logged in ProCare as well.

MAINTAINING PLAYGROUND SAFETY

INSTALLATION OF EQUIPMENT

TLSEC maintains all information and records pertaining to the manufacture, installation, and regular inspection of facility equipment. No second-hand equipment should be used in areas occupied by children, unless all pertinent data, including checking for recalls and the manufacturer's instructions, can be obtained from the previous owner or from the manufacturer.

1. We follow all instructions from the manufacturer when assembling and installing equipment, including anchoring.
2. After assembly and before its first use, new equipment is thoroughly inspected by a person qualified to inspect playgrounds for safety.
3. The manufacturer's assembly and installation instructions, and all other materials collected concerning the equipment, are kept in a permanent file.

Maintaining Adequate Fall Surfacing

The surfacing under and around playground equipment is one of the most key factors in reducing the likelihood of life-threatening head injuries. A fall onto a shock absorbing surface is less likely to cause a serious head injury than a fall onto a solid surface.

TLSEC will always utilize the following standards for fall surfacing. The fall surfacing that we use are woodchips. Teachers will conduct daily checks of fall surfacing and rake the fall surfacing into place, as necessary. Administration will check on the fall surfacing to ensure it is adequate at least weekly. Once a year, the board of trustees will ensure that woodchips are replaced on the playgrounds.

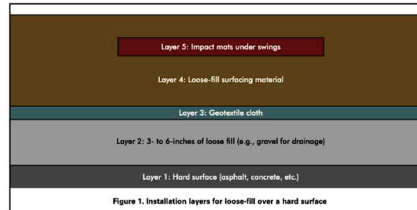


 **Appropriate Surfacing**

- Any material tested to ASTM F1292, including unitary surfaces, engineered wood fiber, etc.
- Pea gravel
- Sand
- Shredded/recycled rubber mulch
- Wood mulch (not CCA-treated)
- Wood chips

Inches	Of	(Loose-Fill Material)	Protects to	Fall Height (feet)
6*		Shredded/recycled rubber		10
9		Sand		4
9		Pea Gravel		5
9		Wood mulch (non-CCA)		7
9		Wood chips		10

* Shredded/recycled rubber loose-fill surfacing does not compress in the same manner as other loose-fill materials. However, care should be taken to maintain a constant depth as displacement may still occur.



The following considerations will be considered when monitoring and maintaining fall surfacing:

- The fall height of a piece of playground equipment is the distance between the highest designated playing surface and the protective surface beneath it.
- The use zone should extend a minimum of six feet in all directions from the perimeter of the equipment.
- The use zones of two stationary pieces of playground equipment that are positioned adjacent to one another may overlap if the adjacent designated play surfaces of each structure are no more than thirty inches above the protective surface and the equipment is at least 6 feet apart.
- If adjacent designated play surfaces on either structure exceed a height of thirty inches, the minimum distance between the structures should be 9 feet.
- Use zones should be free of obstacles.

ROUTINE INSPECTIONS

Trinity Lutheran Early Childhood’s nurse consultant inspects the playground (equipment and space) at least once every two years. The nurse consultant looks for the following hazards: Crush/shearing points, entanglement and entrapment hazards, sharp points (corners/edges), suspended hazards, tripping hazards, and used tires.

Trinity Early Childhood staff will conduct a weekly inspection of playground equipment AND the play area, specifically checking:

Playground equipment:

- Missing or broken parts
- Protruding nuts/bolts
- Rust, chipping, and/or peeling paint
- Sharp edges and rough surfaces
- Stability of handholds
- Visible cracks

- Wear and deterioration
- Non-anchored playground equipment:
- Wear and deterioration
- Stability of equipment
- Fall Surfacing
- Depth in zones
- Packed surfacing under frequently used equipment (swings, slides)

General Safety Hazards will be checked daily and include potential debris (shards of glass, cigarettes, etc.), any vandalism of equipment, fencing.

Handling Identified Hazards

Any hazard identified during a routine inspection will be recorded and communicated to maintenance staff and/or the Chair of the Board of Trustees. The hazard will be remedied as soon as possible.

Playground Safety - Staff Training Measures

All staff are trained in routine playground safety inspections during orientation. This includes the identification of general safety hazards and how to record and report any identified hazards.

COMMUNICABLE DISEASES

Communicable diseases can spread quickly in childcare settings. It is important for parents to notify Trinity Lutheran School when they learn that their child has been diagnosed with a communicable disease. This is important to prevent outbreaks throughout school and their families. It is our policy that parents will immediately inform our facility when it is known that your child has been diagnosed with a communicable disease. A few examples of diseases that need to be reported: influenza, pink eye, measles, mumps, lice, scabies, ringworm, strep throat, chicken pox, salmonella, and whooping cough. Within 24 hours of a diagnosis, Trinity Lutheran School will inform parents of the communicable disease that has been found. Your child will not be permitted to return to school until a written note from a doctor states your child is free from the communicable disease, or your child has been symptom free WITHOUT medications for 24 hours.

CLEANING & SANITATION

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the [Cleaning and Sanitation Frequency Table](#). Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

STANDARDS PRECAUTIONS

Procedures for standard precautions are used and include the following:

- a. Surfaces that may meet potentially infectious body fluids must be disposable or made of a material that can be sanitized.
- b. Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and reduce the spread of infectious disease.
- c. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.

- d. After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation Frequency Table.
- e. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
- f. Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.

PERMISSION FORMS

MEDICATION ADMINISTRATION

Students may require medications to be administered at school.

- a. Staff administer both prescription and over-the-counter medications to a child only if the child's record documents that the parent or legal guardian has given the program written permission.
- b. The child's record includes instructions from the licensed health provider who has prescribed or recommended the medication for that child.
- c. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.
- d. Medications are labeled with the child's first and last names, the date that either the prescription was filled or the recommendation was obtained from the child's licensed health care provider, the name of the medication or the period of use of the medication, the manufacturer's instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it.
- e. All medications are kept in a locked container.

FIELD TRIPS

Students may participate in field trips if the student has a signed field trip permission form. This form will be available prior to the field trip. Trinity Lutheran Early Childhood discourages parents from joining field trips in progress or picking up your child during an arranged field trip. Destinations and dates will be announced in advance. If a field trip is scheduled, all children attending childcare that day will attend the field trip. There will not be additional childcare provided at the school during field trips.

SUNSCREEN APPLICATION

Parents/guardians are expected to apply a full head to toe sunscreen application prior to arriving at Trinity Lutheran School. Staff will then reapply sunscreen to children's exposed skin prior to afternoon outdoor playtime. Students attending field trips with extended outdoor activity will reapply sunscreen more frequently based on need. If you forget to apply sunscreen on your child prior to arrival, you will be asked to use Trinity Lutheran School's sunscreen on your child before leaving. Trinity Lutheran School treats sunscreen as topical medication. Therefore, never send sunscreen in your child's backpack or store it in your

child's locker, unless your child has an allergy or skin condition requiring a specific brand sunscreen. Trinity Lutheran Early Childhood will provide water resistant, long lasting, SPF 50 lotion for program wide use.

PROGRAMS

PRESCHOOL & FULL DAY CARE

CHILD CARE STRUCTURE

Children who attend Trinity Lutheran School Early Childhood will enjoy a variety of age appropriate and hands-on activities in the areas of fine motor, gross motor, creative expression, social interaction, intellectual and cognitive growth, and outdoor play. Most important of all, each day we will spend time learning about Jesus and what He has done for us. We use several curriculums: Handwriting Without Tears, Jolly Phonics, Bridges in Mathematics, and Creative Curriculum. Additionally, the preschool program strives to follow the Early Childhood Environmental Rating Scale, which focuses on creating meaningful interactions within the child's environment through carefully planned hands-on experiences. Beyond the classroom, Trinity Lutheran Early Childhood provides ample time for gross motor development and community-based projects.

NAPTIME

Trinity Lutheran Early Childhood provides nap cots and fitted sheets. Parents should provide a small pillow **OR** stuffed animal and blanket. While students are not required to sleep, DHS requires children attending programs for more than five hours **MUST** rest for a specified time. If your child would like their own pillow or "lovey" from home, they may bring it to be used at rest time only. *Please do not send items that light up, make noise, or rattle.*

PERSONAL BELONGINGS

Toys and personal items from home are not allowed at Trinity Lutheran School unless approved for a special occasion. Items can be lost or damaged and often become the center of disruption in the classroom. From time to time the teacher may allow students to bring show and tell items from home. Parents will then be notified of these special times. Trinity Lutheran School is not responsible for lost or damaged personal belongings.

CLOTHING

We encourage active hands-on playing and learning. Dress your child for FUN in nonrestrictive, comfortable clothing that can get dirty. Tennis shoes or shoes with a back and covers the toes are preferred. Be mindful of outside weather as we will go outside whenever possible. *Our staffing does not allow an option for children to stay inside during scheduled outside time.* Please send boots, hats, gloves, and winter coats when necessary. If your child is not prepared for school, you will be called to come pick up your child.

Preschool and Kindergarten Prep students follow the K-8 uniform dress code.

TOILETING & DIAPERING

Students will be provided with regular bathroom breaks. Plans for toilet training, if your child needs support, must be collaboratively developed or shared with the classroom teacher. Procedures are in place for changing diapers for students who are still required to use diapers. Diapers must use absorbent materials in the inner diaper with a waterproof outer lining to prevent the escape of urine and feces. Both inner and outer liner will be changed at the same time. Clothes that are soiled by urine feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day or laundering.

Staff will check for signs that diapers or pull-ups are wet or contain feces

- a. At least every two hours when children are awake.
- b. When children awaken.
- c. Diapers are changed when wet or soiled.
- d. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- e. Each changing area is separated by a partial wall or at least three feet from other areas that children use and is used exclusively for one designated group of children.
- f. At all times, caregivers have a hand on the child when being changed on an elevated surface.

EXTENDED CARE: BEFORE/AFTER SCHOOL

EXTENDED CARE STRUCTURE

Our time together after school will include a snack, homework assistance, playground time, art/craft time, and free play. Early out days and no school days will have planned and structured activities to keep your children busy and engaged throughout the day.

LUNCH

When Trinity Lutheran School is not in session, families must provide a sack lunch from home. On early dismissal days, lunch will be provided for our Early Childcare Department. Extended Care families will need to pack a cold lunch for their child if they are staying for care. The cafeteria is closed on no school days and hot lunch is not an option. Trinity Lutheran Early Childhood will send reminders prior to these days; if your child does not have lunch, they will not be permitted to stay in care unless you bring them lunch.

SNACKS

Children will be served an afternoon snack each day at 3:30 PM.

PERSONAL BELONGINGS

Trinity Lutheran School is not responsible for lost or damaged personal belongings. iPad and tablets are not permitted in Trinity Lutheran School except for middle school students (due to school requirements).

SUMMER PROGRAM

PROGRAM STRUCTURE

The summer program is a full-time program offered between Memorial Day and mid-August. The program is offered to children aged 18 months – 6th grade and accepts families outside of Trinity Lutheran School. The purpose of the summer program is to thwart the “Summer Slide” through high quality, active programming. On-site activities include daily devotions, self-directed classroom time, group sports, art, music, and weekly trips to Cleveland Park. Field trips are offered two times a week: Tuesdays and Thursdays along with on-site activities planned.

LUNCH

The summer program provides free breakfast and lunch to all children under 18 years of age. If you choose to bring your child a cold lunch, it will need to be in a lunch box with an ice pack as we do not have access to refrigeration during the day.

PERSONAL BELONGINGS

Trinity Lutheran School is not responsible for lost or damaged personal belongings. All personal belongings, such as tablets and toys, remain at home unless otherwise noted.

FIELD TRIPS

The summer program includes a variety of field trips throughout the summer. All children are required to have signed permission slips to attend each field trip. Permission slips are included within the summer program registration packet. If a child **does not** have permission to attend a field trip, it is the parent/guardian’s responsibility to make alternative care arrangements for that day. Trinity Lutheran Early Childhood will not provide any additional staffing on-site for children who cannot attend an off-site field trip. Trinity Lutheran School Early Childhood contracts with the Cedar Rapids Community School District (CRCSD) transportation department. Every bus will have seatbelts in the front rows for preschool age children. CRCSD buses are inspected twice each year and serviced, as needed, according to Department of Education requirements.



Trinity Lutheran School Handbook Acknowledgement

We pledge to support Trinity Lutheran Early Childcare Department. We accept our fiscal responsibility and agree to pay the fees and applicable rates in accordance with the policy of Trinity Lutheran School.

I have received and read the Trinity Lutheran School Early Childhood Handbook.

Printed Name

Date

Parent Signature

Date