

MARQUETTE EARLY LEARNING CENTER

Parent/Staff Handbook



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- I. Children admitted to Marquette Early Learning Center Pre-School program shall be 3 years old by September 1st of the year of enrollment. There shall be no discrimination within the group on the basis of race, sex, color, national origin, or source payment.
- II. Children shall be recruited through announcement in the Parishes newsletters, Sunday bulletins, and the local newspapers.
- III. Children shall be enrolled in the Pre-School either: Tuesday & Thursday from 8:00 a.m. to 2:30 p.m., Monday, Wednesday and Friday from 8:00 a.m. to 2:30 p.m. or Monday through Friday from 8:00 a.m. to 2:30 p.m. (8:00 a.m. to 1:30 p.m. on any early release Wednesdays). The fees for these programs are: Tues. & Thurs. = \$170 per month, Mon., Wed. & Fri. = \$250 per month, Mon. – Fri. = \$420 per month. This tuition is due on the first of every month. Marquette Early Learning Center shall serve 1-10 teacher/student ratio with a maximum of 20 students.
- IV. Parents shall provide Marquette Early Learning Center with a complete Health Care summary and Record of Immunization. **Heath Care Summary must be submitted within 30 days of enrollment or the child shall be excluded from the program.** Immunization must be up-to-date upon admission.
- V. Admission shall include a pre-admission conference with parent and child.
- VI. Upon registration, parents will pay a non-refundable fee of \$20.00 to cover registration costs.
- VII. Student information cards/sheets must list persons not authorized to pick up said child from the school and those who are authorized.
- VIII. Permission forms for field trips and school publicity must be signed for each individual trip or publicity event.
- IX. Parents of enrolled children are welcome to visit Marquette Early Learning Center at anytime during the above stated hours.

PARENT POLICIES

- I. Marquette Early Learning Center shall establish and maintain continued communication and exchange ideas and information between staff and parents.
- II. Individual parent conferences shall be scheduled in the fall and spring. These conferences will be documented in the child's file.
- III. Additional conferences will be scheduled at the request of the parent or teacher as felt necessary for the benefit of the child's social, emotional, intellectual, and/or physical development, health, or well being.
- IV. Upon admission a parent will receive a Parent Handbook including health and safety policies for Marquette Early Learning Center.
- V. Students will be transported to and from Marquette Early Learning Center by parents or by arrangements made by the parents.
- VI. Student belongings, clothing, etc. must be labeled with their name. We ask that no toys be brought to school.
- VII. Parents should be aware that Marquette Early Learning Center can provide services for speech or hearing-impaired children in cooperation with the Virginia Public School Special Education Office. Marquette Early Learning Center is not equipped to provide for a child with a mobility handicap, i.e. a wheelchair.
- VIII. Parents are required to notify staff within 24 hours, excluding weekends and holidays, when their child contracts a contagious reportable disease.
- IX. Marquette Early Learning Center is licensed by the Minnesota Department of Humans Services (Telephone Number 1-612-296-3971).

HEALTH, SAFETY AND NUTRITION POLICIES

I. Health

- A. The teacher/director shall be responsible for observation of health and development of children, handling illness, accident prevention and emergency procedures, keeping health records accurate, and informing parents about community resources. The teacher shall report to the parents when notified of a contagious reportable disease contracted by one of the children in the program.
- B. The school nurse shall be the consulting resource assisting in developing health policies, assisting in preschool screening, referrals, and follow-up procedures, and advising about children with special needs.
- C. Duluth Clinic-Virginias' doctor on call shall be available as an emergency resource during Marquette Early Learning Center hours.
- D. Upon admission to Marquette Early Learning Center, the parent or guardian shall provide the school with the name, address, and telephone number of the child's source of regular physical and dental health supervision and a Health Care Summary for each child.
 1. If the Health Care Summary is not complete at the time of enrollment or within 30 days after enrollment, the child shall be excluded from the program.
 2. If the child's immunizations are not up to date at the time of enrollment, evidence of a plan to get them up to date must be on file at Marquette Early Learning Center within 30 days after receipt of the child's Health Care Summary, or the child shall be excluded from the program.
- E. At time of enrollment, parents must be given a copy of Marquette Early Learning Center's health policies.
- F. The teacher/director shall report all communicable diseases or infections to the school nurse and parents of children attending Marquette Early Learning Center.
- G. Children shall be monitored in washing hands and toileting. They shall receive specific training in personal hygiene.
- H. Drinking water shall be available to the children throughout their time at Marquette Early Learning Center.
- I. The teacher may administer oral or surface medication upon written authorization by parent:
 1. Medication shall be kept in their original containers bearing the original label with legible information stating:
 - a. Prescription number
 - b. Name of drug
 - c. Strength and quantity of drug
 - d. Directions for use
 - e. Child's name
 - f. Physician's name
 - g. Date of original issue or refill, the most recent date of issue.
 - h. Name and address of the licensed pharmacy issuing the medication.
 2. Any drug container having detached, excessively soiled or damaged label shall be returned to the parent for relabeling at the issuing pharmacy.
 3. The contents of any drug container without a label or with an illegible label shall be destroyed immediately. Any unused prescription drug remaining in the facility shall be returned to the parent or destroyed by the staff by flushing them into the sewer system and removing and destroying the labels from the drug containers.
 4. Medications having specific expiration dates shall not be used after the date of expiration.
 5. Medications shall be stored out of the reach of children or under a lock.
 6. Parents must be informed when the medication is given.
 7. Permission is also required for application of sunscreen and insect repellent.
- J. A child who becomes ill during the day shall not be required to be with the group or involved in its activities. The parents or guardians shall be notified, and a cot shall be provided in the health station where the child shall be supervised by personnel until picked up.

II. Safety

- A. Accident Prevention
 1. Sharp scissors, knives, matches, and other potentially hazards to children shall be stored out of reach.
 2. Use of potentially dangerous materials and tools shall be closely supervised by staff personnel.
 3. No poisonous or toxic substances shall be stored in Marquette Early Learning Center.
 4. All equipment and furniture must be designed for the age group, be substantial, easy to clean, free from sharp points or corners, splinters, or paints containing lead. The facility must be kept in good repair with no peeling paint and free from debris or litter.
 5. The staff shall make daily inspection of the room and equipment for hazards and potential dangers.
 6. Children shall receive specific instruction in safety practices and rules to be set; i.e., using hand rails and walking up and down stairs, no walking with pencils or pointed objects, keeping things out of nose, ear, and mouth passageways.
 7. When walking on group excursions, staff shall maintain positions at the lead and the rear of the group. Children should cross between the white lines at crosswalks and a red crossing flag shall be used.
 8. Children shall be supervised by correct staff-child ratio at all times.
 9. All electrical outlets must be covered or protected when not in use.

10. A log for recording accident, injuries, or incidents should be maintained. Information to be recorded must include name and age of persons involved, date and place of accident, injury, or incident, type of injury, action taken by staff, and to whom the accident, injury, or incident was reported.
11. Staff shall make a semiannual analysis of these recorded accidents, injuries, or incidents. Modifications may need to be made on policies based upon the analysis.
12. Marquette Early Learning Center may have pets throughout the year. These pets shall be caged animals, i.e.: fish, rabbits, guinea pigs.
13. When a child is missing, the teacher shall contact the child's parents and the police after having made a search of the area.
14. Marquette Early Learning Center will not provide any field trips off of the campus.

B. Emergency Procedures in Case of an Accident

1. All staff must have training in first aid.
2. A ten-unit first aid kit and directions for its use must be available.
3. In case of injury other than minor cuts and abrasions:
 - a. Staff shall administer first aid.
 - b. Persons responsible for the child shall be contacted.
 - c. If the persons responsible for the child cannot be contacted or are delayed in arriving, staff shall call the health care source authorized by the person responsible for the child in case of emergency.
 - d. If authorized health care resource cannot be reached, staff will call on Marquette Early Learning Center's emergency resource person.
 - e. Emergency transportation to the health care resource shall be provided by parent, ambulance, or parish van where applicable to gravity of injury.

C. Procedures for child pick up emergency.

1. In the case of an unauthorized person, an incapacitated person, or a person suspected of neglect coming to pick up a child at Marquette Early Learning Center, a staff person will:
 - a. Not allow the child to go with this person
 - b. Contact the Marquette School Principal immediately
 - c. Contact the police, if the situation warrants such actions.
2. In case of a child not picked up, the staff person will:
 - a. Call the parent and emergency contact numbers on the child's information card.
 - b. The staff person shall stay with the child until such time that the child is picked up.

D. Tornado Safety

1. Windows and doors to the room shall remain open.
2. Children shall proceed in an orderly fashion to the Marquette School's tornado shelter, located in the school gym, until all clear signal is given by the person of authority.
3. Children shall be led by staff personnel and remaining personnel shall check to see that all children are accounted for.
4. Children shall participate in periodic tornado drills. These drills shall be logged by date and time.
5. School closings will be broadcast on WDIO television and through the School Messenger telephone alert system.

E. Fire Safety

1. All staff and children shall participate in monthly fire drills based on fire evacuation procedures. These drills shall be logged by date and time.
2. Fire prevention precautions shall be consistent with state fire marshal's codes.
3. Emergency procedures in case of fire:
 - a. School alarm outside room shall be activated.
 - b. Children shall be evacuated from the building safely, and immediately. The route of evacuation is to be posted.
 - c. Staff shall lead the children to safety, checking the room and bathrooms to account for all children.
 - d. Remaining staff shall check to see windows and doors are closed and to follow the group to see that no child strays from the group.
 - e. The fire department shall be contacted by Marquette School personnel. This emergency number shall be posted in a prominent place.
4. All staff shall know the procedure for use of a fire extinguisher. The fire extinguisher shall be aimed at the base of the fire and discharged until the fire is out.

D. Blizzard and Power failure safety.

Children should be kept in school until parents or other persons responsible for their safety can be contacted and come for the child.

III. Nutrition

- A. Marquette Early Learning Center is a peanut and tree nut free classroom and lunchroom.
- B. The children shall be provided with a nutritional snack consisting of a beverage plus one or more of the following: raw vegetables, cheese, cereal product, or fruit.
- C. The current USDA Daily Food Guide shall be used in planning snack menus. Menus shall be planned in advance for a cycle of one month and reviewed for nutritional adequacy by a health care professional at least once a year.
- D. Marquette Early Learning Center shall provide on site refrigeration.

- E. Snacks shall be prepared on site by staff with an understanding of personal sanitation and methods of handling, preparing, and serving food in a safe and sanitary manner.
- F. Snack time shall be a pleasant, social experience. Children shall be encouraged but not forced to eat. Staff shall eat with the children.
- G. The INAC school lunch program is available to the all Pre-School students Monday through Friday.

BEHAVIOR GUIDANCE POLICIES

I. For children to grow and prosper intellectually, socially, physically, and emotionally, they need the support of a warm, friendly environment where adults make them feel secure and appreciated; where children feel they can try out various ways of acting without fear of ridicule or neglect. To make these conditions possible the staff will:

- A. Set limits for the children and maintain them consistently.
- B. Offer children a reason or an alternative for behavior that is inappropriate.
- C. Deal with situations as they arise instead of ignoring them- the child will need to be directed to more appropriate behavior.
- D. Avoid doing things for the children that they can do on their own with some trial and error.
- E. Allow children to make mistakes and learn from them.

II. Dealing with Persistent Unacceptable Behavior

The staff will deal with persistent unacceptable (inappropriate) behavior as follows:

- A. The staff shall observe and record all the behavior of the child and staff response to the behavior.
- B. Develop a plan to address this behavior – consulting parents, other staff, and professional when seemed appropriate.

III. Prohibited Actions

NO staff person shall:

- A. Subject a child to corporal punishment. Corporal punishment includes, but not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
- B. Subject a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about a child or the child's family, and using language that threatens, humiliates, or frightens a child.
- C. Punish a child for lapses in toilet habits.
- D. Withhold food, light, warmth, clothing, or medical care as punishment for unacceptable behavior.
- E. Use physical restraint other than physically holding a child when containment is necessary to protect a child or others from harm.
- F. Use mechanical restraints, such as tying.

IV. Separating a child from the group

A child may be separated from the group under these conditions:

- A. The teacher has tried less intrusive methods of guiding the child's behavior which have been ineffective and the child's behavior threatens the well being of the child or other children in the program.
- B. The child who is separated from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by the staff.
- C. A child, who is separated as a means of behavior guidance technique, returns to the group contingent upon the child's stopping or controlling the behavior, which occurred prior to separation.
- D. A child must be returned to the group as soon as the behavior causing the separation abated or stops.
- E. All separations from the group must be logged daily. This logging must include child's name, staff person involved, time date, and information indicating what less intrusive methods were used to guide the child's behavior, and how the child's behavior continued to threaten the well being of the child or of the other children in the program.
- F. If a child is separated from the group 3 times or more in one day, the child's parents shall be notified and the notification shall be logged.
- G. If a child is separated 5 times or more in one week or 8 times or more in two weeks the procedure in Part II. A. and B. should be followed.

CHILD CARE PROGRAM PLAN FOR MARQUETTE EARLY LEARNING CENTER

The purpose of Marquette Early Learning Center shall be to provide a comprehensive program in a Christian setting to help the preschool aged child can acquire basic competencies and skills for full intellectual, physical, social, and emotional development and participation by providing a wide variety of experiences particularly adapted to the preschool child's individual developmental needs. Within our program we shall:

- I. Set up a safe and healthy environment.
 - A. This environment being one that foster intellectual, physical, social, and emotional development.
 - B. This environment fosters the development of social competencies.
 - C. Children will be supervised at all times in Marquette Early Learning Center.
 - D. Child-teacher ratios shall be maintained (10 - 1).

- E. Marquette Early Learning Center shall operate: Tuesday & Thursday from 8:00 a.m. to 2:30 p.m., Monday, Wednesday and Friday from 8:00 a.m. to 2:30 p.m. or Monday through Friday from 8:00 a.m. to 2:30 p.m. (8:00 a.m. to 1:30 p.m. on any early release Wednesdays) on days that Marquette School is in session.

II. Foster Physical and Intellectual Development through:

- A. Use of the kind of material, activities, and experiences that encourage exploring, experimenting, questioning, and helping children fulfill curiosity.
- B. Providing for the children's basic impulses to explore the physical environment and master the problems requiring skillful body coordination.
- C. Increasing knowledge of things in their world by encouraging observation and providing for manipulative and constructive activities.
- D. Use of a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages verbal communication among children and between children and adults. This would include writing of stories, acting of plays, and verbal story telling.
- E. Promoting cognitive development by stimulating children to classify their experiences in terms of relationships and conceptual dimensions:
 1. Classes of objects
 2. Similarities and differences
 3. Comparative size, amount, time, shape, and season
 4. Orientation in time and space
- F. Providing varied opportunities for children's active participation. This includes independent choices, experimentation and problem solving within the context of a structured, organized setting and program. These activities shall be both quiet and active, teacher directed and child initiated.
- G. Balancing unstructured materials such as paint, clay, blocks, and some manipulative games with structured materials that require specific procedures and skills.
- H. Supporting expressive activities by providing a variety of art media and allowing children freedom to symbolize in their own terms without imposing standards of realistic representations.
- I. Expanding children's knowledge, through direct and indirect experience of how things work, of what animals and plants need to live, and of basic work processes necessary for everyday living.
- J. Acquainting children with the people who keep things functioning in their immediate environment by going on field trips and inviting people into Marquette Early Learning Center.

III. Fostering emotional and social development through:

- A. Staff will keep children's self-concept in mind at all times when interacting with all children. At all times the teacher will be interacting to help build a positive self-concept in a child.
- B. Providing an environment of acceptance in which a child can grow toward a sense of positive identity as a boy/girl, as a member of his family, and as a competent individual with a place in the child's world.
- C. Dealing with individual differences in children's styles and paces of learning and in the social and emotional aspects of their situations by adjusting the teacher child relationship to individual, flexible, and developmental expectations.
- D. Recognizing when behavior in children reflects emotional conflicts around trust, possessions, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as to give both support and to enlarge the children's capacity to face these problems realistically.
- E. Keeping a balance for the individual child between tasks and experiences from which s/he can enjoy feelings of mastery and success, and those other tasks and experiences which are a suitable and stimulating challenge to her/him, yet not likely to lead to discouraging failure.

IV. Organizing and sustaining the positive functioning of children and adults as a group in a learning environment by:

- A. Planning the program of activities for the children to include opportunities for playing and working together, and sharing experiences and responsibilities with adults in the spirit of enjoyment as well as for the sake of social competence.
- B. Creating an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative, i.e.; love, sympathy, enthusiasm, pain, frustration, loneliness, or anger.
- C. Establishing a reasonable system of limits, rules, and regulations to be understood, honored, and protected by both children and adults (appropriate to ages 4 and 5).
- D. Fostering acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience.

V. Establishing and building on parent/teacher and home/school relations by:

- A. Establishing relationships with parents that will facilitate free flow of information about parents' children's lives inside and outside Marquette Early Learning Center.
- B. Communicating and interacting with parents toward the goal of understanding the priorities of their values for their children.
- C. Recognizing and utilizing the strengths and talents of parents as they may contribute to the development of their own children, and give parents every possibility to participate and enrich the program at Marquette Early Learning Center.
- D. Documenting each child's intellectual, physical, social, and emotional development and conveying this progress to each parent in a scheduled conference. This documentation shall be kept in the child's file at Marquette Early Learning Center.
- E. Informing parent that they are welcome to visit the program during the normal operating hours.
- F. Having the program plan, policies, and menus available for review upon parental request.

- VI. Developing a daily schedule to meet the Child Care Program Plan as specified in Parts I., II., III., IV., and V. above.
- A. Morning Meeting - is a time at the beginning of the day for setting a tone for the day and assisting the children in choosing a plan for the day. A Plan for the day allows the child to make choices as to where s/he will spend Work Time.
 - B. Discovery Time - is the time in which each child carries out her/his plan for the day. The teacher assists and supports the children and helps them with their "work". The teacher also talks to a child about her/his initial plan when completed and helps the child formulate a new plan if necessary.
 - C. Clean Up Time - is a time for concluding work time. Children will sort, order, and put away materials used. This activity not only puts materials back as they were found, but fosters the development cooperation.
 - D. Remembering Time - is a time for the children to recall their work time activities. The children will share with the group one plan carried out during work time. This sharing can be spoken or represented in some other form. During this time the children are served a self served, nutritional snack.
 - E. Group Time - is a time during which the children will work with teacher selected materials exploring a concept/key experience. Key experiences are based upon the concepts of classification, seriation, number concepts, spatial relations, time, the senses, using language, pretending, and reproducing models and patterns through an active learning-process.
 - F. Circle Time - is a time for sharing stories, finger plays, and songs through use of a variety of materials. It is also a time of the day to discuss any of the day's activities.
 - G. Dismissal Time - is the time to prepare for children to gather their belongings and depart.
 - H. Lunch Break for Pre-School students.
 - I. Group Time - is a time during which the children will work with teacher selected materials exploring a concept/key experience. Key experiences are based upon the concepts of classification, number concepts, spatial relations, time, the senses, using language, pretending, and reproducing models and patterns through an active learning-process.
 - J. Rest Time
 - K. Discovery Time - is the time in which each child carries out her/his plan for the day. The teacher assists and supports the children and helps them with their "work". The teacher also talks to a child about her/his initial plan when completed and helps the child formulate a new plan if necessary.
 - L. Dismissal Time - is the time to prepare for children to gather their belongings and depart.
 - M. This daily schedule is subject to rearrangement through the course of the year to meet the needs of the children involved and to the betterment of the program at Marquette Early Learning Center.

MARQUETTE EARLY LEARNING CENTER PERSONNEL POLICIES

- VII. All personnel
- A. Marquette School hires all staff for Marquette Early Learning Center. The Marquette School hires under a nondiscriminatory policy.
 - B. Prior to employment the employees must submit a statement signed by a medical doctor and based on a thorough examination within three months. Statements must be submitted every two-year thereafter.
 - C. All staff must submit evidence of freedom from tuberculosis annually before employment.
 - D. A probation period of 60 days will be set for new employees, during which physical, mental, and emotional competence to care for children is evaluated and discussed with the employee by the employer.
 - E. Employees with communicable disease presenting an important health hazard to the group shall be excluded.
 - F. No person shall be hired or retained as a staff member, paid or volunteer, who has:
 - G. Been convicted of or admitted to or been the subject of substantial evidence of an act of child battering, child abuse, or child molesting.
 - H. Used alcohol or drugs such that its effects are apparent during the hours that children are in care.
 - I. Been convicted of or admitted to any felony or offense involving moral turpitude.
 - J. References must be required from all childcare staff relating to their ability to care for young children.
 - K. A minimum of 2% of each staff member's working time is to be spent in an in-service program. This training can be provided by Marquette Early Learning Center, community resources, local school systems, professional groups, colleges, universities, or area vocational schools.
 - L. All personnel shall hold current First Aid certificates. At least on staff personnel shall hold CPR certificate.
 - M. Employment will be fore the regular school year. September – June, including only regular scheduled school vacation days.
 - N. All staff personnel shall be required to wash hands with soap and water before handling food, eating and after using toilet facilities.

JOB DESCRIPTION TEACHER/DIRECTOR

- I. Shall be responsible for operating Marquette Early Learning Center for children in a manner that contributes to their growth and development through:
 - A. Developing and executing an on-going program of group activities that contribute to the care, growth, and development intellectually, socially, physically, and emotionally. These activities should be both quiet and active and teacher directed as well as child initiated.
 - B. Supervising and evaluating all personnel, paid and volunteer, assigned to Marquette Early Learning Center.

- C. Maintaining a physical environment that conforms to governmental standards of safety and cleanliness and that is conducive to optimal growth and development of the children who attend Marquette Early Learning Center.
 - D. Operating the program in conformity with governmental standards for the physical safety and well being of children and adults who are involved with Marquette Early Learning Center.
 - E. Enrolling children and collecting fees in cooperation with the Marquette School's principal.
 - F. Scheduling of personnel.
 - G. Teaching groups of children.
 - H. Planning and conducting regular and called meetings of staff personnel.
 - I. Supervising the requisitioning and inventory of supplies and equipment for Marquette Early Learning Center.
 - J. Supervising the record keeping for Marquette Early Learning Center that is required by government policies; including a well-maintained accident log. Any serious injury or death will be reported to the MN Department of Human Services.
 - K. Relating to parents in Marquette Early Learning Center to plan for activities designed to foster the growth and development of each child.
 - L. Relating to parents that Marquette Early Learning Center participants are eligible of speech or hearing impairment services in coordination with the Virginia Public Schools Special Education Office. When the service is provided the teacher/director shall file a report of the services in the child's file. The report shall contain a copy of a signed contract or letter of appointment specifying conditions and terms of employment and documentation that the person under contract meets any licensure, registration, or certification requirements required to perform the services specified in the contract.
 - M. Notifying the parents when the teacher/director is unable to attend the day's session. Marquette Early Learning Center will be cancelled in the event of teacher illness. This is subject to change in the event that another teacher is hired.
 - N. Knowing the procedure to turn off the electricity if necessary in the Marquette School boiler room.
 - O. Planning for a transportation problem for a field trip, i.e. the teacher driver would drive if someone else did not arrive as scheduled.
 - P. Explaining to all staff the mandatory procedure for reporting child abuse and/or neglect to the St. Louis County Social Services Department.
 - Q. Supervising situations when a child does not arrive as usual or a parent/caregiver does not arrive as scheduled; the teacher will make the necessary phone inquiries until complete information remedies the problem. The student will never be left unattended.
 - R. The teacher/director must comply with on the alternatives for qualifications set by the State of Minnesota.
 - S. Wage shall be set by the Marquette School Board and the employee shall receive a contract for one school year.
 - T. Employees shall be subject to the policies of the Duluth Diocesan Pastoral Council Education Commission and the Parish Education Commission.
 - U. Assure that the children have supervision at all times.
 - V. Evaluate the program annually.
 - W. Provide a daily schedule of activities.
 - X. Provide the program plan for parental review upon request.
 - Y. Supervising duties of the teacher shall consist of:
 - 1. Supervising play by:
 - a. participating with the children in group games
 - b. enforcing safety rules
 - c. intervening when children are likely to injure themselves or others.
 - 2. Preparing supplies and the environment for the day.
 - 3. Assisting children with self-care activities.
 - 4. Preparing the snack.
 - 5. Observing, recording, and reporting individual child's behavior.
- II. Marquette Early Learning Center Aide and/or Volunteer
- A. Duties shall consist of:
 - 1. Assisting the teacher as directed.
 - 2. Supervising play as requested by the teacher.
 - 3. Assisting in preparing the environment for the day.
 - 4. Assisting the children with self-care activities.
 - 5. Assisting with snack preparation.
- IV. The Organizational structure of Marquette Early Learning Center
- A. The "Chain of Command" is as follows, beginning with the level of highest authority:
 - 1. The Marquette School Board
 - 2. The Marquette School Principal
 - 3. The Director of Marquette Early Learning Center
 - 4. The Teacher of Marquette Early Learning Center
 - 5. Any aides or volunteers at Marquette Early Learning Center

Marquette Catholic School

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