

Meeting Minutes

4/8/08

WHO WE ARE
† We love one another
† We are the best learning environment
† We teach children who God is and how to experience Him

Presenter: Deb Hughes

Topic: Staff Survey Results

Attendance: Joy, Carrie, Chris, Susan, Angelica, Darla, Jen, Ashley, Jean, Tonya, Denise, Nicole, Meg, Melanie W, Ryan, Esther, Jill, Cheryl, Griselda, Amy, Laura, Lisa, Erika, Tina, Krissy, Trisha, Ana, Deb S, Dorothy, Melanie R and Cindy

Not In Attendance: Jane, Colin and Keila

TOPICS COVERED



Staff Survey: The survey is always a good thing to do because it helps us know what is going on and what questions/comments are out there. Deb praised Carrie for being honest and free with her thoughts and concerns. Not everyone feels they can come talk to Deb. That is why the survey is done each year. Next year we will be adding some additional comments and questions. We will be adding an area for suggestions on how to fix the problem you feel is occurring. This will help Deb see things from your perspective.

Questions:

#1 Strengths - Christian environment, loving caring teachers and staff

#2 Improvements Needed -

Comment: Health insurance

Response: There has to be a balance between tuition, staff payroll, classroom needs, and stretching the money for multiple things. The newest policy for \$200/month for full time employees is the best we can do at this time. Want to honor staff.

Comment: Informing parents of a contagious illness and lice

Response: Deb wants to communicate but not freak parents out. When there is 1-2 cases, Deb likes to wait because the parents panic and there is a case of hysteria. There is a fine line to walk and that is what Deb has to figure out each time.

Comment: Healthier foods

Response: Limited kitchen budget. Trisha and Tina are both working hard to try many different things and will continue to try them. We can't forget that we are an institution and we have to cook that way. We will not have gourmet foods.

Comment: Ministering to families

Response: God going to help more and more. Deb is trying to find the balance of helping parents and children but also trying to make sure the parents don't take advantage of us. God is going to lay things on your hearts. Please share that with one another as it comes.

Comment: Professional staff to help with behavior problems.

Response: We have brought in people recently but they didn't give us what we expected. Some good resources were given and are available. We will be working more on this.

Comment: More professional look

Response: Something that we are not really looking for (uniforms). We once looked into that but the staff voted it out. If there is someone dressed inappropriately, bring it to Deb's attention.

Comment: Time off is hard

Response: 2 mos. ago, Deb went to the board to find out what to do. Board voted and we will have a new policy. As of Jan. 1, 2009, vacation requests for the summers will be first looked at

by using a list of employee names sorted by seniority. Time will be authorized for partial days off all the way to 2 weeks off. We will not authorize any more than 2 weeks at a time. We will work our way through the list of employees before we begin moving back up to the top of the list and starting all over with new requests. Everyone will get an opportunity. It has been confirmed that we will be hiring one more person this summer to get by but next year will be done differently. We will still be working 6 months in advance. Remember that you have to count the current month and then 5 months from that. Requests off will not change during the school year.

With this, all said Deb wants to remind everyone to be nice to Melanie. She has tried to keep everything fair. If you walked a mile in Melanie's shoes, you might get crabby too. Every time someone asks for additional "last minute" time-off, it affects more than just you. This makes it difficult for other teachers too. Deb suggests that you do Mel's job for a week... she would do yours... see how you like it. Christian environment, no body is perfect, love one another.

Comment: Need more well thought out centers

Response: Need additional feedback on this. We are constantly striving to get this info but if you feel that there are more needed, we need more dialogue. We don't want this problem and will help fix to get strong academically.

Comments: See Deb in and out of the classrooms more

Response: Deb tried this and the staff appeared to be very uncomfortable. There was even a time when a teacher asked what Deb needed. Cindy is Deb's eyes and ears when she does her stuff but she will try to get in there more.

Comment: Parent communication board

Response: Parent communication is a goal and that is what we are working towards with the computers. Will be emailing more to the parents.

Comment: Need more time to work with children that are problems

Response: Remember that everyone has the ability to fill out forms for disenrollment. My guess is that this is from a person that Deb has not worked with. There are different dynamics from case to case. It all depends on the parent. Are they working with us? Do both teachers agree? We are actually learning things that are working. Deb has purposely held the Bear Room down in ratio because they are trying something to help change the way we work with the children. Denise shared their experiences in the Bear Room. **Please see the attached worksheet to view an outline of what they have used and what is important for helping the children. After all, the children are why we are here. It has taken a lot of teacher interaction but it is all worth it! Because Deb sees so much growth in this classroom, Deb feels affirmed that we still have much to learn and God will help us.

#4 Like least about KPS -

Comment: Approaching the office about others...

Response: Try very hard to practice the Matt18 principle. Some of you do not like confrontation but there are many times that people would rather hear it from the person that is hurt instead of being tattled on.

Comment: Office staff. What do they do??

Response: We work as a team in the office and if one is gone, the others pick up. Since we have begun to cross train in each other's positions the actual description of our daily jobs changes day to day and will need to point you to the right person. We do not mind helping you, we just ask that you be patient if we don't have the answer and we direct you to another office person. Please don't take offense to this.

Comment: Over abundance of paper work

Response: Deb shared that she always has a challenge and that is what keeps her work new. For the teachers, they too will have a challenge from time to time and this will help you find the energy to keep going and not get bored.

Comment: Naptime

Response: This comment came up several times - children are napping better in the rooms. Concern is that if we go back in the gym we will be back to the same problems. The feeling of separation in the teachers is the loudest concern at this time. We will not be going back to the gym but we are trying to meet your needs to help you get out of your classrooms. The Valentine Bonus this year was from the amount we saved from having the part timers during naptime. There are benefits but there has to be a constant balance. We don't always get it right but there are reasons for all of this. Need to honor the children and staff at the same time. The children are the reason why we are here.

#6 What would you change immediately.

Comment: Higher more employees

Response: This seems to be a good idea but you have to balance a budget to make sure we all get what we need for the classroom and the facility. We have to be very careful when hiring people to make sure we balance out with the wages that you all need and deserve.

Comment: More benefits for part timers

Response: There are comments that show that the part timers are not happy. Will dialogue with them one on one to help fix things.

Comment: Delays for severe weather

Response: We would love to do this but it isn't going to happen.

Comment: End of day instructions

Response: With guessing at what this person means; 5:15-5:45 part timers are missing or leaving early for school. If this is not correct, please make sure you let us know so we can work on it. Schedule changes constantly, even by the minute some times. We are going to be doing another 15-minute count series. This will help Melanie figure out where there might be holes. Extend mercy and grace to each other daily.

Comment: Bumping due to ratios

Response: With the head counts, we will be able to fix most of this. Give us the heads up instead of stewing about it. We are not trying to be oblivious to it but we need your help.



Deb's Spirituality: She is learning to love God with all her heart. She recognizes that she is not who she wants to be. She is currently reading a book about being a missionary. Recognizing that there are times that she starts off real good but has a tough time towards the end of the day. She is working on that.

Miss Denise and Miss Laura

04/08/08

Bear Room

No one can make you angry without your permission!

Whoever you believe to be in charge of you feeling YOU have place in control of you!

What is pushing your hot button? Give God the control of your hot buttons.

Prevention Strategies

CONSISTANCE!!! _Back your Co-teacher up have same rules. Report to her what you saw or think is going on.

Have a retreat or safe area.

Call them to you when they are being good or acknowledge the good behavior they have done.

HELP THE CHILD READ BODY LANGUAGE!

GIVE the victim words to explain their feelings. And what they need to say.

Walk though what will happen with a child. You do this then what happens?

Let them come out of the quite area on their own after they calm down.

Come to your Kids in a whisper!

Pray for guidance. Remember God created this child He knows exactly how they are wired and he has tools he might be waiting for you to ask for them!

Help the child know what kind of learner he or she is ..visual, listener, kinetic ect...

Replacement Skills

Use words build the feelings vocabulary.

Encourage problem solving reward problem solving.

Help child know what pushes their hot button.

Slowly self control will come when they understand what sets them off and they can resolve it.

Benefits

You will still have bad days and moments but the recover time comes about sooner.

The developmental delays children can catch up.

The Lord Blesses you Class and you see the answers to prayers!!!!

KPS STAFF SURVEY

QUESTION 1. What are the strengths of the services provided at KPS?

- Christian environment |||||
- Dedication of staff; unity among staff |||
- Christian Curriculum |||
- Care about each child, not money received |
- Very supportive office staff |||
- Communication tends to improve with parents and staff ||
- Christian leadership ||
- Continues as before; will grow as church and KPS work together more /
- Very good to employees /
- Family feeling; great care of children and families |||
- Well supervised staff caring for children /
- Loving staff /
- Strong value system |
- Teachers and office staff take time to listen to parents //
- A family of God caring for children and families /
- Teamwork in the classroom between co-workers /
- Hours long for the convenience of parents /
- State and ACSI certification |
- Well-trained staff |
- Loving caring teachers and staff |||||
- Children are valued and loved //
- We are allowed to teach about God |
- Good food program |
- Good quality care; safe, fun, and educational |

KPS STAFF SURVEY

QUESTION 2. What services need to be improved?

- Health Insurance |
- Informing parents about contagious illness and lice |
None |||
- A bit more "praises" all over |
- + Healthier food; food without high content of fructose and MSG; cause of a lot of behavior problems; affects little children's brains |||
- Ministering to families |
- Professional staff to consult with when consistent behavior problems are observed with children |
- Need more professional look as far as dress, maybe a type of uniform look (not wearing pants with holes in them or going without bras) |
- + Getting time off is hard because everyone steals the available quickly; especially when something comes up unexpectedly ||
Attitude of some staff.... "That's not my job!" ...need to be more willing to help each other |
- Need more well thought out centers for math, science and literacy for Farm room all the way to the Ocean room |
- See Deb in and out of the classrooms more /
- Need a parent communication board to let them know about up-coming events in the community or the school /
Ratio children to teacher /
Always having to stay late |
- Counts + End of day instruction for teachers scheduled to go home and Melanie already gone home /
- More variety in snacks and breakfasts |
- Parents should receive updates/newsletters more often |
- Teachers unable to give the needed attention to students who do not cause problems ||
because they spend too much time with the difficult child who causes problems
- Better communication between office and staff. Staff meetings have not been held on a regular basis ||
- Need new computers for the children, new toys, and learning centers /
- Cleaning of KP //

KPS STAFF SURVEY

QUESTION 3 What do you like best about working at KPS?

- The kids ||| ||| |||
- My co-workers ||| ||| |||
- Caring and supportive teaching and office staff ||| |||
- A place to work where God is honored |||
- Flexibility in scheduling/
- Friendliness of everyone/
- Christian Environment |||
- Deb is a friend and not just a "boss" /
- Being able to bounce ideas off one another, improving ourselves and the curriculum)
- Watching children grow in their knowledge of God /
- Interaction with the children /
- Working with Dorothy /
- Feeling comfortable with the staff enough to go to them with any concerns I have /

KPS STAFF SURVEY

QUESTION 4 What do you like least about working at KPS?

+ Trying to get a vacation ~~///~~ //

Student-teacher ratio /

None ~~///~~ /

— Having to totally re-arrange rooms on WED and FRI. /

— Lack of cleanliness /

Naptime /

Not enough time to set up for day /

— When approaching the office about a co-worker not doing their job and being told to take care of it myself. I feel it is an administrative job to correct the situation /

Getting time off for things that come up unexpectedly //

Too many "call-ins" from staff //

Lack of communication /

Things really out of my control like the way the parents react to certain situations /

Lack of staff meetings and staff interactions //

Rumors and the tension they cause among the staff...wish we could just love and trust each other more...show more Christ like love //

— Over abundance of paper work (even though it is electronic) //

Wish our rooms were bigger /

Negative staff morale /

Fear of administrators /

Un-Christ-like attitude toward each other by some people //

There is a lot of stress in the classrooms and sometimes I don't feel the support of the office. I feel like I am out there on my own. /

+ Naptime in the classroom...can't get any work done //

Controlling atmosphere by Melanie, not friendly at times /

KPS STAFF SURVEY

QUESTION 5 What are the most frequent comments from parents?

"I don't know how you do it"

The children are learning so much

Happy with KP

The teachers are friendly

The food smells great!

Glad my child is in your room.

My child has fun and likes it here.

Neat activities

KP is great!

"God bless you cause I could never do what you do"

They appreciate our open communication and love for the children

They feel God's presence

Thank you for all you do

KP is a safe place for my child

Great job!

Good program

How did my child do today?

What time does office open?

Why do we stop at kindergarten? Would like to send my kids here for further education..1st grade etc.

KPS STAFF SURVEY

QUESTION 5 What are the most frequent suggestions or complaints from your parents?

Concern about bad behavior in the classroom that affect their child

None

Wish some of the teachers would communicate with me better about my child

Ice on the sidewalks

Other teachers giving information about their child when they aren't my child's teacher

Why so many rules?

State regulations with meds

Complaints about misbehaved children not being separated from class

Glad you are not afraid to speak about God

Teachers are so caring

Confusion at end of day when they come to get their child...where are they?

— "Where is the room? Maybe we need a board that tells where each room is located.

Why can't a child be considered full time when they come 4 times a week?

Need more daily feed back from KGN room

Complaints about squares

Not enough for the school-agers to do in the summer or on delay days or cancellation days

Why did we receive a red card today

KPS STAFF SURVEY

QUESTION 6 From your point of view, what would you change immediately if it were up to you

- More people to take vacation in July
- Provide a classroom with specially trained teachers to handle some of our most challenging behavior children. We are not trained to help them.
- None
- Hearing and giving more praises
- Healthier food ...there is too much chemicals and toxic poison in our food and we need to be aware of it and try to give the children a healthier diet
- I would allow teachers to get a fair amount of vacation, hire more people, make punishment for staff who play "hooky", allow each staff member to voice their opinion without judgment.
- Naptime would be back in the gym so the teachers could get their work done.
- The way vacations are handled. It's unfair to get more than two weeks off at a time. We need to hire someone to cover when one takes more than two weeks off, or limit the weeks.
- More staff meetings, not lengthy, but time to share ideas so we are on the same page
- Mandatory Bible studies
- + Hire more employees
- More communication with office staff, with one another, and between both
- Enforce rules(time off rules especially)
- ++ More benefits for part-timers
- Enough staff so naptime could be in the gym again.
- Add children under 2
- Smaller class sizes
- { Remember that everyone even children are born with a sinful nature and a lot of the popular child psychology is from a secular perspective. Things are right and wrong and there are consequences for wrong behavior. If they don't learn this as children when will they learn?
- Hire a sub in the winter
- Limit number of vacation weeks that can be taken off in a row.
- The roles of the office staff would be clarified and revised so that the staff knows who to discuss various issues with
- Discipline procedures would be restated so that all staff are on the same page
- + Get a handle on the behavior children. They should all get the same warning. Not fair one child goes and another one who is worse stays.
- + Change the fact that teachers have to stay over to cover ratio instead of bumping their kids to a different class.
- More "kudos" for teachers, especially verbal.
- + Dis-enroll children who are extremely disruptive and interrupt the teaching for the rest of the class

#6 con't

- < There is no time to interact with other teachers since we are in our classroom all the time.
- < Naptime should go back to the gym.
- Dress more professional for staff
- Office staff needs to address the problem of laziness and lateness
- + Delays when weather is severe
- Teachers being on time to take the children....7:30 not 7:35 or 7:45

KPS STAFF SURVEY

Rate the following items 1-5: 5 being the best and 1 being the worst

How do you rate the supervision you receive? 5 *HH*

3 III

21

/

4 ~~11~~ ~~11~~ ~~11~~ ~~11~~ ~~11~~

What is the morale of the KPS staff? 5 ~~111~~

3 ~~2111~~

2 III

7

4 ~~||||~~ |||

How well do the staff members relate to one another? 5 III

13 III

211

11

4 IIII IIII IIII

How well do staff members relate to the director? 5 / 111

3 11

2

4 44 44 44 44

How well do the staff members relate to the rest of the office staff? 5 III

4 11 11 11 11

113

2

5 册

1

KPS STAFF SURVEY

Other Comments:

The kids love when Cindy comes in and respect the time she gives to them. We love it too.

I love seeing Dorothy every day! She makes me happy

Even though I have problems with the way some of my co-teachers work, I still would not work anywhere else. Mrs. Deb does a fantastic job here for us and I am pleased to be a part of this team.

I just feel I have lost touch with some of my co-workers due to the fact we are not free at naptime.

— At times one office person can get a little grumpy and upset, I am sure it is stress of the job, but that is part of the job!

I enjoy working here and am blessed to be a part of this team.

— The discipline procedures are inconsistent. One employee might be reprimanded for violating the rules while another may not. I'm certain that the office staff has valid reasons for this but from the perspective of an employee these reasons are hard to see and therefore the measures taken seem unfair. I would also like to see staff members do better at working out issues among themselves before resorting to discipline from office.

— The office staff promotes this mentality but rarely follows through on it.

Thank you again for the Valentine bonus. It was wonderful to feel appreciated.

— The staffing supervisor is sometimes condescending and rude to some employees. She also seems to "target" certain ones.

← I feel some teachers are not treated fairly when they ask for time off. I love this place but there are flaws that need to be fixed. Also when summer comes around and you get the form for time, age, classroom, teachers, and so on, I feel that some teachers do not get an equal opportunity to choose. For part timers some teachers do not get what they ask for in any way.

Computers are great! Things over all are going great.

Being part time, it isn't easy to discern the dynamics of all the staff's relationships, but from my standpoint, this is the best place I've ever worked. I feel loved, accepted, and valued. There seems to be a real unity, caring and friendships here amongst all the staff.

The director seems to grow more Christ-like and humble continuously. I feel protected and looked after and that my well being, spiritual as well, is very important to her.

I am very pleased what they have done to work hard to meet their goals. I'm very blessed to work for KPS.

— We haven't had a full staff meeting with Deb leading in almost a year. They use to happen at least every couple of months. I think a lot of staff feel a loss of togetherness because of this. Everything is done via e-mail.

— Morale is a little stressed learning the new computers. It will get better as we learn.

Meeting Minutes

April 15th

Presenter: Deb Hughes

Topic: State Regulations

Attendance: Joy, Carrie, Chris, Susan, Erika, Jean, Deb, Angelica, Darla, Jen, Lisa, Tonya, Ashley, Donita, Ryan, Esther, Amy, Nicole, Jill, Cheryl, Meg, Keila, Laura, Denise, Melanie R and Cindy

Not In Attendance: Colin, Jane and Griselda

TOPICS COVERED

- ✿ **Papertowels:** We have switched to the roll type of towels in order to save a little money. Please remind the children to use one towel at a time. We appear to be going through more than we should. Remember to use all of the roll before you put a new one in.
- ✿ **Friday Room Closings:** We have made some mu progress with sharing space with the church. We do have to remember that the quad rooms need to be closed properly on Fridays though. Please make sure the toy shelves are pushed into the corner creating a boxed off area. They put the rest of the stuff inside the boxed area.
- ✿ **Mystake in Handbook:** There is a mistake in the evacuation procedures in the Teacher's Handbook. We are aware of this and we will be fixing it soon. Melanie and Cindy are going to a disaster awarenessconference and will be working on this information for us.
- ✿ **State Regulations:** Deb began this part of the meeting by calling out several questions (attached). You were to give your self 20 points or take away 20 points depending on your answer to the question. We then broke into groups and were given slips of paper. Each paper had a multiple-choice question or a true-false question (handout). We were given 15 seconds to figure out what the answer was. At one point, we were awarded candy bars when we got the answer correct. This training session was hands on. The format Deb used for some of the questions was the same format used at a conference she attended with several other Directors while reviewing the state regulations.

This copy was not proofed for spelling or grammar errors. Please excuse any mistakes.

Teacher's Handbook Quiz

1. Our Mission Statement is:
 - a) An excellent educational childcare that puts children first.
 - b) An educational childcare that meets the needs of children.
 - c) A biblically based educational childcare with quality trained staff that puts children first and ministers to families.
 - d) We are the best than all the rest.
2. Parents must walk the child into the building and to his/her classroom. What must they do next?
 - a) Greet the teachers with a smile.
 - b) Initial and write down the time on the sign-in sheet.
 - c) Skip down the hallway.
 - d) Stop for a drink of water.
3. When someone comes to pick up a child that you have never seen before what should you do next?
 - a) Run to the office for help.
 - b) Ask for picture ID.
 - c) Pass them off to the class next door.
 - d) Tell them they can't have the child.
4. The following things have to be hanging in your room. Which does not have to be there?
 - a) Class schedule
 - b) Curriculum sheet
 - c) Menu
 - d) First aid directives
 - e) Deb's phone number
 - f) The two year old classrooms must have a list of Primary Care Givers.
 - g) Fire and emergency disaster routes
5. Which one does not have to be posted in the rooms that do diapers?
 - a) A list of children not potty trained.
 - b) Skin care procedure - diapering form
 - c) Hand washing procedure
 - d) A list of children that are potty trained.
6. You must use the wipe off maps to inform parents where you are when not in your room.
True or False
7. Wash and disinfect tables before and after every snack and meal with soapy water and then bleach water. True or False
8. The bleach water does not have to be fresh every day, just every other day.
True or False

9. What is the biggest pain in the rear about the food sheets?
- a) They have to be filled out at point of service
 - b) They have to be accurate.
 - c) They have to be numerically correct.
 - d) all of the above
10. Time outs are to be used for?
- a) punishing the child
 - b) putting the child in the penalty box
 - c) to calm the child down
 - d) none of the above
11. Which does not fit for helping children solve problems and resolve conflict?
- a) Approach calmly
 - b) Acknowledge feelings
 - c) Gather information
 - d) Restate the problem
 - e) Ask for ideas and choose a solution together
 - f) Be aware of the need for follow-up
 - g) Putting on a clown suit
12. Teachers do not have to set at the table during lunch time?
True or False
13. Being aware of children's allergies or medications are not important and the allergy list can be out in the open? True or False
14. Which is not a rule regarding meal times?
- a) Staff must offer some kind of seconds including milk and juice
 - b) Staff may only eat the same food in front of the children
 - c) Children are not allow to put their elbows on the table
15. An accident report needs to be filled out with every injury that a child receives no matter how minor it appears. True or False
16. When do you use universal precautions?
- a) When there is blood present
 - b) When there is mucus from a running nose
 - c) When there is fecal material
 - d) When there is vomit

17. Children's medications must be kept in the original container bearing the
- a) original pharmacy label with prescription number and child's name
 - b) date filled and physician's name
 - c) directions for use
 - d) all of the above
18. It really does not matter if a medication is out of date. True or False
19. What could happen if you forget to give a child their medicine?
- a) We have a liability issue
 - b) Deb can have a parent screaming at her
 - c) You can get fired
 - d) All of the above
20. In case the building would need to be evacuated in inclement weather, please take the children where?
- a) To the other side of the building
 - b) To your cars
 - c) To the Sign business
21. The doors from the church side are to remain shut and locked at all times, except for chapel time, for which reasons?
- a) To keep the crazy church people out
 - b) To lock out staff that wonder to the other side of the building
 - c) To keep children from escaping to the other side
 - d) To keep out intruders
22. Which is a true statement regarding naptime
- a) Children must lay head to toe
 - b) Cots must be 18 inches apart
 - c) Children can lie quietly for 45 minutes then given something to do
 - d) Blankets are allowed to hang over and touch another cot
23. Children must eat promptly when they are seated? True or False
24. Adults don't have to sit in close proximity to the children when eating lunch as long as they can still carry on a conversation? True or False
25. What must the teachers passing out food that is not pre-packaged wear?
- a) Apron, hair net, gloves
 - b) Apron, hair net or ball cap, gloves
 - c) Hair net and gloves
26. Drinking water is freely available at all times? True or False

27. Caregivers must wash hands before and after each child care duty? True or False
28. Deb has fired staff for not directly supervising children at all times for which reasons?
- a) It is a State regulation and is a huge liability
 - b) She is just being grouchy
 - c) She likes to spoil our fun
 - d) She likes to fire people
29. Punishment is never used? True or False
30. Time out is only used for?
- a) Getting a child's attention
 - b) A child to regain control
 - c) To teach the child you are in control
31. Discipline may be used with food, rest, or toileting? True or False
32. Transition time is always important to the State Lady and she always watches for this? True or False
33. Transition time is important for which reasons?
- a) To see if the teacher is good at classroom management.
 - b) To keep children out of trouble
 - c) So children do not hurt each other
 - d) All of the above
34. The State does not care if there are clearly defined interest areas in the classroom? True or False
35. When the State is looking for how our program functions which is not on the list?
- a) Active exploration
 - b) Expressive activities
 - c) Large muscle activities/children go outside daily if the temperature is above 25 degrees
 - d) Small muscle activities
 - e) Time for children to complete activities
 - f) Circle time
 - g) Small quiet area
36. The following learning centers are available daily? True or False
Art, music/movement, large muscle, blocks, math/science/discovery, manipulative/fine motor, quiet/individual, dramatic play, literacy.
38. The children are allowed to freely get into our cabinets to get materials out? True or False
39. The chairs can be stack onto the tables' right before the room is picked up for the day? True or False

40. Food sheets can be filled out right after the children are dismissed from the table? True or False

41. Which of the following are permissible on the playground?

- a) Socializing with staff
- b) Being out of your zone
- c) Not supervising the children
- d) Not covering the gate
- e) None of the above

42. When leaving the classroom for a fire drill the last teacher should leave the door open? True or False

43. The afternoon staff is allowed to change a child's square to red or yellow? True or False

44. The office staff does not have a problem with staff using their cell phones during the morning and after nap? True or False

POINTS QUESTIONS

- 1) Give yourself 20 points if you have ever come to work without wearing a bra.
- 2) Give yourself 20 points if you have always come to work without wearing sheer, see through low neckline shirts or that show the waist area, tube tops, halters, spaghetti straps, or any other brief top.
- 3) Take 20 points away if you have worn exposed jewelry in piercings other than the ears to work.
- 4) Take 20 points away if you let your tattoos show at work.
- 5) Give yourself 20 points if you have gone 3 months without being late or called in.
- 6) Give yourself 20 points if you have ever been puked, peed, or pooped on.
- 7) Give yourself 20 points if you have ever had a parent yell at you.
- 8) Give yourself 20 points if you have always turned in a pink slip on time and we have never had to hunt you down for one.
- 9) Take 20 points away if you have ever NOT filled out the food sheets at point of service.
- 10) Give yourself 20 points if you always read the emails we send you.
- 11) Take away 20 points if you have ever asked a question that was answered in an email and you asked because you did not read the email.
- 12) Give yourself 20 points if you have always followed the reminder slips that Melanie passes out or would if you were given one.
- 13) Take away 20 points if you have ever talked about a coworker out of frustration.
- 14) Give yourself 20 points if you have gone to the person direct to address the issue.
- 15) Give yourself 20 points if you have never forgotten to clock in or out.
- 16) Take 20 points away if you have ever forgotten about you needing to change your schedule the day of the needed schedule change.
- 17) Give yourself 20 points if you have never left your coworker for more than 5 minutes.
- 18) Take 20 points away if you have ever left your co worker for longer than you should have because you got caught up talking to another co worker.
- 19) Give yourself 20 points if you have never used your cell phone in your class other than nap time.
- 20) Take 20 points away if you have ever been late picking up your kids from the classroom for breakfast or dropped your kids off early to combine just so you could leave early.
- 21) Give yourself 20 points if you have ALWAYS asked for ID when you don't know someone.
- 22) Give yourself 20 points if you have NEVER socialized on the playground.
- 23) Give yourself 20 points if you see the playground as an extension of the classroom and interact accordingly.
- 24) Give yourself 20 points if you remind the children that they can get into the cabinets for other play options at least weekly.
- 25) Give yourself 20 points if you love working at KPS.

Meeting Minutes

April 30, 2008

Presenter: Deg Hughes

Topic: Marching to a Different Drum

Attendance: Donita, Beth, Ryan, Jill, Cheryl, Meg, Nicole, Amy, Esther, Griselda, Laura, Denise, Jane, Joy, Chris, Susan, Erika, Jean, Colin, Deb S, Angelica, Darla, Lisa, Tonya, Ashley, Cindy and Melanie R

Not In Attendance: Carrie, Jen, and Keila

TOPICS COVERED

- ✿ **Welcome:** Beth Morrison was introduced. She is the newest member of the KPS team. She is a lead teacher in the Train Room. Introductions were done of the whole group.
- ✿ **Spring Program:** Power point will be scheduled. Favorite times
- ✿ **Marching to a Different Drum:** HANDOUT "Teachers tend to teach the way they learn."
 - 7 Abilities:** visual/spacial ability, intrapersonal ability, musical rhythmic ability, mathematical logical ability, bodily kinesthetic ability, interpersonal ability, and verbal-linguistic ability. Each person was handed a piece of paper, one at a time, to read the definition on it. The rest of the group had to walk to the sign posted to show which ability was described.
 - SOME HELPFUL HINTS: Interpersonal Ability - Persons that are aware of other's feelings. Kids working together to solve things. Intrapersonal Ability - Persons that are aware of their own feelings. Visual-Spatial Ability - Persons that are able to imagine things in their head.
 - Learning Shapes and Numbers:** The large group broke up into smaller groups. The groups were given a number or letter and they were to figure out how to teach others by using a specific ability. When they acted it out, the rest of the groups were to pick the correct ability which they used.
- ✿ **Car Wash:** The group played a game at the end that is called "Car Wash". The group lined up in 2 rows and as people went down the rows the group laid hands on them and said positive things about them.

Marching to a Different Drum Summary

KEY 1: Talents-Unfolding Natural Abilities

Not all children are able to see what we're trying to teach them. As a result, both teacher and child become frustrated. What research and best practices in education have revealed is that successful learning is directly linked to our instructional approach and our ability to tap into the children's individual learning styles.

Each child's brain has its own combination of learning styles; no two children learn alike. Each brain is distinctly different and unique. There is no single learning style a child has, but rather each child possesses several or more areas of strength. And these vary from child to child.

There are 7 identified ability areas that comprise the human brain:

VERBAL-LINGUISTIC ABILITY - This is the ability to put thought into words and to use language in a variety of ways. We use this ability when we speak to each other, write in a journal, tell a story, create poetry, or simply write a letter. Analogies, metaphors, puns and humor come into play. Some ways to develop verbal-linguistic ability:

- Write poetry-haiku is excellent to begin with.
- Brainstorm ideas for a project, field trip, and so forth.
- Learn an interesting new word each day and practice using it.
- Play with words, using tongue twisters, puns, or nonsense rhymes.
- Play word games: crosswords, word jumbles, Scrabble, etc.
- Write or tell a sequel to a story.
- Keep a journal and record thoughts and feelings.
- Share ideas and opinions. Ask questions or engage in discussion.
- Develop a presentation on a topic of interest.

MATHEMATICAL-LOGICAL ABILITY - This is most often seen in problem-solving situations and referred to as scientific thinking. It is the ability to see relationships, patterns and think in imageless concepts. Such an ability is seen in its expression of Socratic questioning, ability to quantify or analyze things in the environment, setting up "what if" experiments, or playing games or solving brainteasers that require logical thinking. Some ways to develop logical-mathematical ability:

- Create a sequence of numbers that have a hidden pattern.
- Develop a Venn diagram to find similar characteristics from two literary characters. (For example, compare shared traits of Stellaluna and The Ugly Duckling.)
- Find a relationship between ten randomly gathered objects. This can be done by size, use, color, etc.
- Develop a solution for a problem: the ozone layer, rainforest, or smog.
- Do mental mathematical computations.

VISUAL-SPATIAL ABILITY - This is most easily seen in the active imaginations of children: having a pretend friend, playing school with stuffed animals, imagining oneself as a hero or heroine in a story, are but a few examples. Such ability enables kids to imagine a story they are writing, perform a gymnastics routine in their minds, play chess (and see the board several plays later), and turn a drawing into a real object. Some ways to develop visual-spatial ability:

- Draw or doodle while listening to a story.
- Imagine oneself as a person from history or a Bible story and describe what it would be like to be that person.
- Express an idea or mood with markers, paints, or another art medium.
- Enjoy a jigsaw puzzle, maze, or another type of visual puzzle.
- Use a variety of colors-chalks, paints, markers-to teach another child a particular concept.
- Create a collage of magazines pictures that describes oneself, a sibling, or other family member.

BODILY-KINESTHETIC ABILITY - This is the ability to perform things without a conscious effort: walk a balance beam, catch a baseball, and easily identify shapes or type on a keyboard with closed eyes. Mime, charades, dance, or other body movements can be used to express emotions or convey ideas. Learning is more easily grasped through a hands-on/movement approach, such as manipulative to understand a particular math concept. Some ways to develop bodily-kinesthetic ability:

- Use hand or facial gestures or other forms of body language, when conversing with someone or responding to a statement.
- Perform varied physical activities-mime, charades, dance, or movement-that correspond to a mood or opinion.
- Practice a new skill rather than hearing or reading about it or even seeing it in a demonstration.
- Act out a story.

MUSICAL-RHYTHMIC ABILITY - Musical-rhythmic ability is the ability to use tones and rhythmic patterns of learning and expressing one's feelings. Particular sounds or musical-rhythmic patterns are associated with such moods as ecstasy and joy, sadness, fear, excitement, spiritual reverence, or even patriotism. Many children make tapping sounds or sing melodies while studying, working on a project, jogging, or writing a letter. Some ways to develop musical-rhythmic ability:

- Observe and identify the natural rhythmic patterns of the environment: waves lapping on the shore, tree limbs swaying in the wind, rain beating on the rooftop, vocal or physical sounds of wildlife, and the like.
- Learn something new or memorize something already known through music by developing lyrics to a well-known tune. This can be done through jingle, chant, song, or rap.
- Tell a story and add various sound effects to the narration.
- At your table, tap out the rhythm of a poem as the teacher or classmate reads it.

INTERPERSONAL ABILITY - This particular ability functions best through group discussion, projects, and other forms of cooperative learning. Such ability enables one to effectively read and relate to others, whether verbally or nonverbally, in mood, temperament, and intentions. Basically, it is the ability to discern or identify with another. Empathy and sensitivity to another are present-a child is able to "stand in another's shoes," so to speak. Some ways to develop interpersonal ability:

- Share a problem that needs solving-whether mathematical, physical, or emotional-with another.
- Practice listening intently to another person and stay focused on what that person is saying. Ask follow-up questions; paraphrase what the other person says.
- Teach a skill or concept to another.

INTRAPERSONAL ABILITY - This ability enables a child to be introspective and self-reflective-it is a sense of deep individuality. Such persons are able to step back and watch themselves, as though looking from the outside through a window into what lies inside. Only humans have this capacity; a deeper awareness of self, feelings, thinking processes, and intuition, as well as a deeper spiritual awareness. Some ways to develop intrapersonal ability:

- Take time for quiet, personal reflection. This can be done through a reflective journal or diary of feelings, insights, and thoughts.
- Pretend to be an outsider looking in, observing thoughts, feelings, and moods. Notice patterns that develop with anger, worry, playfulness, joy, or peace. In short, develop an understanding of self.
- Develop a special hobby and become immersed in it.

All kids have each of these abilities to varying degrees. These essentially translate into learning styles-that is, in order for kids to learn best, we teach to their strongest ability areas.

At this point, we are brought to a very real question that could become quite overwhelming: How do I identify and address the unique styles of each of my children? The answer is quite simple: At first, use an instructional approach that accommodates all learning styles, as much as is possible. This way, all children benefit. Further, learning becomes stimulating, successful, and enjoyable. Although this takes a little more time in planning, preparation, and implementation, it pays off in the long run. As children are exposed to a variety of learning modes, their strengths will become evident to the teacher, who can then adjust the teaching approach to fit each child's learning strengths. This develops into a win-win situation for all involved.

What we must always keep in mind is this: Kids think in the way that they learn best; therefore, as we see our children perform successfully with particular learning abilities, we need to provide them opportunities to learn using these learning abilities (or learning styles). This does not become a learning crutch but instead a "best foot forward" basis and gives them equal footing with other kids who may be utilizing more conventional modes of learning.

STRATEGIES AND ACTIVITIES

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ACTIVITY 1: Learning shapes

1. Make a group square, rectangle, triangle, and circle. Kids form the shapes as an entire group, while holding hands. (bodily-kinesthetic, interpersonal)
2. Read or make up silly stories about the shapes. (verbal-linguistic)
3. Look for examples of the shapes in magazines, classroom environment, and outdoors. (mathematical-logical, visual-spatial)
4. Cut out shapes with construction paper, or draw and paint shapes. (bodily-kinesthetic, visual-spatial)
5. Sing a song about shapes. (There are a number of shapes songs available at teacher supply stores) (musical-rhythmic)
6. Dance to these songs and choreograph the movement to fit the "drawing" of the shape. (musical-rhythmic, bodily-kinesthetic)
7. Compare shapes to each other. Discuss differences. (visual-spatial, interpersonal)
8. Make shapes by using bodies while lying on the floor. It may take two, three, or even four children to "create" one shape. (bodily-kinesthetic, interpersonal)
9. Think of your favorite shapes and why you like them. (intrapersonal)
10. Create shapes with your own hands, using forefingers and thumbs. (bodily-kinesthetic)
11. Create shapes using rubber bands and geoboards. (bodily-kinesthetic, visual-spatial, mathematical-logical)

ACTIVITY 2: Learning numerals 0-9

1. Create pictures using numerals. (visual-spatial)
2. Form numerals from colorful pipe cleaners. (bodily-kinesthetic)
3. Listen to Eric Carle's *The Very Hungry Caterpillar* and draw the numeral with crayon (or select the corresponding plastic numeral from a group of numerals) that represents the number of things eaten on that page of the story. (verbal-linguistic, visual-spatial, bodily-kinesthetic, mathematical-logical)
4. Form numerals with bodies while lying on the floor. (bodily-kinesthetic, interpersonal)
5. Standing in a group, form numerals as seen from overhead; draw the outline (trace around feet of group) with chalk on the carpet or erasable marker on linoleum. (bodily-kinesthetic, visual-spatial, interpersonal)
6. Form numerals with forefingers and thumbs. (bodily-kinesthetic)
7. Write numerals in shaving cream, finger paint, wet sand, or chocolate pudding. (bodily-kinesthetic)
8. Sing any number song while drawing or "presenting" (choice is up to child) corresponding numeral. (musical-rhythmic, visual-spatial)
9. Place plastic numerals in their proper order. (bodily-kinesthetic, mathematical-logical)
10. Sing a song with all ten numbers (such as "Ten Little Bluebirds"), while pointing to corresponding numerals. (musical-rhythmic, mathematical-logical)
11. Reflect on this question: Which is your favorite numeral? Why? (intrapersonal)

12. Create large "pillow numerals" for your class for children to prop themselves against while reading. (Patterns for pillow numerals are available from publishers of Mailbox Magazine.) (bodily-kinesthetic)
13. Dance in the form of the numeral. (musical-rhythmic, bodily-kinesthetic)
14. Perform fun and zany, yet easy, calisthenics or dance aerobics to the count. (musical-rhythmic, bodily-kinesthetic)
15. Write numerals in the air with the whole arm. (bodily-kinesthetic)

KEY 2: Love-Providing a Nurturing Classroom

Numerous research studies demonstrate the importance of emotional well being in the learning process. When kids have that security of unconditional love, they tend to perform better academically, realize healthier emotional growth, and are generally happier as individuals.

STRATEGIES AND ACTIVITIES

BODY AWARENESS - There is a close relationship with body awareness and the development of a positive self-concept. Kids will make facial expressions before a mirror; they will watch how they walk, run, skip, hop, and crawl. Kids also watch others in a mirror, and they compare themselves to other kids. This awareness reinforces how they see themselves. Generally, kids see themselves in a positive light; sometimes, though, they may see themselves in a negative one.

ACTIVITY 1 - *Mirroring* - Learning Styles: Visual-spatial, bodily-kinesthetic, verbal-linguistic, intrapersonal, interpersonal

Symmetry is a difficult concept for some children. Invite your children to stand before a full-length mirror and describe how the human body is symmetrical. Place a length of string or yarn down the length of a child's body, holding one end at mid-forehead (while standing behind the child) and letting the other end drop to the floor or kids can work in pairs-to find their own similarities. Point out the fact that one side of the yarn is almost a mirror image of the other side. Ask your children to find similarities. "Oh, I get it! I have an ear on both sides of my head, and an eye. Also, I see..." Kids find they're not perfectly symmetrical: one foot is generally a bit longer than the other; they may have a few more freckles on one cheek than the other. Regardless of differences, kids need to appreciate their uniqueness.

ACTIVITY 2 - *Self-Growth Charts* - Learning Styles: Visual-spatial, bodily-kinesthetic, mathematical-logical, intrapersonal, interpersonal

Kids love to discover all they can about themselves: One such discovery is watching themselves grow up. An activity that lends to this interest is developing a self-record chart. There are a number of things that can be recorded: You can attach a length of measuring tape along the door jam of the classroom and record your child's height every three or four months. Be sure to date each entry mark on the tape. Some of your children may ask why

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they haven't grown much in a particular period of time. You reply that kids have different growth rates, and growth spurts can occur at different times. Use a scale to periodically record their weight.

ACTIVITY 3 - *Mirror, Mirror on the Wall* - Learning Styles: Visual-spatial, verbal-linguistic, intra-personal, interpersonal

Your child looks into a mirror and selects one thing that he likes about himself. You then join in and share what you like about him. Select one thing that you like about yourself. After everyone has had a turn, you share about how it felt to have something nice to say about the other person, as well as to hear something nice about yourself spoken by the other person. This is a wonderful opportunity for the children to feel good about themselves.

ACTIVITY 4 - *Me Books* - Learning styles: Verbal-linguistic, mathematical-logical, visual-spatial, intrapersonal, interpersonal

Explain to the kids that you are working on a book about them. Have them look at the books as you explain what they mean.

ACTIVITY 5 - *Car Wash* - Learning Styles: Verbal-linguistic, bodily-kinesthetic, interpersonal

Form two parallel lines with your children. Kids face the one directly across from them in the other line. The two lines of children become the car wash. Select one child to walk slowly through the car wash. As the child passes through, car washers in both lines gently pat the child passing through on the back, while giving compliments and positive strokes. Generally, two car washes per day are scheduled. Kids love this activity and cannot wait until it's their turn!

KEY 3 - Peace- Relaxing the Learning Environment

It's a wise teacher who responds and doesn't react, knows when to use a calm voice, incorporates needed times of movement and relaxation, provides soft classical or inspirational music, and effectively uses quiet instructional activities to calm and release children's tension and provide a better focus for learning. Prayer is also very important. It is through our continued prayer to the Lord that His peace is maintained. In additions, teachers need to pray for each child. Daily prayer and meditation promote harmony and peace in the classroom and individual lives. Scripture directs this. Experience proves it.

STRATEGIES AND ACTIVITIES

Sometimes kids can become wound up, especially on a snowy or rainy day. Tension builds and a release is needed. The activities that follow are effective with helping kids enjoy a relaxed learning environment.

ACTIVITY 1 - *Stretching Activity* - Learning Styles: Bodily-kinesthetic

While standing, inhale deeply and exhale slowly, several times. Loosen your shoulders, neck, and arms by flexing, and then completely relaxing these muscles by making them go limp. Stretch up toward the ceiling- slowly reaches as high as you can with both arms. Repeat. Bend at the waist and slowly reach for the floor without straining. Relax your entire body by gently shaking it loose. Repeat the last two steps. Inhale deeply several times; exhale slowly. Feel your body relax as you exhale.

ACTIVITY 2 - *Quiet Prayer* - Learning Styles: Bodily-kinesthetic, intrapersonal, interpersonal

Provide guidance and direct the children's prayers. Model to the children how to pray. Focus on one of the following: loving others and being loved by God. When children reach out to one another, the entire classroom atmosphere changes so beautifully and is so peaceful and positive learning in the classroom takes on new heights.

ACTIVITY 3 - *Counting with Nature* - Learning Styles: All can be incorporated

Take your children on a nature walk and enjoy a picturesque math experience. Ask "I wonder how many limbs we can count on that tree over there? See the butterflies" "I wonder how many there are?" "I wonder how many steps it will take to walk to that large rock in front of us. Let's close our eyes and listen to all the sounds we hear. When I say to open our eyes, let's find out how many sounds we can name together. Wow! Look at that army of ants; shall we try to count them? How far can you run in fifteen seconds? I'll count while you run and we'll measure the distance. Your kids can generate a number of math possibilities that exist on a nature walk. Not only does this activity provide number reinforcement, it's also invigorating.

KEY 4 - Trust-Developing a Trusting Learning Climate

This fourth key is actually a dual need: Kids need to feel secure within themselves. That is, having a trust in their own abilities and potential. Also, kids need to be able to have an unwavering trust in their parents, teachers, and classmates or siblings. As kids are taught to trust God in all things, they also must learn to have trust in us. This trust must never be violated. One of the greatest fears of children is breaking of trust. In the classroom this often takes the form of humiliation or ridicule, teacher or peer rejection, or a breach of confidence. It is in this type of environment that children no longer feel safe. Trust has been violated. Without it, learning is minimized as well as individual growth. Safety zones are tightened and withdrawal can take place. Now picture a learning environment in which kids and teacher are eagerly, genuinely helping each other to grow and learn. Having cooperatively learning, giving to others, receiving from others. Being able to trust one's own abilities and having a steadfast confidence that the teacher is mindful of the child's best interests and needs. Unless a spirit of mutual trust exists within the classroom, individual learning and growth will be impeded. Kids must feel safe. In the classroom among young children, it may simply be a matter of "taking turns" and sharing. In cooperative learning, trust certainly must be present. Otherwise cooperative learning would quickly change to

competitive learning or withdrawal altogether. On occasions, I've seen classroom teachers humiliate children before others. Generally, the humiliations are unintentional. Nevertheless, trust has been violated. Emotional safety has been taken away and the child's self image begins to crack.

STRATEGIES AND ACTIVITIES

ACTIVITY 1 - *Trust Walk* - Learning styles: Bodily-kinesthetic, verbal-linguistic, intrapersonal, interpersonal

Team kids into pairs. One is blindfolded and the other is not and serves as a guide. The sighted partner will gently hold the upper arm of her blindfolded partner and guide him throughout an area. Then switch. When the activity is finished sit down with the children and discuss the following: What did it feel like to be blind? Did you feel like your partner will keep you safe?

ACTIVITY 2 - *Buddy System* - Learning Styles: Interpersonal and any combination of the others

Encourage the children at every opportunity to help and support one another. Children are at all different levels of abilities. For those who are successfully at a particular task, ask them to help another child who is not quite as good. This creates a mutual trust.

KEY 5: Joy-Motivating Kid's Learning

Create a classroom where children acquire knowledge and understanding of the world around them by direct experiences. Research studies continue to reveal that kids learn best when they have enjoyment both in learning and in life. When there is an inner calm and motivation in learning, biochemical's from the limbic system flow more easily, thereby creating uninhibited learning. This enables a greater flow of neural enhancers that provide a sustained peace and focus which allows for quicker, richer; dendritically growth as learning is patterned within the brain and releases exuberance for learning. This type of positive cycle feeds so beautifully on itself. Kids who are content and relaxed within themselves feel safe in their environment and have success and enjoyment in what they are learning. They will grasp concepts more easily and retain what they are learning more effectively, thus becoming more successful learners in the process. The sky's the limit for them.

ACTIVITY 1 - *Reading Stories* - Learning Styles: Verbal-linguistic, interpersonal, visual-spatial (as well as others, depending upon the learning activity added)

As you are reading the story, engage the child. Ask what they think will happen next. Read to them before naptime. Have them close their eyes and see the story in their mind. Act out the story.

ACTIVITY 2 - *Kid Planned Curriculum* - Learning Styles: All are accommodated

Listening to the children while you are teaching and then implementing their interests. For example, if you know that a certain child loves dinosaurs then bring in books and items with dinosaurs.

ACTIVITY 3 - *Using the Solution Kit* - Learning styles: All are accommodated
This engages the child into the learning and promotes problem solving skills.