

Meeting Minutes

2/3/2006

Attendance: Chris, Laura, Colin, Amy B, Tonya, Donita, Joy, Krissy, Jackie, Crystal, Mary, Meg, Keila, Lisa, Trish, Trisha, Ryan, Jen, Angelica, Angie, Tina, Jim, Nicole, Deb S, Kelli, Ronee, Rosey, Amy Z, Darla, Melanie and Cindy.

Not In Attendance: Shanna and Morgan

Deb:

Issues to Cover:

- ⊗ **Brown-Mackie College =** We will be having visitors on Tuesdays. Their nursing students will be visiting and doing observations from 7:00-1:00.
- ⊗ **Deb requests that we all stay humble before the Lord.** She has been practicing this and she is asking for help on the KPS purpose. She announced that she is proud at our changes, need to be best of best because of our calling as Christians in a daycare.
- ⊗ **Deb's dream for KPS is that KPS will be at a high level where we all love one another and let God work through us so the children can learn from our examples.** She said that she hopes that KPS staff would love one another so much that we support each other no matter what as a team. She invited us to listen to the following scriptures - Peter 1:15-16, Hebrews 12:14 and Matthew 22:37-40.
- ⊗ **Yearly evaluations -** As we go into the evaluations, the KPS Board has come up with a new way to do them. With this in mind, Deb explains that the Board holds Deb accountable for everything she does. That is why you will see her sometimes in her office with the door closed or she looks like she is in a rush. She is held accountable by evaluations/surveys, reports, etc... **THEREFORE,** the evals that the staff will be undergoing will be a new way to hold them accountable. It is to help the staff and to help us understand what other training we need to do. They are not to be viewed as a threat or anything negative. We cannot come aside you to help unless we look at things. She wants us to remember and try to love one another because we are a family. Some of us make mistakes and it is hard to do this. It's what we do with the mistakes that matters.

- ⊗ Deb would like us to review what we should do if someone is doing something against policy =

 - *Talk to that person and have an open mind/open heart.

 - *Pray before approaching the person

 - *Watch out after each other "Love one another"

Review Thessalonians 4:11

- ⊗ Jim shared his experience with a child in his class last week. During bible time, a young child voiced up and said that God was asking her to be with Him instead of being sinful. What an awesome thing!!! This is why we are here!!!!!!!!!!!! This is our opportunity to bring Jesus into the classroom by letting Him work through us and teach the children about Him. He isn't asking you to be perfect. You are asked to be holy. Love one another...

Staff Ideas:

1. More helpful to have more small prayer meetings/accountability groups.
2. Downtime with Deb will be starting again soon.
3. Melanie will be doing more training with the staff. Some things will come from Deb. She will train Melanie and she will present it to the staff.
4. Prayer partners were discussed. One idea was to have a bi-weekly prayer partner to help everyone.
5. Chapel will now be worshiped in the church Worship Center. This was requested in order to help the children feel more 'spiritual'.
6. Anecdotal notes will be turned in weekly in order to help us understand how we can facilitate additional training for the staff.

Acknowledgements:

- ⊗ **Brownbox:**

 - Joy, Jim and Angie

- ⊗ **Blue Bag:**

 - 2 Concerns regarding naptime procedures that teachers are following - Teachers are forgetting to have the children lay head to toe, cots are not being spread apart enough (3 squares), teachers are sitting too early...

- ⊗ Request for an extra incentive or bonus - There already is a quarterly bonus already in place and has been in place for years. \$50 bonus without a call-in, late, etc...

Meeting Minutes

2/20/06

Attendance: Donita, Cheryl, Trisha, Deb S, Trisha, Esther, AMY B, Nicole, Angelica, Ryan, Jen, Darla, Meg, Tonya, Chris, Mary, Jim, Cindy, Melanie and Deb H.

Not In Attendance: Kelli, Rosey, Morgan, Keila, Jean, Denise, Lisa, Colin, Amy Z, Crystal, Ronee and Angie

Deb:

Issues to Cover:

- ⊗ Deb opened up with a scripture. 1 Thessalonians 3:11-13
- ⊗ Welcome back Cheryl!
- ⊗ Congratulations Darla! She received her CDA as of 12/1/2005. Way to Go!!
- ⊗ "Who We Are" - We love one another, We are the best learning environment, We teach children who God is and how to experience Him. This quote will be seen on several pieces of paper from now on. This describes who we are and what we are doing as a "family". Doing these things will cover everything that needs to be done. LOVE ONE ANOTHER - This means to have a general love for one another. It does not mean that you always like each other. It is helping us all stay accountable in our daily actions for one another. BEST LEARNING ENVIRONMENT - Help kids be everything they can be academically. WE TEACH CHILDREN WHO GOD IS AND HOW TO EXPERIENCE HIM - Teaching kids how to worship.
- ⊗ We would like to recognize everyone by saying GOOD JOB! There were a few surprises when we went around and preformed the evaluations. Deb apologizes to those people who "knew what she wanted" but did not get enough information in order to finish the assignment. Deb takes full credit for the mistake and would like to apologize. She also would like to say that the new type of evaluation that the board has requested us to use has helped us understand how we can come aside you and help with additional training and acknowledgements. Because of some of the things we found, re-evaluation will be

completed in 4-6 weeks to see if there is improvement. Deb acknowledges your hard work and would like everyone to get a pay increase, this is why she is extending grace to those who need it and she wants those who followed through the first time to be recognized. With this said, raises will be based on the information that we have initially found and will be effective as of this pay period, so most people should see something on their next check. After the re-evaluations, those who were extended grace will have a chance to increase their raise due to improved performance on a long-term basis.

- ⊗ **PORTFOLIOS** - What are they? How do we use them? When should we have them completed? We began doing these about 3 years ago. If you remember, it was a very nervous thing for all of us. It was also during our accreditation with ACSI and it was a very nervous and overwhelming time for all of us. Now, we have moved forward and will continue to do so with a lot less stress and more help from one another. The information in the portfolios should show progression of what and how the child is learning. There should be several (20 or so) pieces in the child's folder from the current year and each paper should be dated. The papers should be ongoing through the year in order to show progression. The more you have at the end of the year, the better your conference will go because your material will speak for itself. You will also show them your professional ability.
- ⊗ **ASSESSMENTS** - By now, there should be a completed assessment in each child's folder. It is probably the old form if the child is not "new" to KPS. The new assessment forms were handed out to the staff in early December. These forms should be used for all children from this point on. It has a spot for the Spring Assessments in order to complete now at the beginning of the "new semester" (spring). When completing the assessments, you must actually see the child do the things on the list. It becomes obvious if someone sits down at one time and just checks off the areas without the child present. It should take several weeks to accomplish this task. Include comments as you go along for additional support for the parents and yourself. By spending the time doing this it will enhance your lesson plans and it will build the child's confidence because we are giving them the best learning environment we can.
- ⊗ **OBSERVATIONS** - When completed, they will support your next lesson plan. This is really good info to help you help the children with their learning and growing. The observations are a group observation that

helps you know what academically and socially the children need to improve on. This information should be logged on the back of the current lesson plan that you are working off. Then use this info for the week to come in order to plan your lesson for the kids. ALL teachers need to incorporate their ideas and observations throughout the week, not just the teacher who is responsible for the week's lessons. The observations are to be handed in weekly to the office. It can be handed in the week after the lesson is used in order to give you time to review the observations.

- ⊗ LESSON PLANS - When filling out the lesson plans, please do not use lines or arrows, etc. from box to box. Each box should be filled out with the appropriate plans for the week. In addition, Deb stated that transitions should be used more often because we are starting to see children standing in lines again, waiting on the bathroom, sink, etc. This is NOT appropriate at ANY time. The state has seen this action and written our facility up for it. Putting children in lines and not letting them go one at a time tempts them to misbehave because of their attention span. Use your transition binders for ideas. In addition, Cindy shared her idea of making a poster for your room with songs and activities that the children like to do so it can be a quick reference for you in hectic times.

- ⊗ ANECDOTAL NOTES - Weekly notes should be going home with the children on a regular basis. These notes are to portray POSITIVE, individual key experiences. (SEE HANDOUT of Key Experiences) When doing the anecdotal notes, please add onto the note what the child's key experience is. This helps finish the note off and it helps the parent reading the note tie everything together. **Thank you Chris for starting a list of the key experiences and sharing it with the rest of the staff! If you would like to extend the list with other Key Experience, write your ideas down and hand them to Melanie. She will type them up and share them with the rest of the team. Jen questioned what teachers should do if they have a child that is only here for 2 days and one of the days in Friday. Deb reassured her and the rest of the staff to not sweat it. If you have a situation like this, do what you can. Plan ahead to try to find something the first day they are here. If the child does the same thing repeatedly then maybe a call from the office to the parents is needed. Please inform the office in order to stay on top of this. Some helpful suggestions with keeping track of all of the observations and assessments were - Use a divided notebook or make a folder with pagers for each child to keep secure in

a folder. Keep the material out and not hidden in a drawer so it is easier to get a hold of when needed and not forgotten.

- ⊗ PARENT COMMUNICATION - Please make sure that you are up to date with your parent binder that sits outside of your classroom. Parents are reading these and we use them when doing tours. There has been a section added to the form that you fill out weekly. The section now contributes information that you observed the class learning as the week progressed. Some good examples are attached. This information will also help the parents understand how their child is learning.
- ⊗ Deb closed the meeting with a few comments. She states that she is thankful that we have the staff that we do and that we are all here as a team. She is proud that we are doing such a good job and seem to be ahead of most of the other preschools around town. She shared that the board has had her do some research of other preschools around town and we seem to be on the cutting edge of the newest things. We do need to continue to reach for our goals, so it is important to remember that improvement can be accomplished through working together.

ATTACHMENTS:

- ⊗ "Who We Are" handout including the "standards" of what is expected.
- ⊗ Lesson Plan Example
- ⊗ Lesson Plan Observation Example
- ⊗ Key Experiences Handout
- ⊗ Anecdotal Notes Examples
- ⊗ New Classroom News Form

WHO WE ARE

Handout

- ❖ We love one another
- ❖ We are the best learning environment
- ❖ We teach children who God is and how to experience Him

Performance Evaluations

Children's Portfolios – Each child should have a portfolio filled with their work (minimum of 20 pieces). This work is a progressive way to show how the children are growing. Each piece should be dated. It should be a variety of mediums. You know what each age group will be working on and make it age appropriate. For example it may have a sample of a self portrait and then some time later another example of their self portrait. For younger children the portfolio may have a sample of coloring, for older children a sample of writing their name. It may have a sample of how they cut and then several months later how they have gotten better at cutting. This will show how the child has changed.

Assessments of Children – Assessments are done in two ways. First there are the formal assessments that are done twice a year, one at the beginning and one at the end of the school year. This is a formal document which the office provides. The other is the teacher observing a need that a child may have, noting it on the teacher observations, and then incorporating that observation into your curriculum the next week. It may also include that the children really enjoyed a certain subject and you want to roll it over into the next week's curriculum.

Anecdotal Notes – This is one of our ways to communicate with the parent how their child is doing. This should happen once a week. It should be individualized and not what the class is doing. You may incorporate the class but it must have an individual point. It should not be the same note for a large portion of the class.

Lesson Plans – This should be something you are really doing and not just to fill up the paper. It should have a variety of information. It should not, for example, have the same thing listed for transition all week.

Communication with Parents – This includes filling out your notebook in the pocket outside your room and how you verbally communicate with the parents. If parents are complaining to the office about you, the office will come to you and ask for your insight.

Attendance – Are you here or is attendance a problem?

Classroom Management – Is your classroom a learning environment. Is it clean? Is it organized? Do the children, for the most part, follow your lead?

Follow KPS Policies – Do you follow the policies, especially on the playground and at nap time? Does the office have to keep reminding you about the policies? There are many things to remember and we do not expect you to always remember everything but if we have to keep repeating the same things then you are not proactively following the policies.

Overall Attitude – Are you for the most part, pleasant? Are you flexible? Are you a team player?

KIDDIE PREP SCHOOL WEEKLY LESSON PLAN SHEET

LESSON PLAN WEEK 2-20-06

Example

CLASSROOM Castle TEACHER Mrs. Angie

WEEKLY THEME & OBJECTIVES Learn the letter "W" and the number 24. Learn about God's love + giving an offering

WEEKLY CHANGES TO LEARNING CENTERS

DRAMATIC PLAY Grocery Store - identify + play w/ money	CREATIVE EXPRESSION - Make a paper plate watermelon - Sponge Paint	SAND & WATER Sorting Tub 2 Water Tub
BLOCKS Tangram shapes	MANIPULATIVE/FINE MOTOR - String red + green beads - Use tweezers to find coins in cotton balls	LITERACY "W" Books
MATH/SCIENCE/DISCOVERY Observe real worms Watermelon seed + number match	MUSIC & MOVEMENT ABC Dance Fish/Fish Whale	LARGE MUSCLE (INDOOR/OUTDOOR) Bounce "coins" in the paracute

BIBLE VERSE AND BIBLE STORIES God loves a cheerful giver.
1 Corinthians 9:7 The Widow's Offering (story)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CIRCLE TIME ACTIVITIES	Bible Story Talk about offering pg. 250	Jelly story - gift giving pg. 251	Jelly story - God's gifts to us pg. 252	Chapel	Widow offering story w/ props pg. 254
TRANSITION ACTIVITIES	* Guess what's in the box (?) * Graph who likes watermelon * Read Enormous	- playdough coin pressing - "W" letter pg. Watermelon	Read Diary of a Worm - Make a large worm w/ "W" words	Play Fish, Fish Whale	* Read "W" stories * Draw shapes
SMALL GROUP ACTIVITIES	- Make paper plate watermelon (place 23 seeds) * String red + green beads	* Make a love coupon - dictated responses	- Worm puzzle - Look through worm books - Make apples w/ finger worm	Taste watermelon + make a graph	* Decorate a cross * Practice writing names
LARGE GROUP ACTIVITIES	* Watermelon flannel story - Talk about enormous	* Watermelon upper + lower case match	* Read "W" book	* Practice program song	* Practice program song
SPECIAL ACTIVITIES		Make watermelon playdough		Chapel	

TEACHER OBSERVATIONS

Example of Lesson Plan Observations

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>-did a heart rubbing picture where the kids rubbed crayons over a sand-paper heart</p> <p>-Grace, Kiara, Kelsi really enjoyed this project</p> <p>•do more kinds of projects like this in the future</p>	<p>-cut & paint fish; some had trouble w/ the cutting but overall it was a challenging project that most did well on</p> <p>-practiced counting to #9 & most did well tracing the dotted # I had made</p>	<p>-thumbprint fish didn't quite work, they could make thumb prints, but couldn't draw the tail/body of the fish</p> <p>•this is better for older kids (possibly)</p>	<p>-practiced colors & shapes w/ the kids</p> <p>•Nathaniel & Kaitlin need improvement with their shapes (rectangle, diamond)</p>	<p>-cut out hearts to practice cutting skills</p> <p>•Allison & Katelyn need more help w/ holding scissors & cutting</p>

SUPPLIES TO BE LISTED ON SHOPPING LIST: _____

LESSON PLAN WEEK Jan. 16-20

CLASSROOM Bear TEACHER Jen

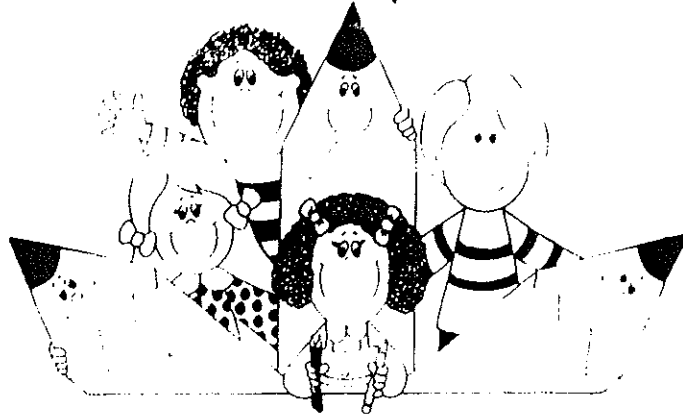
Key Experiences

Handout

- 1) Distinguishing between "some" and "all"
- 2) Describing something in several ways
- 3) Sorting and matching
- 4) Exploring and describing similarities, differences and the attributes of things
- 5) Singing songs
- 6) Developing melody
- 7) Moving to music
- 8) Feeling and expressing a steady beat
- 9) Acting upon movement directions
- 10) Describing movement
- 11) Expressing creativity in movement
- 12) Moving with objects
- 13) Moving in locomotive ways/non-anchored movement: running, jumping, hopping, skipping, marching and climbing
- 14) Anchored movement: bending, twisting, rocking and swinging
- 15) Dealing with social conflict
- 16) Creating and experiencing collaborative play
- 17) Building relationships with children and adults
- 18) Being sensitive to the feelings, interests and needs of others
- 19) Participating in group routines
- 20) Expressing feelings in words
- 21) Taking care of one's own needs
- 22) Solving problems encountered in play
- 23) Making and expressing choices, plans and decisions
- 24) Reading in various ways: reading storybooks, signs, symbols and ones own writing
- 25) Writing in various ways: drawing scribbling, letter like forms, invented spelling and conventional forms
- 26) Having fun with language: listening to stories and rhymes
- 27) Describing objects, events and relations
- 28) Talking with others about personal meaningful experiences
- 29) Drawing and painting
- 30) Making models out of Play-Doh, blocks and other materials
- 31) Pretending and role playing
- 32) Relating models, photographs and pictures to real places and things
- 33) Imitating actions and sounds
- 34) Recognizing objects by sight, sound, touch, taste and smell

Kiddie Prep School

Anecdotal
Notes
Example



This is what we observed Jacob doing this week:

AT gym time Jacob and Lindsey were playing dinosaurs and he was making growling noises at Lindsey and she tried to grab him and he wouldn't let her.

Key experience—imitating actions and sounds

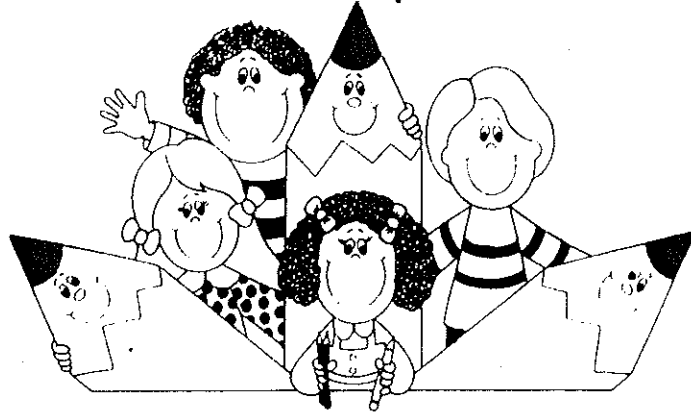
Name: Jacob Morrow

Room: Farm

Week Observed: February 2, 2006

Kiddie Prep School

Anecdotal Notes
Example



This is what we observed Allyson doing this week:

Allyson took a group of toys and divided them into four separate piles. She made one pile each for red, blue, green, and yellow.

Key Experience: Exploring and describing similarities, differences, and the attributes of things; sorting and matching.

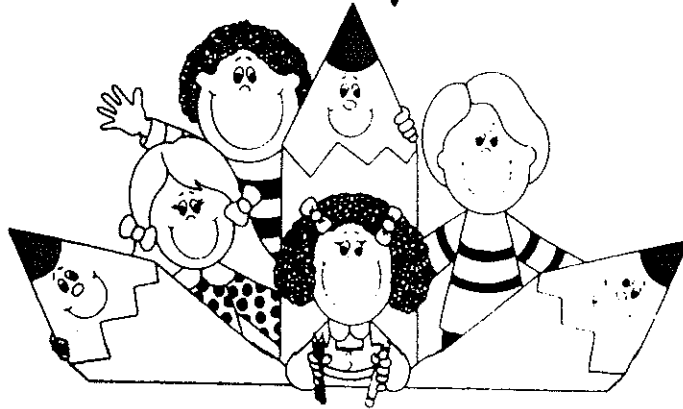
Name: Allyson DeWald

Room: Bug

Week Observed: February 3, 2006

Kiddie Prep School

Anecdotal
Notes
Example



This is what we observed Cambrian doing this week:

Cami was really focused on her painting today. She is getting good at holding her brush.

She took turns pouring the birdseed into the funnels when she was playing in the birdseed tub.

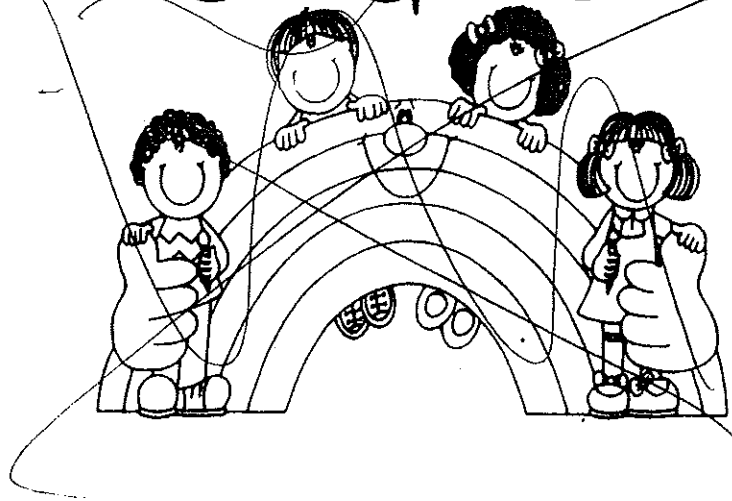
Key experiences: Drawing and playing. Sorting, pouring and matching.

Name: Cambrian Bomersback

Room: Train

Week Observed: February 17, 2006

NIDDLE PREP SCHOOL



Observation
Example for
"New" Parent
Binder
Form

This is what we observed Ben doing this week:

Key Experiences: Solving Problems Encountered in Play
and Experiencing Collaborative Play

This week we talked about loving our friends. The children did many projects and games with a friend.

In gym, we had 3-legged races. Ben's leg was tied with a ribbon to his friend's leg. They both had to learn how to quickly and efficiently get to the other side of the gym.

The next day in gym, we played our usual Shark Attack tag game, but with one difference. The children had to hold hands with a friend the whole time. It took more concentration to remember not to let go of hands while chasing others or running from the Sharks.

Name: Ben Richards

Room: Ocean

Week Observed: February 10, 2006

Kiddie Prep School

Office
copy



Balloon Room

Observation
Example for
"New" Parent
Binder Form

This Is What We Observed Emily
Doing This Week . Jan.30th- Feb. 3

Key Experience: Pretending and
role-playing. We each had a turn in
acting out our Bible Lesson. Our
lesson was about forgiveness. Our
memory verse was "Forgive as the
Lord forgave you". Colossians 3:13.

Also: The letter of the week was Tt.
We practiced writing skills and
sounding out words that start with
T. Emily followed directions and was
also a good listener this week.