



TEACHER'S HANDBOOK

Updated 10/9/2008

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TEACHER'S HANDBOOK

This handbook is supported by the Employee Handbook and is to be used as a resource guide for teachers. Our goal is for this book to answer many questions and give you the information you need to have a successful teaching experience here at Kiddie Prep School. You will be asked to sign a statement that you have been given that indicates you have read this handbook. For accreditation purposes, an annual review of this document is completed.

MISSION STATEMENT

A biblically based educational childcare with quality trained staff that puts children first and ministers to families.

GENERAL OBJECTIVES

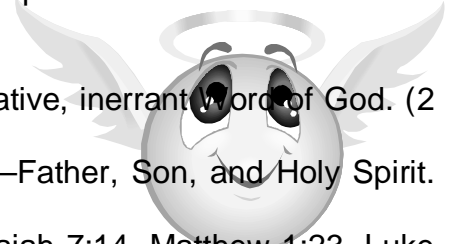
Kiddie Prep School provides guidance for preschool children, regardless of race, color, religion, or national origin. The atmosphere and objectives of Kiddie Prep School are distinctively Christian. Kiddie Prep School recognizes that parents are responsible before God for the instruction, training, and discipline of their children. Kiddie Prep School seeks to assist each parent in meeting their responsibility in a rapidly changing world by providing curriculum, resources, and professional godly instruction. It is the purpose of Kiddie Prep School to provide quality childcare in an atmosphere of love, respect, and understanding. This is done in a Christian environment suitable for learning and growing and which meets the individual needs of the children. We endeavor to provide childcare programs that:

- ✓ Provide children with an early foundation in the word of God and impart wholesome Christian concepts.
- ✓ Have exemplary quality and reflect the best available knowledge about early childhood development.
- ✓ Provide safe care and experiences for physical, mental, moral, spiritual, and social development.

The school strives to provide a supportive working environment so that the staff can be the best that they can be. Kiddie Prep School staff desires to involve the church in meeting the special needs within the families. We desire to, not only teach wholesome Christian values to the children, but to introduce children and families to Jesus Christ and a personal relationship with him.

STATEMENT OF FAITH

- 1) We believe the Bible to be the inspired, the only infallible, authoritative, inerrant word of God. (2 Timothy 3:16, 2 Peter 1:21)
- 2) We believe there is one God, eternally existent in three persons—Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 28:19, John 10:30)
- 3) We believe in the deity of Christ (John 10:33). His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35). His sinless life (Hebrews 4:15, Hebrews 7:26). His miracles (John 2:11). He took our place in atoning for death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9). His resurrection (John 11:25, 1 Corinthians 15:4). His ascension to the right hand of God (Mark 16:19). His personal return in power and glory (Acts 1:11, Revelation 19:11).
- 4) We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; and that we are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved. (John 3:16–19, John 5:24, Romans 3:23, Romans 5:8–9, Ephesians 2:8–10, Titus 3:5)
- 5) We believe in the resurrection of both the saved and the lost—the saved to the resurrection of life, and the lost to the resurrection of condemnation. (John 5:28–29)
- 6) We believe in the spiritual unity of believers in our Lord Jesus Christ. (Romans 8:9, 1 Corinthians 12:12–13, Galatians 3:26–28)



- 7) We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14, 1 Corinthians 3:16, 1 Corinthians 6:19–20, Ephesians 4:30, Ephesians 5:18)
- 8) We believe that a child's primary role models and teachers are his or her parents (Genesis 2:24, Exodus 20:12, Deuteronomy 6:5-9, Ephesians 6:1-4). We further believe that the family as ordained by God and set forth in Holy Scriptures consists of a father, mother and child(ren). Some schools are choosing to incorporate a curriculum that expands this concept to include father, father and child(ren) or mother, mother and child(ren). Kiddie Prep School will not be teaching this.

EDUCATIONAL PHILOSOPHY



In understanding child development, we look at Luke 2:52 “And Jesus grew in wisdom and stature and in favor with God and man.” How did Jesus grow? Jesus grew in wisdom (cognitive/intellectual development). Jesus grew in stature (physical development). Jesus grew in favor with men (social/emotional development). Jesus grew in favor with God (spiritual development). In the child-centered preschool, education involves the whole child and includes concerns for all the items mentioned in the above scripture, the child's spiritual, physical, cognitive, and social development. Instruction and assessment are organized around the child's needs, interests, and learning styles. The process of learning, rather than what is learned, is emphasized. Recent research reveals that preschool children learn best through active, hands-on teaching methods such as experimenting, exploring, discovering, trying out, and restructuring. Children develop at varying rates and the school needs to allow for these individual differences. We will focus on improving children's social development as well as their cognitive development. Educators refer to this type of schooling as developmentally appropriate practice, which is based upon knowledge of the typical development of children within an age span (age appropriateness) as well as the uniqueness of the child (individual appropriateness).

KPS embraces the following principles and practices of developmentally appropriate practice taken from this document: *Developmentally Appropriate Practice in Early Childhood Programs* (Bredenkamp & Copple, 1997).

- ✓ Wholeness of the Child: Children are whole persons in whom physical, social, emotional, and cognitive development are integrated. Each area of development is important and affects every other area of development. Note: KPS recognizes that each child has a spiritual dimension as well, and that this area needs to be addressed.
- ✓ Active Involvement: Children must be active participants in their own learning. Manipulation of real, concrete, and relevant materials contributes to children's understanding.
- ✓ Interaction with Adults and Peers: Learning occurs when children interact with people in their environments. Interactions with both adults and other children facilitate the mental manipulation and ownership of ideas.
- ✓ Authentic Experiences: Children learn best from personally meaningful experiences that flow from the reality of their lives. When school experiences reflect the reality of life beyond the school, learning is more purposeful and relevant.
- ✓ Appropriate Learning Activities: Appropriate learning activities include projects, learning centers, and such activities as building, drawing, writing, discussing, and reading. Research exploration, discovery, and problem solving are examples of recommended educational experience.
- ✓ Integrated Curriculum: Integrated thematic units form the foundation for appropriate curriculum, enabling children to make connections among and between ideas and knowledge. .
- ✓ Intrinsic Motivation: Fostering intrinsic motivation has the potential to support the development of responsible & autonomous learners, that is, learners who develop a passion & love for a lifetime of learning.

- ✓ Authentic Assessment: Evaluation of children's progress should flow directly from the tasks and experiences in which they have been engaged.

There is a tremendous normal variability both among children of the same chronological age and within an individual child. Children's social skills, physical skills, cognitive skills, and emotional adjustment are equally important areas of development, and each contributes to how well children do in school. Within any group of children, one child may possess advanced language and cognitive skills, but show poor social skills and emotional adjustment; another child may have advanced social skills, be well adjusted emotionally, and have good physical skills, but have poor language skills. The precise time at which a child will achieve a certain level of development or acquire specific skills is difficult to predict. Learning and development do not occur in rigid, uniform ways. Childhood is not a race, it is a journey. We need to remember that and give children adequate time to develop as thinkers, knowers, and problem solvers.

Kiddie Prep School strives to be inclusive of all children, in as much as it is possible. We are committed to do our part to enable the children in our care to be successful in our program. We want to have a team mentality, working with the parents and any health providers. If a teacher notices an issue with a child, please notify the office and we will work with you to help the child.

INTENDED ENDS FOR CHILDREN

The aim of Kiddie Prep School is to spiritually, socially, emotionally, and cognitively prepare children and their families for the coming years of formal schooling. Children will do the following:

Spiritual:

Understand that God is a loving God;

- ✓ understand that Jesus is God's Son
- ✓ know that Jesus wants to initiate a personal relationship with each person

Understand that the Bible is a special book;

- ✓ understand that the Bible is God's Word
- ✓ know that the Bible is truth (stories that are fact, not fantasy)
- ✓ comprehend that Bible truths share character lessons

Use Prayer to express their thoughts and needs to God;

- ✓ understand that prayer is talking to God
- ✓ know they can request His help to take care of them
- ✓ know they can ask for His help in being kind and thoughtful to others
- ✓ understand that they can ask God to forgive them and come into their hearts

Freely share about God, Jesus, and the Bible with others;

- ✓ talk about spiritual things as "real"
- ✓ speak spontaneously about spiritual things

Have a desire to attend church;

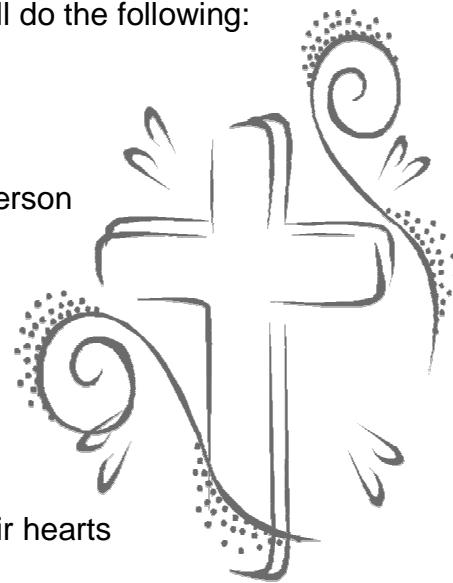
- ✓ have a cultivated interest in learning about God, which causes the desire
- ✓ perceive the church environment as welcoming and safe

Know God created the World;

- ✓ have enjoyed direct experiences with nature
- ✓ know that God wants each person to care for the world

Enjoy the process of moving from curiosity to satisfaction in a project because God delights in their work;

- ✓ take pride in their own work
- ✓ have positive attitudes about involvement in projects



Social and Emotional:

Value familial relationships and understand the importance of obeying parents and teachers. Enjoy and initiate friendships with a variety of individuals;

- ✓ develop friendships with those who may not be the same gender, race, or age, or have the same ability
- ✓ benefit from the inclusiveness of the emotional culture of the classroom, which celebrates the gifts and talents of all members

Begin to learn the art of sharing;

- ✓ share their own ideas with friends and family
- ✓ share toys or other items with friends and family

Begin showing empathy and kindness;

- ✓ show empathy to family members
- ✓ express empathy to friends

Use language to express self, developing positive conflict resolution;

- ✓ express both positive and negative emotions
- ✓ observe teachers who model and build to this end

Develop self-confidence in self-initiated activities;

- ✓ gain competence through age-appropriate activities
- ✓ have opportunities to share their new skills with others
- ✓ master new skills through encouragement and direction from the teacher

Begin to exhibit self-control;

- ✓ begin to understand and control their emotions
- ✓ begin to act appropriately, whether or not they are directly interacting with an adult

Are comfortable participating in group discussions;

- ✓ enjoy and participate in child-to-child and child-to-adult interactions
- ✓ communicate effectively using their words
- ✓ are able to attend to other's comments



Physical:



Acquire and refine the fundamental movements of balance, movement, touch, and coordination;

- ✓ enjoy rhythm and movement
- ✓ explore these fundamental movements through time, activities, and equipment that is made available to them
- ✓ actively pursue gross motor activity

Acquire and develop fine motor skills;

- ✓ become acquainted with and have time to use the appropriate equipment and materials that aid in this development

Recognize that their body is created by God and takes special responsibility to care for it;

- ✓ are introduced to health and nutrition
- ✓ make good food and activity choices

Cognitive:

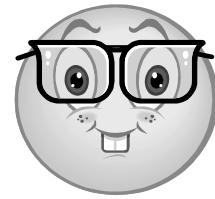
Are able to engage with others in learning activities, including the ability to explore, create, experiment, observe, plan, analyze, reason, investigate, and question.

Initiate investigation as a result of carefully observing their surroundings.

Enjoy creative expression;

- ✓ are encouraged to express creativity within their own multiple intelligences and are provided the materials for this expression
- ✓ are free to work with mediums that uniquely express the creative element for process art

- ✓ write songs and stories
- ✓ use imagination in dramatic center play
- ✓ find creative solutions to problems that arise during center play



Numeracy:

Understand math vocabulary, concepts, and directed activities;

- ✓ have appropriate counting, sorting, and comparing skills
- ✓ work well with manipulatives to achieve an appropriate transition into formal schooling

Language and Literacy:

Understand the importance and use of language in the environment;

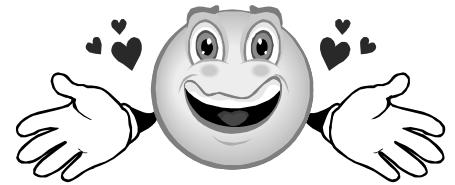
- ✓ are able to participate in receptive language activities using literature as the foundational tool
- ✓ have a desire to look at books with text and illustrations
- ✓ engage in expressive language experiences that foster growth in language proficiency

Have cultivated prewriting skills in the context of emergent literacy;

- ✓ are able to write their own name and some alphabet letters
- ✓ spontaneously choose to use writing implements
- ✓ understand that print carries meaning

Are aware of different letter sounds;

- ✓ may begin to hear rhyming sounds in prominent words
- ✓ become phonemically aware through classroom activities designed for that purpose



INTENDED ENDS FOR FAMILIES

The aim of Kiddie Prep School is to spiritually, socially/emotionally, physically, and cognitively prepare children and their families for the coming years of formal schooling. Parents will do the following:

- ✓ Understand the importance of being the primary educator of their child and of participating in the educational process. This is done by collaborating with the school in providing an enriched educational experience for their child.

ARTICLES OF FAITH

The visible scope of Grace Point Church of the Nazarene is enlarged by the goodwill promoted through the childcare. The childcare provides a witness to the community through the lives of their employees. Therefore, teachers are given the “Articles of Faith” and “General Rules” from the Nazarene Manual and are asked to review it. The teachers are asked to sign a statement, expressing their agreement to support the “Articles of Faith” and that their life-style is and will remain in accordance with the “General Rules” found in the manual. The childcare provides employment as well as promotes the feeling that Grace Point Church of the Nazarene is sensitive to the needs and services required by the community.

ORGANIZATIONAL CHART

Kiddie Prep School is sponsored by the Grace Point Church of the Nazarene and is governed by the Child Care Board of Directors and the Director of Kiddie Prep School. The Director is assisted by a competent staff of qualified and trained individuals dedicated to the care of the children.

ARRIVAL and DEPARTURE OF A CHILD

Parents must walk the child into the building and to his/her classroom. Dropping children off in the parking lot is unsafe and is in violation of State Regulations.



Parents are to initial and make note of the time on the "Sign-In Sheet" found on the clipboard when leaving their child in the morning and again when picking up their child at the end of the school day. The clipboard should be outside the classroom door when the children are in the classroom. Children will be released only to parents or guardians who are on the authorized pick up list. The office must have notice from the parent or guardian prior to pick up, if someone not on the pick up list has permission to pick up the child.

As the teacher, you are responsible to make sure you know who is taking a child off our property. If you do not recognize the person, you MUST ask for their identification. You MUST check and see if they are on the authorized pick up list, which is under the sign-in sheet. If someone should not want to cooperate, send him or her to the office while keeping the child in your supervision. Parents expect us to safeguard their children. Immediate termination may be enforced if the following occurs:

- 1) If an unknown parent/adult is not identified when picking up a child. There are four areas of major concerns: Classrooms, Playground, Gym Time and Naptime.
- 2) If a child is left behind or lost during the course of the day.

CLASSROOM PROCEDURES and FUNCTIONS

The following list must be posted in every classroom. These are to be posted on the strip by the door and at the end of the cubbies only. The disaster evacuation must be in the plastic square by the door.

- ✓ Class schedule
- ✓ Curriculum sheet
- ✓ Menu
- ✓ First aid Directives
- ✓ All rooms that change diapers should post the State "SKIN CARE PROCEDURE – DIAPERING" form and HANDWASHING PROCEDURE form.
- ✓ The two year old classrooms must have the list of Primary Care Givers Posted.

CLEANLINESS and SAFETY

- 1) Clean up after art activities including tables and chairs. Do not leave dried paint on the floor or chairs.
- 2) Check bathroom periodically for toilet paper and soiled messes.
- 3) Keep cots in good repair. Check with the office staff if parts need to be ordered. We need to help one another do this. If you are moved into a new classroom for the summer session or school year, you will assume that classroom's cots.
- 4) Use clothespins to hang signs on the file holder outside the door to the classroom or use the grippy strip.
- 5) Use wipe off maps at all times to inform staff and families were the children are if not in the room.
- 6) Wash and disinfect tables before and after every snack and meal with soapy water and then bleach water.
- 7) Sanitize toys, furniture, and other equipment used by children, weekly and when they become soiled or contaminated.
- 8) Disinfect cots every Friday (Disinfectant spray bottles can be taken from your classroom. The mixture in the bottle is 1T bleach to 1-gallon water). Bleach and water should be mixed fresh every day when used.
- 9) Keep classroom equipment in good repair. If a repair needs to be done communicate this to the supervisor or the office. Also, if the janitor fails to clean an area report this to the office so that it can be addressed.
- 10) If a spill or an accident happens on the carpet please clean it immediately.

SUBSTITUTE FOLDER

A labeled folder or clipboard should be kept updated and in a KP drawer in each classroom with the following:

- ✓ Current class roll, closing requirements, names of children with special needs such as diet, medication, routines, etc...

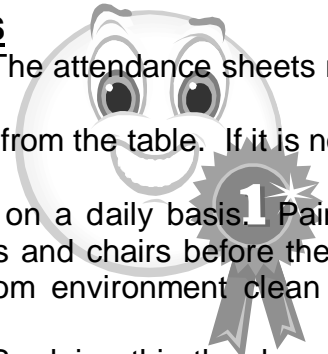
Be friendly to subs. Make the sub feel comfortable. Put them to work. Inform them of special needs or unusual events or changes in routine.

ADDITIONAL RESPONSIBILITIES FOR ROOMS THAT CHANGE DIAPERS

Teachers are to share the responsibility of changing diapers and potty training. Teachers are to be aware of and follow the SKIN CARE PROCEDURES-DIAPERING, Potty Training Quiz and Potty Training Orientation form. When a parent believes their child is ready to be potty trained, you need to give them the "Potty Training Quiz". Then if they want to proceed, you need to have the parent sign the Potty Training Orientation form. When the child is potty trained it should be noted on the attendance sheet, and the Potty Training Orientation form should be handed into the bookkeeper to be filed, usually after a two week span.

OTHER TEACHER RESPONSIBILITIES

- 1) Teachers are to mark the attendance sheets as the child arrives. The attendance sheets need to be returned to the Bookkeeper by Friday afternoon.
- 2) Food sheets need to be filled out before the children are dismissed from the table. If it is not done this way the State will not let us count that meal.
- 3) The teachers are responsible for cleaning up after their students on a daily basis. Paint, food spills and other spills should be washed up off the floors, counters and chairs before the end of each day. It is the teacher's responsibility to keep the classroom environment clean for the children's safety.
- 4) Teachers are to follow all schedules set up for the classrooms. By doing this the days will run smoother and the children will have consistency.
- 5) Discipline (see discipline procedures in this handbook). When parents need to be approached concerning discipline, you must go through the supervisor or office first. This way if they come to the office we know what is going on.
- 6) If you have a concern that a child is suffering some form of abuse, you need to bring your concern to the director or supervisor verbally. The director or supervisor may suggest you write up a note of your findings or suspicions and turn it in for a formal review to be done by the director or supervisor. A follow up will be reviewed for the child's safety some time after the formal review is preformed.
- 7) Each teacher must know how many children are in his or her care at all times. If a child is left behind or lost during the course of the day the staff member(s) will be evaluated and a formal reprimand will be executed determined on the severity of the wrongdoing, immediate termination may be enforced.
- 8) You may post items on your closet door and on the bathroom doors only.
- 9) Artwork may hang from a rope and clothespin but must be removed every Wed. and Friday afternoon.
- 10) Opening/closing the room is the responsibility of the first and last teacher in the room. Chairs should be taken down off the tables in the morning and put up at night when children are not present. The last teacher should straighten the room before leaving for the day. This includes picking up toys and paper that has fallen out of the cubbies and sweeping the tile area with the broom. Please make sure that your closet and cabinets are locked in the evening everyday. Please follow the set schedule for closing your room every evening. Because of church activities, the rooms need to be prepared every Wednesday and Friday. This includes having nothing on



the counters except a tissue box. Artwork hanging from rope is to be taken down. Toy cabinets should be closed and the long end should be flat against the wall. Anything that is in a tub with a locking lid may be pushed to the wall or put under the computer tables. If it is a crate and does not have a lid, it must be put in the closet or under the computer tables. In the quad rooms on Fridays only, the toy cabinets must be pushed into the corner which will make a square. All of the big toys and tubs should be placed into this square.

CURRICULUM SHEET REQUIREMENTS

The curriculum sheet needs to combine perceptual skills, motor skills, and cognitive development curriculum, resulting in helping all children acquire the learning skills they will need for kindergarten and the rest of their lives. Large group, small group and individual choice activities are to be incorporated in the plan. Keep in mind that too much “free” play leads to discipline problems. Children need a change in activities often. The curriculum sheet needs to reflect a progressive developmental sequence and designed to meet the spiritual, emotional, and social needs of each child. The curriculum sheet should be turned in every Wednesday afternoon. At that time you may write a list of supplies that you will need on the shopping list. The Assistant Director does the school shopping on Thursday mornings for the week to come.

Curriculum planning time (1:45 to 2:50, Monday thru Friday) and materials are made available to the teachers. Please use these materials on site. This way they are available for all teachers to use and are not lost or misplaced. They are not to be taken home.

POSITIVE DISCIPLINE PROCEDURES

Show that you recognize the reason the child is doing what in your judgment is wrong. Offer a solution. Often it is helpful to say something that indicates your confidence in the child's ability and willingness to learn. In many situations, after firmly stating what is not to be done, you can demonstrate: how to do it or a better way. Sometimes children can be distracted and be redirected to something that is similar but allowed. For every no, offer two acceptable choices. Help children with their language. Help them express their feelings, including their anger and their wishes. Help them think about alternatives and solutions to problems.

Things to be aware of: Do not use timeouts to punish children. Think of this as a time away. Timeouts should be used for soothing, calming, and comforting the child. They should only last as long as it takes a child to calm down. Use natural and logical consequences. State what you want children to do not what they shouldn't do. Give children time to work out their own problems. Do you have an inviting “Be By Myself” area for children to use on their own? Are your expectations of children's behaviors realistic? Are you setting children up to succeed? Is learning taking place? Are my discipline techniques individualized? What works for one child may not work for another. Do I have a good base knowledge of child development and developmentally appropriate activities? What more can I learn? Are there adequate materials and equipment in the classroom? Are there duplicates of favorite toys? Is the majority of my day set up for children to make their own choices? Do I expect all children to do the same thing at the same time? Do I offer children choices and then respect their choices? Am I consistent in the limits I set? Is the rule the same today as it was yesterday? Do I know how to plan for transitions? Do children have to wait long between activities? Have I planned adequately for the day? Do I have a consistent routine? Is my classroom an inviting, warm exciting place for children? Are my classroom rules reasonable? Are there cultural considerations to the behavior?

Children learn to respect the needs of others and to compromise when settling their own disputes with peers. Teacher's help children become aware of the needs and rights of others by acknowledging and talking about each child's feelings in situations with conflict. Children who are

involved in solving their own disputes will take ownership of the solution and will be more likely to “buy into” and implement the solution together. Enabling children to solve their own conflict fosters independence and development of self-control. The teacher can be the facilitator and mediator as needed. Steps to help children solve problems and resolve conflicts: **Approach calmly**; a neutral approach respects all points of view. Adult may need to temporarily take custody of the item in dispute. **Acknowledge feelings**; use descriptive words to describe what each child may be feeling. **Gather information**; let children know you want to hear what each of them has to say. **Restate the problem**; Use the children’s descriptions, and clarify as needed. **Ask for ideas and choose a solution together**; help children explore all their ideas, regardless of how unrealistic they might seem. **Be specific** about what each person will do as a part of the solution. **Be aware** of the need for follow-up support, children may need to readdress the issue and need help carrying out the plan.

Inappropriate Discipline – Staff shall not engage in the following actions toward children: Inflict corporal punishment in any manner upon a child’s body. Hit, spank, beat, shake, pinch, or any other measure that produces physical discomfort. Cruel, harsh, unusual, humiliating, or frightening methods of discipline, including threatening the use of physical punishment. Placement in a locked or dark room. Public or private humiliation, yelling, or abusive or profane language. Staff shall not associate disciplinary action or rewards with rest. Staff shall not associate disciplinary action with food or use food as a reward. Staff shall not associate disciplinary action or humiliate a child about toileting. Staff shall not physically restrain children except when it is necessary to ensure their own safety or that of others and only for as long as in necessary for control of the situation. Sarcasm is prohibited. The children do not understand it and nothing is accomplished by using it.

After using positive discipline techniques and working with the office on how a child’s brain maybe processing information, a child can be reviewed or evaluated for possible dismissal. The teachers assigned to the room involved are in charge of completing two steps. Step 1 includes completing a weekly research log describing the child’s behavior. Step 2 involves the room teachers to sign a paper in agreement of the possible dismissal of the child that is then turned over, along with the research log, to the director for review. The director completes step 3. This step includes additional research and possible parent conferences to gather any other key information to back up the teachers’ appeal. It also includes a meeting between the director and the teachers involved to discuss the options for the child. After the decision is made, signatures will be gathered and the decision that was mutually agreed upon will be followed through.

Because we are a Christian school, we believe that we can model asking for forgiveness and receiving forgiveness.

We need to be clear that the child understands and is capable of complying. The teacher may pray with a child. For clarification purposes, we do not believe at this age a child is held accountable for “sin”. At this age it is not a matter of going to heaven or hell but a matter of “training up a child” as Proverbs 22:6 states “Train a child in the way he should go, and when he is old he will not turn from it”.

The teacher may pray a prayer of forgiveness with the child and when they are done, the teacher is to give the child a bear hug and tell the child that the hug is from God himself and that He loves them. We believe this will accomplish three things.

We will:

- 1) Wire their brain to have a conscience.
- 2) Wire their brain to ask for forgiveness.
- 3) Wire their brain to know that God forgives and loves them no matter what.

When parents arrive in the morning with the children, please Do Not use this time to tell the parent how uncooperative the child is or discuss discipline problems with them. This sets the stage for the parent leaving for the day with negative thoughts. When parents need to be approached concerning discipline, YOU MUST GO THROUGH THE OFFICE.

DISCIPLINE PROCEDURE FOR EMPLOYEE'S CHILDREN WHO ATTEND THE SCHOOL

In order to maintain consistency and proper lines of authority the following procedures regarding staff children shall be adhered to. When a teacher feels they need more help in a given situation the teacher may bring the child to the office the teacher will explain the situation and together with the office, a decision will be made as to whether the parent should be asked to help. Do not take a child to their parent unless it has been cleared through the office. This should help the children understand that they do need to listen to their teacher. If a parent has a problem with the way, their child is being cared for then they should talk to the office first and then together a decision will be made on how to handle the concern.



MEAL and SNACK TIME PROCEDURES

We want to foster eating times that are reasonably quiet and a pleasant time for all. Prayer is said before breakfast, lunch, and snacks. Teachers need to be sitting at the table during lunch and near the table at other eating times. This is so you can encourage the children to eat and to teach good table manners and good nutrition, which is a requirement of both the State and for accreditation. There should be no table pounding or making of loud noises at the table. Children should be taught to push in their chairs when leaving the table. Children should be encouraged to try the food by your positive example when eating the same things and giving them ample time to try their food, but force-feeding is prohibited. The teachers should sweep the floor after meals and snacks.

The classroom Lead Teachers are to review the menu every Monday and highlight any item showing a child cannot have the menu item that will be served each day because of an allergy. This type of notification has to be posted in the classroom for every teacher that may be in the room serving foods during the day. An allergy list with the child's pictures, names, classrooms, and allergies is updated by the office when they are given a doctor's note stating the allergies for each child. This list is kept on the Teacher's clipboard under the food sheets in order to keep the child's name and information confidential. This type of notification is also posted in the classroom for every teacher that may be in the room serving foods. If a child is fed food that the child is allergic to because of the teacher's negligence; a formal written reprimand, days off work without pay and/or possible termination will be enforce depending on the severity of the allergy.

Staff shall offer an additional portion of food to children. Gloves, apron and hairnet are to be worn when serving food. **ALL hair must be enclosed by the hairnet.** Please offer milk (or water if the child prefers) if the child is still thirsty after drinking the required liquid portion.

A child that states that he or she cannot finish a food item or drink should not be made to finish it. After a reasonable amount of encouraging to "try" to finish the food item, their item shall be discarded.

If a child is dropped off near the end of mealtime, the child may be served. A child cannot eat food brought from home or a restaurant in front of the other children. The food needs to be eaten before the child enters the building.

Teachers need to avoid commenting to the cooks concerning the type of food served. The kitchen staff prepares food for the benefit of the children and to meet the state requirements. Free meals and snacks for the employees are a job benefit. Any suggestions or observations from the employees are

welcome and should be made to the kitchen supervisor. At no time shall a teacher eat a different meal (including soft drinks) at the lunch table than is being served to the children without the permission of the supervisor.

Children do not set, clear or clean the table unless they are cleaning up their own mess. The children should be taught to clean up after themselves with more responsibility taken on the older they get. Drink and food is not served before the child is seated. At no time is food to be withheld or used in any way as punishment or reward.

Refreshments that are brought for a birthday or party treats must be store purchased and brought in original container. State regulations forbid the serving of any homemade foods.

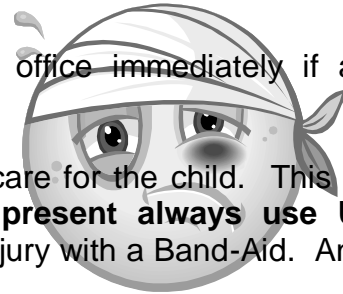
Soiled dishrags and aprons are to be placed in the small laundry basket located on the countertop. Kitchen staff will be responsible for returning these items to the kitchen after breakfast, morning snack, and lunch. **The teaching staff will return any additional laundry items to the kitchen after P.M. snack but no later than 3:30.**

MEDICAL PROCEDURES

Accidents

If a life threatening emergency occurs call 911. Contact the office immediately if a non-life threatening but serious injury or illness should occur.

When a child is hurt or injured on our property the teacher is to care for the child. This care is to begin with compassion and tender loving care. **If blood is present always use Universal Precautions.** Wash the area with soap and water and cover the injury with a Band-Aid. An ice pack can be given for a bump or bite.



An **Accident Report** needs to be completed with every child injury no matter how minor it appears. Complete an **Accident Report** in duplicate for each accident, including the child's first & last name. If there is an offending child, *do not write the name of the offending child on the accident report.* Bring one copy to the office and put the other copy in your child's cubby. Give it to the child's teacher if the child is not in your class. With a major accident like a bad cut, fall, bite, or other emergency, one teacher should stay with the class and the other teacher should bring the child to the office. Give the office the full name of the child & explain what happened so appropriate action is taken.

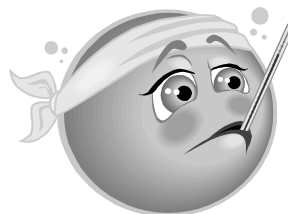
When talking to the parents about the accident, be as positive as possible. Tell the events, but do not pass judgment or make a diagnosis. Do not add to the story. Tell only what you saw or did. If a child has been hurt from your class, make sure you know what happened and pass the information on to the afternoon teacher. This is especially necessary if you work later after the accident has already happened and you will be the teacher on duty when the parents arrive. It is very unnerving for a parent to be told that you do not know the particulars of the accident. Never tell the parent that you do not know. **FIND OUT!** In some situations, it maybe best if the office would call the parent at work to let them know what happened.

Illness

Children, upon arrival, should be observed for signs of illness. Children who are ill upon arrival should not be permitted to stay. If a child becomes ill during the day, he/she will be taken to the office and the parent or guardian will be notified and requested to take the child from the school as soon as possible. Children must be isolated for the following reasons:

- ✓ Temperature of 100 degrees taken by the auxiliary method
- ✓ Sore or inflamed throat

- ✓ Excessive coughing
- ✓ Any undiagnosed rash or skin condition
- ✓ Pediculosis (head lice)
- ✓ Scalp ringworm
- ✓ Headache, nausea
- ✓ Any other sign of illness until diagnosed



When several children in a classroom come down with a contagious illness, other than the common cold, the parents are to be notified through a note from the office on the clipboard hanging by the sign-in sheet.

Medication

The giving or application of medication, providing dietary supplements, making special variation of diet, and carrying out medical procedures, should be done only with the written order or prescription from a physician to the parents or the school with the knowledge of the parents.

Medications prescribed for an individual child shall be kept in the original container bearing the original pharmacy label showing the prescription number, date filled, physician's name, directions for use, and the child's name.

Medications requiring refrigeration shall be stored in a zip lock baggie in the refrigerator in the teacher's break room. Medications not requiring refrigeration shall be stored in the locked box in the classroom.

Parents are responsible to complete a "Medication Form". The completed form should be given to the classroom teacher. The teacher will keep the top half of the form and place the bottom half in the baggie with the medication. The medication must be placed in the locked box in the classroom in order to keep it out of reach of others. When the teacher administers the medication they must log on the Medication Flow Sheet complete information after each dose is given. You may use the Flow Sheet for multiple children. When completed, both forms must be turned in to the office to be put in each child's file. If a teacher does not administer medication to a child at the correct time, the staff member will be evaluated and a formal reprimand will be executed determined on the severity of the wrongdoing.

Teachers are responsible for maintaining the locked boxes. Never give outdated medication to a child. Outdated medication may be discarded or returned to the parents to discard.

Ice packs are kept in the freezer part of the small refrigerator in the break room. They should be kept in clean plastic bags and the sponges should be a little wet before being placed back in the freezer after use.

If a child from your class is hospitalized, you may arrange with the office to visit the child. It would be nice if you would have the children in the class make a get-well card to take with you to the hospital.

HEALTH HAZARDS FOR CHILD CARE

KPS shall make available information on any of the following due to possible exposure working at the school and possible health hazards: Infectious diseases – hepatitis A, Cytomegalovirus (CMV), chicken pox, rubella, measles, pertussis (whooping cough), fifth disease, influenza, tuberculosis, shigellosis, giardiasis, meningococcal disease, group A streptococcus, ringworm, scabies, lice, herpes, cryptosporidiosis, diarrhea caused by Escherichia coli (E. coli), rotavirus, campylobacterium, salmonella, diarrhea and vomiting. Injuries and noninfectious diseases – back injuries, bites,

dermatitis. Stress. Environmental exposures – art materials, formaldehyde (indoor air pollution), noise, disinfecting solutions, latex. If a staff member is exposed, clean the exposed area and cover. Speak to the office immediately. Please refer to the child communicable disease chart or the Childcare Disease Reference Book located in the office. If going to the doctor it is recommended you see them within 24 hours. With your help, the office will fill out an exposure report. Any documentation of medical treatment is to be given to the office to put in your employee file.

BLOOD-BORNE EXPOSURE CONTROL PLAN

The U.S. Public Health Service states the following regarding hepatitis B. You get hepatitis B by direct contact with the blood or body fluids of an infected person; for example, you can become infected by having sex or sharing needles with an infected person. A baby can get hepatitis B from an infected mother during childbirth. Hepatitis B is not spread through food or water or by casual contact. Recommendations for hepatitis B virus post exposure management include initiation of the hepatitis B vaccine series to any susceptible, unvaccinated person who sustains an occupational blood or body fluid exposure. Post exposure prophylaxis (PEP) with hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine series should be considered for occupational exposures after evaluation of the hepatitis B surface antigen status of the source and the vaccination and vaccine-response status of the exposed person. Guidance is provided to workers exposed for selecting the appropriate HBV PEP.

If a staff member is exposed, clean the exposed area and cover. Speak to the office immediately. Please refer to the child communicable disease chart or the Childcare Disease Reference Book located in the office. After consulting with our physician, the office may determine that you need to see a doctor. If going to the doctor it is recommended you see them within 24 hours. With your help, the office will fill out an exposure report. Any documentation of medical treatment is to be given to the office to put in your employee file.

EMERGENCY PROCEDURES



The following plans are in place in case of an emergency:

- 1) In case the building would need to be evacuated in inclement weather, please take the children down to the sign business on the corner. We have prearranged this option.
- 2) The only entrance that is to be unlocked or opened into the KPS side is the front door by the office and the playground door. This includes the kitchen door. That way people cannot come to our side of the building without our knowledge. **DO NOT PROP THE DOORS OPEN AT ANY TIME.**
- 3) If you would hear over the PA “Mr. Greenjeans you have a phone call in the office” that means there is an intruder in the building. Get your keys and lock your door. Leave the light on but move the children away from eyesight of the door. Pretend to be playing a game like hiding in a cave. If you are in the gym take your children to the Library room, shut all the doors and use the doorstep to try and block the door. Lock the outside door to the playground.

NAPTME PROCEDURES



Rest or nap period will be observed every afternoon for two hours with each child resting on an individual cot. Naptime is from 1-3:00. Please try to adhere to this period. Check with the office if there is a need to deviate from this schedule. The children should be matched head to toe. The teachers should place the blue pads under the cots if the cot is on carpet or in the gym. It is a State regulation that the children may not place the pads but the teacher must do it. Cots are to be placed 3 feet apart for children of 2 years old and 2 feet apart for children 3 years old and up. When the children are in the gym, they should be grouped in their specified rooms creating a visual separation between each age group (according to state rules and regulations). Our goal is to make this time peaceful and quiet for the children. Children’s or Christian music can be played softly to help accomplish this. Parents are to provide a **small** baby blanket for the child with the child’s name on it.

A stuffed animal and a **small** pillow may also be provided for naptime. If these items are not small please send them home and ask the parent to bring something small back. If the parent does not cooperate, please inform the office.



In the gym; all four double doors need to remain wide open. If a child has lain quietly and has not fallen asleep, at 1:45 they may be given a bag of quiet toys to play with on their cot. If they do not lie quietly for that time please let the office know so, the situation can be dealt with. If a child wakes up early, let them lay there for 10-15 minutes. If they do not fall back to sleep, they may have a bag. All teachers need to be in the gym at 2:50 in order for the lights to be turned on and in order to assist the children in staying calm. Blankets need to be folded so that they are not draping over the edge. If they are, we will be written up by the state for this.



COMMUNICATING WITH PARENTS

It is imperative that we communicate with the parents on how their child is doing during the day. We use green, yellow, and red squares and these should go home every day. Red squares should be used to write what area the child needs to improve upon. Some type of folder, notebook, etc. should be used to inform parents of curriculum for the week. Each classroom shall develop a method to actively seek information about and understand the various cultural and language backgrounds and special needs of the children and their families. Anecdotal notes should be written for each child once a week. An assessment of each child should be done at least twice a year. At the end of the school year the assessment will be use to conduct a parent teacher conference. Confidentiality should be maintained. If a parent shares something with you and you feel the office should know please ask if you may share this with the office. If the office shares something with you regarding a child in your room only share it with other staff that work with that child. All information pertaining to the admission, health, family or discharge of a child and each personnel record is confidential. Kiddie Prep School may release the children's records to the parent or legal guardian of the child in question.

PLAY AREA PROCEDURES

Gym: Each classroom has an assigned time in the morning and afternoon when they have the gym. Each teacher should be aware of the gross motor skills typical for their age group and plan games accordingly. A head count should always be done before leaving the classroom and before leaving the gym or playground. If a child is left behind or lost during the course of the day the staff, member will be evaluated and a formal reprimand will be executed determined on the severity of the wrongdoing, immediate termination may be enforced.

Playground: All children are your responsibility. You have the authority to correct, discipline or care for any child while he/she is in the play area. It is important to inform the child's teacher of any significant actions you may have taken. Teachers are not permitted to stand in groups. Socializing is prohibited. Teachers are to be alert to the number of children. Teachers on the play area are to rotate their position and communicate what is happening on the play area to provide the best supervision for the children. A teacher should be at the gate to assist new and current parents who are dropping off a child or to help a parent find a child. If a teacher is observed outside of their designated playground zone due to socialization, the staff member will be evaluated and a formal reprimand will be executed. Time should be taken before entering the play area for restroom needs. If a child is injured in the play area, the injury should be cared for on the playground if possible (see medical section of this handbook for more information). Please inform the office if there is an area of the playground that needs repaired.

Rules To Be Monitored and Enforced By Teachers:

- 1) Children should sit down when going down the slide. No one is to push when using the slide.
- 2) There should be no throwing of any item including throwing things over the fence.

- 3) Children are not allowed to dig in the dirt.
- 4) Climbing fences is prohibited.
- 5) No child should be anywhere on the playground where he/she cannot be seen and supervised.
- 6) Older children should not be allowed in the two-year-old playground.
- 7) Children are not allowed outside the fenced area except with adult supervision. This includes when being picked up, returning to their classroom, and situations where the child is injured.

Playground Zones

The following zones are listed in order of importance and need to be covered in this order as classes come out to play. When the third class comes out and there are six teachers, one teacher may walk the play area. As other classes come out the remaining zones should be covered and the additional teachers can walk the play area. When children are being taken in to use the restroom, the teacher covering the lowest zone will go to the door leading into the building to supervise the children.

PLAYGROUND ZONES

LARGE PLAYGROUND	SCHOOL AGE PLAYGROUND	2 YEAR OLD PLAYGROUND
Gate Zone (A)	Gate Zone	Gate Zone
Gate Zone (B)	Corner Zone (Far corner by Mayhew Rd)	Diagonal Corner Zone (from the gate)
Bathroom Door Zone (A)		Corner Zone (across from the gate)
Block Zone		Corner Zone (side of gate)
Fence Zone (near slides of red play area)		Water Play Zone
Art Easel Zone		
Yellow Play Set Zone (Playground Middle)		
Water Play Zone		
Tree Zone (Mayhew Rd fence side; small tree)		
Sandbox Zone		
Horsy Zone		
Red Play Set Zone (Inside area of play set by spiral metal bar)		

RECORD KEEPING

Forms teachers need to fill out (Always check with the Teachers Communication Board Area)

- ✓ Absence from Work Request Form found in the office
- ✓ Accident Report sheet found in the office
- ✓ Diaper Sheets generated from the office, kept in a basket by diaper changing table
- ✓ Food Sheet generated from the office, kept under Attendance Sheet on clipboard in classroom
- ✓ Curriculum Sheet found in the office, computer generated on teacher computers (Adobe File)
- ✓ Medicine Sheet found in the office
- ✓ Monthly Attendance Sheet generated from the office, found on clipboard with Food Sheets
- ✓ Pick-up Sheets generated from the office, found behind the Sign-In Sheet on the clipboard
- ✓ Record of Prescription Medicine Sheet found in classroom on or in the clipboard
- ✓ Potty Training Orientation form found in the classroom or in the office
- ✓ Potty Training Quiz found in the classroom or in the office



- ✓ Sign-In/Out Sheets generated from the office, found on clipboard hanging on wall outside classroom door
- ✓ Non-reimbursed Medical Form (Flex Spend Form) found in the office
- ✓ Weekly Attendance Sheet generated from the office, found on clipboard in classroom

RESTROOM AREA PROCEDURES

After the children are done using the restroom the teacher(s) should check to make sure toilet areas are clean. If a toilet is clogged, water is running over etc., it is the teacher's responsibility to clean up. If there is a problem, you do not know how to handle or fix please notify the office.

SAFETY PROCEDURES

Read and know the directions for fire drills and weather alerts.

Tornado Preparations

- 1) When the weather conditions are such that a tornado watch is likely to be posted, the person in charge of the center at that time should begin listening to the radio/T.V. for a tornado warning.
- 2) When a tornado warning is posted for our vicinity, the charge person should immediately make an announcement over the page phone in the office stating there is a weather warning for our area.
- 3) This announcement signals for all teachers to immediately take their children in single file orderly fashion to their designated storm areas.
- 4) Designated storm areas are as follows:
 - Train, Bug Rooms should join the Ocean Room
 - Farm, Bear Rooms should join the Castle Room
 - Noah's Ark Room should join the Hot Air Room
 - Library Room should join the Safari Room
- 5) We will remain in these shelter areas until the warning is lifted.



Fire Alarm and Drill Sounds

When the fire alarm sounds continuously, you are to evacuate the building according to the Fire Drill Evacuation Routes sheet posted in every classroom. The two year olds need to exit their door and go down to the sidewalk and turn left towards the church. They need to go to the end of the sidewalk by 469. The rest of the classes need to go to the fence on the outside of the playground. During bad weather, the Fire Marshall does allow the school to evacuate to the other side of the firewall that would be on the other side of the building.

When a fire alarm sounds, teachers need to line up the children, grab the attendance clipboard, do a head count, check the bathrooms and toy areas and head to the safe area. As the last teacher leaves the room make sure the door(s) leading into the room are closed. It is the responsibility of all teachers if your class is the last one going through any hall doors to make sure those doors are closed also. An office staff will come to the safe area and look for a teacher from each room to see a thumbs-up from the teachers. This means that all children are accounted for. It is the teacher's first responsibility to make sure the children are safe. The office staff will be responsible for operating critical equipment before evacuating the building. The office staff is responsible for any rescue or emergency medical aid. Should the fire alarm system fail the office will notify the building by the intercom system. The office staff will be responsible for calling 911 to relate that it is either a drill or a real emergency. If there are any questions regarding these procedures please contact the Director.

If a staff member should become aware of smoke, they are to notify the office immediately. If a staff member should become aware of a fire, they need to go to the nearest fire alarm pull station and pull the arm. Otherwise, they need to call the office immediately and report the problem so that the office can pull the alarm. The teacher will then proceed to evacuate the children in their care.

STATE REQUIREMENTS

Many items listed in the handbook are State regulations and it is very important that these rules be followed. The following are typical things that the State is looking for when they come for their surprise inspections:

- ✓ No blankets touching other cots. Fold blankets and place on cot. The blue pads should be folded and placed in a covered tub.
- ✓ No coats touching other coats. They need to be in the child's book bag.
- ✓ Cots are to be placed 3 feet apart for 2 year old children and 2 feet apart for children 3 years and up.
- ✓ Children are to lay head to toe.
- ✓ Cots are to be cleaned with the spray cleaner once a week, we choose Friday.
- ✓ No adult medication is to be out in your classroom.
- ✓ There should be one teacher at the front of a line and one teacher at the end of a line when walking the kids from one place to another.
- ✓ Your purse should be put away.
- ✓ Do not stack chairs or tables when children are in the room.
- ✓ The two-year-old class should not be on the playground with the older kids.
- ✓ Teachers should not be standing together on the playground. Teachers should not be sitting on the playground equipment (toys) this could keep the children from playing on them. Teachers should be in their assigned zone.
- ✓ There should be paper towels, soap, and toilet paper in all bathrooms.
- ✓ Do not leave your room for any reason.
- ✓ Teacher coats are to be hung up in closet.
- ✓ Lesson plans are to be posted in your classroom.
- ✓ Check your room for the First Aid, Fire Drill/Tornado Drill and Class schedule sheets and menus.
- ✓ Teachers sit with the kids during lunch and eat the school food. No special food or beverages should be on table.
- ✓ Do not let your kids sit down on the floor after they wash their hands before meals.
- ✓ Kids cannot help set the tables.
- ✓ Drink and food is not served before the child is seated.
- ✓ At no time is food to be withheld or used in any way as punishment.
- ✓ Keep cabinets free from all medications. Art or science project materials that could be hazardous such as rubbing alcohol, glycerin, etc. should be kept in the upper cabinets.
- ✓ Parents must walk the child into the building and to his/her classroom. Dropping children off in the parking lot is unsafe and is in violation of State Regulations.
- ✓ Refreshments that are brought for a birthday must be store purchased and brought in original container. State regulations forbid the serving of any homemade foods.
- ✓ Teachers must wear a hairnet and apron when serving bulk snacks at snack time. At lunch, the teacher who helps put the plates down must wear a hair net and apron.
- ✓ Teachers cannot use the same bathroom that the children use.
- ✓ When diapering a child, the teacher must remove their soiled gloves before applying the clean diaper. Diapers must be stored off the diapering area.
- ✓ Teachers need to be consistently aware of the number of children in their care and monitor the changes in that count. Heads need to be counted every time you move the class from one area to another.
- ✓ Art Easels are to be available and used every day.
- ✓ Water tubs are to be available and used every day.

TEACHER RESPONSIBILITY

- 1) Be clean and neat in appearance and adhere to the standard of dress as stated in the Policy Manual. Modesty will be required in all dress. This includes no showing of undergarments and no tummy showing from too short of a shirt.
- 2) Shorts need to be at least half way down your thigh.
- 3) Body piercing is limited to the ear.
- 4) No tattoos are to be showing.
- 5) Clock in and be in the classroom at your designated times. If you have children that attend KPS you need to arrive early enough so that you are in your classroom on time. Refrain from leaving co-teachers during a transition time. When you do need to take some time for use of the restroom or get items for the class, make the time as short as possible (5 minutes). If you will be longer than this, check with the supervisor for coverage.
- 6) Work harmoniously with other staff members and adults.
- 7) Avoid indulging in gossip about other staff members, but rather maintain a professional attitude while on the job. Concerns and difficulties should be discussed with the supervisor only.
- 8) Afternoon staff should not change a child's square that they have received for the day. If there is a problem address it with the office and together we will take care of it.
- 9) Naptime is to be used to take a ½-hour break, work on curriculum/lesson plans, phone calls, doctor appointments, etc.
- 10) If employees receive personal phone calls, messages will be taken and will be delivered or posted on the bulletin board by the time clock. If there is an unusual situation for which you are expecting a call, you may let the office know and you will be notified when the call comes in. Please let the significant others in your life know that if it is an emergency to state that so we may get you to the phone as soon as possible.
- 11) Time off request: The KPS staff came up with the following rules that they will live with. Most vacations are to be taken after the college staff is available in May and before the use of the college staff is unavailable in August. Exceptions to this policy are 1) Employees with 5 weeks vacation, 2) honeymoons, 3) employees who have immediate, as described in the personnel handbook, family members who are in the military and are leaving the country for more than 6 months or coming home after being gone from the country for more than 6 months. When medical and other appointments need to be set, please schedule them between 1-3:00 period. Complete an Absence from Work Request Form and turn it into the supervisor as soon as you know you will need that time off. When a decision has been made, the office will keep the top of the form and the other part will be placed in the appropriate classroom mailbox or returned directly to you. A reminder note will be given to the replacement staff. Under no circumstance should an employee or replacement staff assume the request was approved and take the time off if they have not received the bottom of the slip back. They should always check with the office for the decision.
- 12) If you become ill, complete the Absence from Work request form when you return so you can be paid the correct amount on your next paycheck.
- 13) There are generally two (2) paid dates that are mandatory for staff to attend outside of the normal workday. They are Open House in the fall and the Spring Program.
- 14) Employees are encouraged to review the Personnel Handbook regarding their benefits (vacation, medical, tax-sheltered annuity, etc...). If you have any questions, you may see the office.
- 15) If you are asked to work other than your normal hours, you must sign the Change of Schedule clipboard by the time clock to get proper pay for your time.
- 16) Parking – Please do not park your vehicle along the sidewalk or in the first 2 parking spots of each row (by the rock islands) during drop-off or pick up times.
- 17) Each co-worker may bring in a treat for a special situation. This will be served at naptime.
- 18) The director of KPS has the legal right to test staff members if suspected in using any illegal substances.

KPS TEAM 'SPECIAL' SITUATIONS

Baby and Bridal Showers – If a staff member is having their first baby or first marriage and has worked for KPS longer than 12 months, a shower is appropriate. Their co-teacher shall coordinate the shower, which will take place at naptime. Either they may take up a collection to buy one gift or staff may buy individual gifts. Goodies may be provided and coordinated by the staff member's co-teacher. A cake and punch will be supplied by the office. If a teacher has worked for less than 1 year a card with a signature from everyone is appropriate.

Going Away Parties – If a full-time staff member has worked for KPS longer than 12 months, a going away party may take place at naptime. The staff member's co-teacher will coordinate the party and goodies. The co-teacher may take up a collection from the staff for a gift.

Birthdays – Each co-worker may bring in a treat for his or her co-worker's birthday. Minimal party decorations may be used in the classroom. The staff member's co-teacher can make signs for the KPS doors by using their own personal paper or KPS scrap paper.

Funeral – If a staff member has an immediate member of the family pass away, the school will send flowers. For other situations, a card will be sent.

Hospitalization – If a staff member is hospitalized, flowers will be sent.

**If you have any questions please see the office.

