

# STAFF HANDBOOK



# KKAPVA

“Raising good citizens one child at a time.”

# Staff Handbook

## KINGDOM KIDS ACADEMY FOR PERFORMING ARTS

*As required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, our Early Learning Program does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. For additional information or referral to the appropriate system coordinator, contact the Director.*

**This policy is reviewed annually and updated as needed**

### MISSION STATEMENT

Train up children in the way they should go spiritually, academically, creatively, physically and socially.

### PHILOSOPHY

Our focus is to uphold – Love, Cleanliness, Caring & Creativity to enhance the preschool atmosphere for the children & the parents.

### PURPOSE OF THE PROGRAM

Upon leaving KKAPVA each child will be greatly familiarized with the concepts of visual arts, theatre arts, music, and dance! The experiences and friendships that they gain at this program will help mold them for future artistic endeavors. Biblical principles are taught and even mingled with the performances that they children will present monthly. We believe that with the knowledge & wisdom of God, LOVE and discipline - children are fashioned to bear integrity, respect and self-worth.

Children will be provided with a healthy, creative environment to meet their physical, social, emotional and intellectual needs. Our facility promotes learning through structured play. Structured play gives the children the opportunity to explore and promotes independence. We respect parents as the most important provider of the nurturing and care of a child and view our purpose as fulfilling these needs in the absence of the parent(s).

**The significance of this manual is to guide employees and to offer quality childcare and guarantee that our facility meets the requirements of childcare licensing, by referencing this quote by Robert Fulghum, “Most of what I really need to know about how to live, and what to do, and how to be, I learned in Kindergarten.”**

## **5 STAR SYSTEM**

We use 5-star system that caters to the whole child. Our goal is to encourage children to be enthusiastic, self- confident, independent learners. Our curriculum respects individual learning styles and we promote growth in multiple areas.

**Spiritually:** through our daily children's church routine that allows the child to learn biblical principles, review prayers, learn scriptures & recreate biblical stories.

**Academically:** By taking in account all the children's different learning styles and needs, we create activities and lesson plans that challenge and cultivate each child.

**Socially/Emotionally:** Through daily task given to the children using a reward system designed to build character and purpose in each child. With our weekly guidance lessons and discussions on handling events and emotions that people feel.

**Creatively:** Through quarterly performances given by the children enrolled at KKAPVA. Performances will include visual, dance, theater and musical arts as a way to express topics that have been learned.

**Physically:** Through daily activities indoors and outdoors that engage the children and help them move with music.

## **STATEMENT TO EMPLOYEES**

Our facility does not discriminate regardless of color, age, race, sex, nationality, religion, or disabilities. Please address all questions or concerns to the Center Director. Staff may view policies/procedures at any time. The location of the teacher handbook is on our website – [www.kkapva.com](http://www.kkapva.com) as well as in the main hallway on the shelf next to Director's desk. Staff may discuss questions or concerns with the childcare director or manager at any time. In the event changes are made to the policies, parents will receive a copy of amendments. In addition, revised copies will be posted on the staff communication board located in the front office.

## **REQUIREMENTS TO COMPLETE EMPLOYMENT FILE**

1. Completed employment application.
2. High School Diploma/GED
3. Notarized Affidavit-Required by Minimum Standards
4. Copy of Driver's license/Identification Card
5. Copy of Social Security Card
6. Criminal background check must be clear.
7. CPR/First Aid and Fingerprint within the first 15 days of employment.
8. All employees must complete pre-service training prior to employment.
9. Complete all required hours of childcare training annually.
10. References from employers must match the information you provided on your employment application.



## **POLICY ON PROBATIONARY PERIOD FOR NEW EMPLOYEES**

The first probationary period for any teacher is 1 week. This week is used as a training period and an opportunity for the teacher to honestly see what the classroom teacher life is like. The probationary period for new employees is 90 days. It is intended as a period of learning adjustment. This allows the childcare facility to evaluate the new employee's suitability and gives the employee an adjustment time to review and understand the job duties. During this period, you are considered a temporary employee.

On the recommendation of the Director, the probationary period can be extended. The probationary period extension is the result of the requirements for employment not being met or the conduct of the employee is conducive to negative behaviors.

During the probationary period, the employee is expected to meet or exceed the established performance standards for employees at the childcare facility and to learn and observe standard policies and procedures. During this period, the employee can be terminated at any time, if it becomes apparent that the employee will not be able to meet the requirement of the position or the childcare facility.

Before terminating the probationary employee, the director will make every effort to counsel and assist the employee in meeting the appropriate guidelines and Child Care Licensing Minimum Standards.

An employee who successfully completes a probationary period shall continue to be employed, subject to all policies and regulations applicable to regular employees. The end of a probationary period does not in any way restrict the company's authority to discharge, discipline, reassign the employee or terminate.

## **MEDICAL REQUIREMENTS**

The center will not ask or require a job applicant to take a medical examination before making a job offer. We will not make any pre-employment inquiry about a disability or the nature or severity of a disability. All illnesses and disabilities (as it relates to job performance) must be disclosed. We may ask questions about how we can assist you in performing specific job functions, to make accommodation.

We reserve the right to conduct random tests for illegal drugs, in accordance with company policy and current federal, state, and local laws. There will be a medical record sheet for each employee to complete and return to the administration department.

## **PHYSICAL CAPABILITIES & ENVIRONMENTAL CONDITIONS**

Childcare centers are subject to high-liability risks. Working in a childcare facility is an intrinsically stressful job. The constant activity of the children and urgency of the issues or situations are very stressful. Employees must be able to read, write legibly and communicate in correct English (and Spanish, if applicable).

Employees must be able to bend, stoop, skip, run, jump, and lift up to 25lbs. They must also be able to sit on the floor, pull in adjustable directions, and be physically fit and actively mobile.

## **SIGN IN SHEET REQUIREMENTS**

Childcare licensing Minimum Standards requires work time to be kept on all employees. Employees of MUST sign in/out daily. Time sheets that are not signed will delay in the processing of pay checks. Employees should only work their scheduled shift, unless otherwise approved by the Director or designated person in charge. Employees are required to sign in/out for lunch breaks. You are required to take regularly scheduled lunches, even if you have not worked your full hours.

**At no point should a teacher leave children unattended.** Your relief person must be in place prior to you leaving your space.

Make up time must be approved by the Director or designated person. You will only be paid for APPROVED hours on your timesheet. **Disciplinary action will be taken for misappropriating timesheets.**

## **ABSENCES/TARDINESS**

Excessive tardiness will result in your hours being reduced or termination of employment. Not having transportation to/from work is not a valid excuse.

When employees anticipate that they will be late or absent, they should telephone the Director to report the circumstances, advising how late they may be or how many days they may be absent. To receive excused absence, proof must be provided, such as:

- Doctor's statement
- Doctor's return to work note
- Obituary
- Scheduled appointments with 7-day notice given (when possible)

Absence is the failure to report for work or remain at work as scheduled. It includes late arrivals and early departures as well. An employee who fails to call into work at least 2 hours prior to their shift starting shall be considered to have **voluntarily terminated employment** with the facility. Employees requesting time off must fill out a request form. Requests are approved at the discretion of the administration department & Director. Proof must be submitted with request form (Court document, Jury Duty, etc.).

The employee and Director will document all absences. The Director will only allow 2 requests per calendar year for personal days without providing proof.

## **DEATH OF IMMEDIATE FAMILY MEMBER**

Excused absences for the death of your spouse, parent, sibling, or child of an employee will be allowed.

**EMPLOYEES WILL BE ALLOWED UP TO 5 WORKING DAYS OF UNPAID LEAVE**



## **LEAVE OF ABSENCE**

A leave of absence can be requested for serious family/medical emergencies and/or illness or death of immediate family member. Application for LOA must be made in writing and must clearly detail the reason for the request. Emergency leaves will be stated in writing by the employer and upon return, we will have you sign off on the paperwork.

## **VACATION**

All full-time, permanent employees are entitled to vacation benefits after a minimum of one year of continuous employment. After this period, a paid vacation is earned (the amount of days is determined in your contract). Paid vacation days must be approved by administration & director and must not coincide with another person taking vacation. Please note that absenteeism and tardiness will affect earned vacation days. Vacations must be taken June through August. Unused vacation time is forfeited upon resignation or termination. Vacations cannot be carried forward to the next year.

## **HOLIDAY PAY**

Employees must be full-time or part-time having been with KKAPVA for over 6 months, to be paid for holidays. Temporary employees are not eligible for holiday pay..

To be eligible for holiday pay, you must work your scheduled hours in the week and day before before, during and after the holiday. Paid holidays vary each year.

## **SALARY & PAYDAY**

KKAPVA will start trainin pay at \$10 an hour. KKAPVA will start pay at \$11 an hour. Teachers will be given more pay based on time with KKAPVA and experience. All W2 staff members will be paid training pay based on the CONT WORKER/ 1099 pay schedule...Week starts on Thursdays through the Next Wednesday. Our pay day is Friday. Once the team member accepts a permanent position, they will be paid each Friday for the previous work week (week in the whole).All CONT WORKERS/1099 are paid for what they work Thursdays through the Next Wednesday. Paid on Friday. We are paid EVERY FRIDAY (between 8am-5pm). Payments will be made via ZELLE & or CASHAPP. All team members are 1099 Contract workers and will receive a 1099 at the end of every year.

## **COMPENSATORY BENEFITS**

Full time employees with young children are allowed 50% childcare services for children during their scheduled work hours at the facility.

**If the KKAPVA TEAM MEMBER LEAVES WORK** -Those children must leave with them or 1 hour before the center is closed to keep our ratio intact.

All full time who have been employed for 1 year.

**BAD WEATHER PAY** – If a team member is not present the day before a bad weather, they will not be given pay for the bad weather.

**HOLIDAY PAY** - If a team member is not present the day before or after a holiday, they will not be given pay for the holiday.

## **DRESS CODE**

Black & white striped jersey shirts with black or khaki bottom must be worn Monday-Thursday. (Unless you participate in the Wednesday color day challenge) Free dress can be worn on Fridays.

Do not wear slippers, slides, flip-flops, thong sandals, or clear-plastic sandals.

No hair rollers, bonnets, or shower caps should be worn to work.

No high heeled or open toe shoes (unless the open toes liability form is completed).

## GROOMING

All employees shall be well groomed and practice good hygiene. (SEE ADMINISTRATION)

## SMOKING

Employees and visitors must be at least 50 feet away from entrance to smoke.

## CELL PHONE USAGE

Personal cell phone usage is extremely limited during business hours. If this privilege is misused, we will eliminate cell phone usage during hours clocked in. Cameras will be periodically checked to ensure child safety. If you are caught looking down at your phone during business hours, you may be written up, or let go. Cell phones will be used to communicate with other teachers, parents and to record or photograph the children during learning & playtimes – Specifically for CLASSDOJO story updates.

Cell phones are NOT for you to browse Facebook, Instagram, Twitter...etc. (unless you are on a break or during your lunch)

If ANY neglect of a child is found due to use of a cellphone will be immediate termination!

This includes falls, scrapes, bites, kicks, slaps, burns, pinches.....etc. **YOU WILL BE TERMINATED!!**



## PICTURES/ SOCIAL MEDIA

ClassDojo is the only place where teachers/ staff are allowed to post pictures & videos of the kids.

Teachers and staff may NOT post the children on Facebook, Instagram, Tic Toc, Twitter or any other Social Media or personal accounts. Only the director will use pictures, videos as advertisements – with the parents' consent via – Facebook, Instagram, TikTok & other social media accounts.



## Visitors

Visitor and Volunteers will be required to sign in upon entering the center. Individuals who are around the children often will be required to undergo background check. This is required by the Texas Department Of Family And Regulatory Services to further ensure the safety of our children.

Reporting of Child Abuse and Neglect

KKAPVA will report suspected cases of child abuse/neglect to the Texas Department Family Protective and Regulatory Services, **1-800-252-5400**



Developmental needs and expectations of children in each age group according to general child development principles and aligned with **Texas Rising Star (TRS)** standards and high-quality early childhood practices:

### Infants (0-12 months)

#### Developmental Needs:

- **Emotional Security:** Trust-building through consistent, responsive caregiving (attachment).
- **Physical Care:** Feeding, diapering, safe sleep, and gross motor development support.
- **Sensory Exploration:** Opportunities to explore with all senses (sight, sound, touch, smell, taste).
- **Language Exposure:** Talking, singing, and reading to promote early communication.
- **Safe Environment:** Infant-safe spaces that allow for supervised tummy time and movement.

#### Expectations:

- Begin forming attachments with caregivers.
- Begin to communicate through cooing, crying, and facial expressions.
- Begin developing muscle control (rolling, sitting, crawling).
- Show interest in people and objects.

### Toddlers (12-36 months)

#### Developmental Needs:

- **Consistent Routines:** Predictable schedules that support self-regulation.
- **Language Development:** Opportunities for naming objects, two-way communication, and reading.
- **Motor Skills Practice:** Climbing, stacking, scribbling, and fine motor play.
- **Social-Emotional Learning:** Learning to express emotions and share space with others.
- **Positive Guidance:** Gentle redirection and modeling appropriate behaviors.

#### Expectations:

- Expanding vocabulary (single words to simple sentences).
- Increased mobility (walking, climbing).
- Begin developing independence (feeding self, toilet learning).
- Show curiosity and seek adult help when needed.

### Preschoolers (3-5 years)

#### Developmental Needs:

- **School Readiness Skills:** Early literacy, numeracy, and problem-solving activities.
- **Social Development:** Cooperative play, taking turns, and developing empathy.
- **Structured Routines:** Clear transitions and expectations.
- **Creative Expression:** Art, music, dramatic play, and storytelling.
- **Physical Development:** Refining fine and gross motor skills (cutting, writing, hopping).

#### Expectations:

- Follow simple multi-step directions.
- Express needs and feelings verbally.
- Engage in pretend play with peers.
- Begin understanding concepts like counting, shapes, and colors.

### School-Age Children (5-12 years)

#### Developmental Needs:

- **Cognitive Challenges:** Opportunities for logical thinking, problem-solving, and academic learning.
- **Social Skills:** Peer relationships, teamwork, and communication.
- **Autonomy:** Increased independence and responsibility (homework, chores).
- **Identity Formation:** Opportunities for self-expression and confidence-building.
- **Physical Activity:** Continued development of strength and coordination through structured and unstructured play.

#### Expectations:

- Develop stronger reading, writing, and math skills.
- Participate in group projects and activities.
- Manage more complex emotions and social dynamics.
- Take on simple leadership or helper roles.

## WHEN CARING FOR CHILDREN

### **DAILY ATTENDANCE REPORTS**

Daily attendance must be taken as the kids arrive. The parents are responsible for checking them in and the teacher are responsible for taking temperature, putting away folder/ backpacks and checking for marks.

### **PLAYGROUND SAFETY RULES AND CHECKLIST**

Before taking children to the playground, please follow the steps below:

- ✓ Know correct first and last name of all children in your care.
- ✓ Know the exact count of children in your care.
- ✓ Be able to identify the oldest and youngest by name.
- ✓ **KNOW YOUR RATIO!!!!!!!!!!!!!!**

### **PARENT INFORMATION**

The Director or Management staff must approve all communication going out to parents.

Incidents/accidents must be reported IMMEDIATELY to management. (This includes cuts, bruises, falls, head injuries).

- All children files are confidential. Do not discuss other children with another parent.
- Staff is responsible for looking children over upon their arrival at the center.
  - All marks, bruises or injuries should be reported to Management immediately.
- **DIRECT ALL PARENTS TO MANAGEMENT WITH THEIR QUESTIONS.**
- Field trips must be approved by the Director.
  - Parents must sign a permission slip before child is allowed to leave premises.

### **CLASSROOM PHILOSOPHY**

1. Staff interacts consistently with children showing respect and friendliness.
2. Staff is available and responsive to children's needs at all times.
3. Staff speaks with children in a friendly, courteous manner. Tone of voice is pleasant.
4. Staff encourages children of all ages to use appropriate grammar.
5. Staff treats children equally regardless of race, religion, or culture.
6. Staff provides children of both sexes with equal opportunity to take part in all activities.
7. Staff encourages independence in children as they are ready
8. Staff uses positive approaches to help children behave constructively
9. Staff does not use physical punishment or negative forms of discipline.
10. Overall sound of the group is pleasant 90% of the time.
11. Children are generally comfortable, relaxed and happy.
12. Staff helps children deal with anger, sadness, and frustration.
13. Staff expectations of children's social behavior are developmentally appropriate.
14. Children are encouraged to talk about feelings instead of solving problems with influence.
15. Children are never ridiculed, teased or separated from the group

### **Suspension Policy**

Any child continually (more than three incidents) that bites, hits, kicks, scratches or harms a student or teacher will be suspended from school (with normal tuition rates still due). Our school does NOT put teachers or other children in danger when children are not able to be in safe attendance at school.

## **CHILDREN BITING**

You've just discovered that you have a pint-sized biter on your hands. Isn't it amazing how those tiny teeth that once caused so much excitement and celebration can now cause so much fear and frustration?

### **Why Children Bite**

Biting is actually quite common among young children. Children may bite for different reasons under different circumstances. Understanding the reason for your child's biting is the first step to changing his or her behavior.

### **Exploration**

Infants and toddlers learn by touching, smelling, hearing and tasting. If an infant is given a toy, one of the first places the infant puts it is in the mouth. Tasting or "mouthing" things is something that all children do. Children this age do not always understand the difference between gnawing on a toy and biting a person.

### **Teething**

Children generally begin teething between the ages of four and seven months. Swelling gums can be tender and cause a great deal of discomfort. Infants sometimes find relief from this discomfort by chewing on something. Sometimes, the object they chomp on is a real person! Again, children this age may not understand the difference between chewing on a person and biting a toy.

### **Cause and effect**

At about 12 months, infants become interested in finding out what happens when they do something. When they bang a spoon on the table, they discover that it makes a loud sound. When they drop a toy from their crib, they discover that it falls. They also may discover that when they bite someone, they get a loud scream of protest!

### **Attention**

Older toddlers may bite to get attention. When children are in situations in which they do not receive enough positive attention and daily interaction, they often find a way to make others sit up and take notice. Being ignored is not fun. Biting is a quick way to become the center of attention, even if it is negative.

### **Imitation**

Older toddlers love to imitate others and find it a great way to learn new things. Sometimes children see others bite and decide to try it themselves. When an adult bites a child back in punishment, it generally does not stop the biting, but rather teaches the child that biting is an acceptable form of behavior.

### **Independence**

Toddlers are trying hard to be independent. "Mine" and "Me do it" are favorite phrases. Learning to do things without help, making choices, and needing control over a situation are part of growing up. Biting is a powerful way to control others. If a child wants a toy or wants a playmate to leave him alone or move out of his way, biting helps him get what he wants.

### **Frustration**

Young children often experience frustration. First, growing up is a real struggle. Drinking from a cup is fine, but nursing or sucking from a bottle may seem wonderful. Sometimes it would be nice to remain a baby. Second, toddlers don't have good control over their bodies yet. A loving pat sometimes turns into a push or a whack. Finally, toddlers don't talk well yet; they have trouble asking for things or requesting help, and they haven't learned to play well with others. When a child doesn't have words to express her feelings, sometimes she will express her feelings by hitting, pushing, or biting.

### **Stress**

A child's world can be stressful at times. A lack of daily routine, interesting things to do or adult interaction is stressful situations for children. Events like death, divorce, or a move to a new home also cause stress for children. Biting is one way to express feelings and relieve tension, since toddlers don't have the skills or understanding to negotiate or understand another person's point of view.

\*\*\*If attention-seeking seems to be the main cause for biting, try to spend time with your child when he or she is doing more positive things. Snuggle up and read a book together or roll a ball back and forth. This is much more fun than giving or receiving a scolding. If the child is experiencing a stressful situation, make life as supportive and normal as possible. Predictable meals and bedtimes, as well as extra time with a loving adult can help. Some activities can actually relieve tension. Examples are rolling, squishing, and pounding play dough, or relaxing and splashing in the bathtub. It takes time and patience, however, for like divorce or death.

## **TIPS FOR EFFECTIVELY COMMUNICATING WITH CHILDREN**

1. Draw children out to speak about what is on their minds. You can prime the pump by talking to them about their favorite foods, toys, pets, friends, etc.
2. Verbally reflect the emotions of the child.
3. Teach children to wait instead of interrupting conversations. Circle Time is a good way for children to learn to control impulses and learn respect.
4. Keep children happy. Play small learning games when you see children; simple things like spelling a hard word: MISSISSIPPI!
5. Lower yourself to a child's level by bending, stooping, or sitting on the floor.
6. Play is the language of a child. Make learning fun!
7. Tell the children short stories.
8. Always follow-up on promises made to children. Do not make false promises.
9. Teachers should sacrifice additional time to listen to children. (If it is your time to get off work, take a minute to listen).
10. Master the art of Socratic questioning. Instead of lecturing or teaching put the answer in the form of a question to stimulate the child's cognitive development.

### **Positive Discipline Guidelines -Avoiding Punishment (A form of retaliation)**

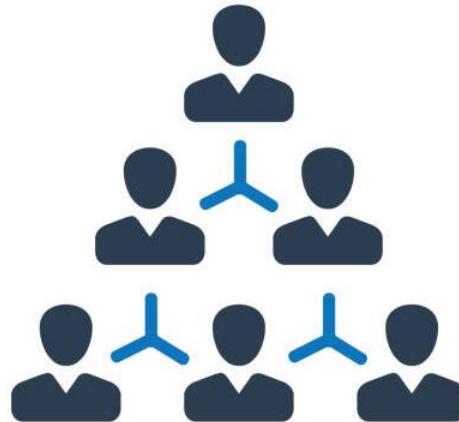
- Consider the purpose of discipline.
- Educate your child in generally acceptable ways of expressing needs and desires.
- Discipline guides your child into adulthood.
- Good discipline is age and developmentally appropriate.
- Don't expect a child of any age to do something he/she is not ready for.
- Children need positive reinforcement.
- Reward your child for doing right with smiles, hugs, attention, praise, and thanks. Rewards do not need to be candy or toys.
- NEVER hit or shake a child.
- Hitting is not a useful discipline tool for children. Physical punishment is not effective because it teaches a child that it is okay to hit people, make children much too angry to be sorry for what they have done, and can hurt a child physically.
- Discipline is taught by example.
- The lesson the child learns is from what the child sees you do, not what you say.
- If what you are doing is not working, change it!
- Your best efforts, even those that worked in the past, may break down.
- Try to keep sight of your basic principles and always cherish the friendship with the child.

## **Working with Infants**

1. Babies are born with reflexes.
2. Babies come ready to learn.
3. Children up to three years old can use inappropriate language. They do not understand the definition of the word, but they have heard it used when an adult is angry or frustrated. When you hear them use profanity, first:
  - a. Explain that saying the word is not okay.
  - b. Do not describe the word as good or bad.
  - c. Do not let them see you angry.
  - d. Try to separate yourself from the child, if possible.
  - e. Children know they will get a reaction if they say the word.
  - f. Develop a sense of humor and distract the child from the word.
  - g. Do not give the child the attention that they wanted—walk away.
  - h. Redirect the child's attention to another activity without giving them the individual attention they demand.

**REMEMBER CHILDREN DO NOT HAVE CONTROL OVER THEIR EMOTIONS. THEY HAVE NOT LEARNED HOW TO CONTROL THEM. EMOTIONS SHOW VERY EASILY IN INFANTS AND YOUNG CHILDREN.**

# Organizational Chart



Director - Nicole Adams Lester

Assistant Director/ Manager - Cheeneka Stout

Administration - Elunda Hollis

Parent Teacher Association - Shasheen Segovia

Kitchen Queen – Primrose Verdine

FRESHMAN CLASS (0-17 MONTHS)

SOPHOMORE CLASS (18-32 MONTHS)

JUNIOR CLASS (33 months - 3 YEARS)

SENIOR CLASS (4 YEARS)

COLLEGE CREW (5 YEARS & UP)

## **Facility & Equipment**

1. Ensure classroom & playground areas are safe, sanitary, & clean before allowing children in the area.
2. Ensure all equipment and materials are stored neatly and organized.
3. Ensure adequate and appropriate equipment and supplies are available to support your classroom requirements and needs.
4. Assist in maintaining clean, organized storage areas and office. No stacks or piles on floors. Mops, brooms and cleaning products are put away.
5. Insure cleanliness and maintenance of vehicles, wherever applicable.\_\_\_\_\_

## **Physical Capacities & Environmental Conditions**

A childcare center is subject to high liability risks. Working in a childcare facility is an intrinsically stressful job. The constant activity of the children and urgency of the issues or situations are very stressful. Staff must be able to read, write legibly and communicate in correct English. Staff must have the aptitude to visually and audibly monitor children at all times. Must be able to bend, stoop, skip, run, jump and lift up to 25lbs. Staff must be able to sit on the floor, pull in adjustable directions and be physically fit.

## **Qualifications**

1. High School Diploma or GED
2. Pre-service training for childcare
3. Work towards a professional development or self-growth.
4. Complete 30 child care training hours annually.
5. Must be willing to learn and continue to grow with the job.\_\_\_\_\_

## **Essential Job Functions**

1. Ability to communicate with Director, children, and co-workers.
2. Work as a team player.
3. Perform the essential requirements of caregiver for each age group, as necessary.
4. Work under high stress.\_\_\_\_\_

## **Daily health checks**

Teachers are responsible for checking all children upon arrival at the center. All injuries and illnesses must be reported immediately and documented. Parents and EMS must be contacted whenever necessary. Please always use good judgment in all emergency situations.\_\_\_\_\_

## **Conflict of interest**

Staff are prohibited from caring for children that attend the center outside of business hours. Staff will not transport children away from the center, other than for the purpose of transporting them to and from school or planned field trips. Unless there is a written agreement between the parent & the staff member, KKAPVA WILL NEED TO KEEP THOSE RECORDS ON FILE.

# DAILY SCHEDULE – Example

<u>TIME</u>	<u>CLASS ACTIVITY</u>
8:30	CHECK ALL DIAPERS WHILE GREETING (SHOW VIDEOS: GREETING/ OBJECTIVES)
8:45	START CIRCLE TIME
9:30	RECESS – INDOOR/OUTDOOR
10:05	SNACK TIME (PLAY WITH BABY)
10:25	FLASHCARDS/ STORYTIME (IN LITTLE CHAIRS)
10:35	CLASSWORK IN HIGHCHAIRS
10:55	FREE TIME (PLAY WITH BABY)
11:25	MUSIC TIME – LEARN A NURSERY RHYME
11:40	CHANGE DIAPERS/ OFF PANTS & SHOES
11:55	HIGHCHAIRS/ EAT LUNCH
12:10	CLEAN BABIES (1 AT A TIME) LAY DOWN
**	DURING NAPTIME, CLEAN TOYS, HIGHCHAIRS, BOTTLES, SWEEP...ETC)
2:15	CHECK ALL DIAPERS, FEED SNACK 1ST – (THEN OUT ON CLEAN CLOTHES)
3:30	SIGN LANGUAGE (IN CHAIRS/ USE CARDS)
4:00	BABY FREE TIME OR OUTSIDE TIME
4:30	MUSICAL INSTRUMENTS & MUSIC
4:45	FREE TIME
5:05	MOVE TO FRONT IN HIGHCHAIRS W/ TOY OR BOOK

## **EMPLOYMENT CONTRACT**

- I agree to the duties for the position of child care professional set forth by this agreement.
- I agree to maintain simple records
- I agree to work with the children singly and in groups
- I agree to prepare materials and learning centers
- I agree to assist, direct, and coordinate activities in the classroom
- I agree to participate in and guide activities for the social-emotional, physical-cognitive, and nutritional development of children
- I agree to perform related duties as specified by the center Director
- I agree to work the hours specified by the Director or Management.
- I understand that work hours can change based on the needs of the center
- I agree to administer medicine to children according to the Child Care Licensing Minimum Standards
- I agree to maintain a current Texas identification/driver's license
- I will not contact parents of the center from my home
- I will not provide child care services for the children of this facility at my home for any reason
- I agree to keep all the information of the parents/children of this facility confidential (***This does not include abuse issues!***)
- I agree to report ALL parent complaints, incidents at the Center, and abuse issues to the Director
- I agree to adhere to all policies of the center
- I understand verbal and/or written warnings for consecutive violations will result in termination

IT IS AGAINST POLICY TO DISCUSS SALARY OR PAY RAISES. WAGES ARE DICTATED BY MANY FACTORS: PERFORMANCE, EXPERIENCE, EDUCATION, ATTENDANCE, ATTITUDE, TEAM EFFORT, DEDICATION, AND HARDWORK. CONFIDENTIALITY MUST BE MAINTAINED AT ALL TIMES.

AS CAREGIVERS, WE SOMETIMES BECOME PRIVY TO A LOT OF CONFIDENTIAL INFORMATION, EITHER FROM THE PARENTS OR THE CHILDREN; IT IS OUR RESPONSIBILITY TO MAINTAIN CONFIDENTIALITY AND NOT TURN THIS INFORMATION INTO GOSSIP!!

OUR FIRST PRIORITY WHILE AT THE CENTER IS TO TAKE CARE OF THE CHILDREN. ALL OTHER THINGS ARE SECONDARY. PLEASE TAKE YOUR RESPONSIBILITIES SERIOUSLY!!!!

I have read and do understand the Employee Policies/rules of the childcare facility

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Employee's Signature

Date

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Director's Signature

Date

## **TEACHER JOB DESCRIPTION (PLEASE INITIAL ALL LINES.)**

### **Teacher**

Reports to Director and or Manager on duty

### **Work Schedule**

Work hours subject to change daily based on the needs of the childcare facility and the families we serve. Staff must be flexible enough to respond to the needs of the facility. \_\_\_\_\_

### **Duties**

- Follow all laws and policies pertaining to the daily operation of the center.
- Report all suspected abuse situations to the Director.
- Assist, attend, and participate in all meetings and programs.
- Ensure that daily meal counts for CCFP (food program) have been taken.
- Document all parent complaints and programs.
- Inspect classroom for broken toys.
- Must perform all cleaning and sanitation duties DAILY. Report to Director unsanitary situations.
- Cell phone/ Bluetooth use not allowed in classrooms.
- Complete daily transition and attendance reports.

### **Human Resources**

- Must always use common sense and good judgement.
- Must always provide a positive learning environment for the children in care.
- Must not be a “baby sitter”.
- Staff must be professional and appropriately dressed. \_\_\_\_\_

### **Professional Development**

- Maintain current CPR/FIRST AID certification.
- Maintain a good driving record.
- Complete required training hours annually.
- Receive CLI Engage trainings monthly. \_\_\_\_\_
- Maintain current information on SIDS, Shaken Baby Syndrome & Infant brain research. \_\_\_\_\_
- Post on ClassDojo daily \_\_\_\_\_
- Refrain from using cell phone except for work purposes while working.

### **Parent Relations**

- Refer all parent issues/complaints to Director with documentation.
- Contact Director/Manager immediately for emergency issues.

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Employee's Signature

Date

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Director's Signature

Date