



Employee Handbook

2026 Revision

**Our mission is to grow kiddos closer to
God and further in their education.**

Proverb 22:6

Start children off on the way they should go,
and even when they are old, they will not turn from it.

What's Expected:

-All staff are expected to follow licensing rules, Wesley KIDS policies, all safety procedures and supervision plans, along with all other regulations/requirements set forth in staff meetings.

Our job here at Wesley KIDS is to foster learning, encourage independence, and spread God's love to these little ones we take care of every day.

> Your job as an employee of Wesley KIDS is to...

Show God's love to the children and families we serve by

- engaging in professional conversations with parents & families
- interacting with children throughout the day in a respectful manner
- providing a safe place for children to grow, make mistakes, and learn

Help children transition through beginning separation and into a school setting by

- being consistent in daily schedules, rules, and discipline
- explaining daily schedules and reassuring that loved ones will return
- helping your students feel comfortable enough to explore and learn
- remaining calm and explaining what is expected when behaviors arise
- teaching children how school works; how to learn, how to play, how to clean, how to transition, and how to participate

Help connect families to their child's education by

- promoting healthy relationships between staff and families
- sending home letters and schedules of activities happening at school
- communicating progress towards developmental milestones
- holding parent conferences to discuss assessments
- communicating with parents ongoing and in a positive light even when struggles arise or behaviors need to be addressed

Promote healthy social interactions by

- being an example and showing positive interactions between you and families, you and other staff, and, you and other students
- taking the time to walk students through student to student interactions and explain the feelings behind them
- talking about feelings, what to do with them, and what to do when we can't control them

Promote self-esteem and individualization by

- encouraging students to try new things in a safe environment
- giving students the opportunity to create, think outside the box, use a variety of art media, engage in pretend play, and so on

- fostering, encouraging, and joining in with the ideas they come up with
- making a big deal of the little things > hang pictures up and make a point to have them show their creations to other staff and parents.

Promote independence in problem solving by

- creating a safe environment where students can try and know it's ok not to get it right the first time
- encouraging students to try before asking for help/you doing it for them
- explaining how things work as you work through problems so they know for the next time

Cater to a variety of learning styles by

-creating an environment that provides various opportunities for students to learn a skill. For example: The letter of the week is to be introduced on Monday in the morning meeting, on Tuesday have the students trace/color something pertaining to the letter during your morning activity, use the letter of the week to base your small group on, during transitions talk about the letter and different things that start with it, in your centers have matching games with various letters or upper vs lower case letters, books about the letter or things that start with it, tracing opportunities with various media (playdough mats, dry erase, pipe cleaners, dot markers) etc.

Develop gross and fine motor skills by

-providing various opportunities to foster motor development.

Fine Motor examples: pick up items/ sorting items/ finger plays/ water and sand play/ tracing/ playdough/ and other activities using your hands and fingers

Gross motor examples: walking in a line, sitting crisscross, sitting in a chair, stepping up and down off the stairs to wash hands, crawling/walking /running/climbing/jumping, dancing to music and music with directions, and so on. Any activity that makes a student maneuver their body in a certain way.

Promote healthy choices and habits by

- ensuring students lunches meet requirements
- encouraging milk during meals and water after gross motor play
- encouraging students to eat healthy portions during meal times and noting what is and isn't eaten for parents to keep track
- following health department guidelines for washing hands
- modeling healthy eating habits by bringing healthy foods and beverages to eat while the students eat

Our job is to provide a safe place for these little ones and guide them as they prepare for the real world...aka...Kindergarten.

A day at Wesley KIDS:

Morning Teacher Routine: 7:00 am – 2:00 or 3:00 pm

-Before 7:15 am

Clock In / Check Mailbox / Complete Classroom Safety Checklist

Ensure to check and prepare the playground / gym on your scheduled days.

Get morning snack, fill cleaner spray bottles, nap sheets and any necessary supplies

Prepare morning activity, weekly attendance, and make copies as needed

-Once Students start arriving

Greet families as they arrive and ask students to join you in the morning activity, ensure students are signed in and let families know of anything out of the ordinary

Always give the students transition warnings and follow the daily schedule

Review the rules, schedule, and special activities during Circle Time.

(The more prepared your students are for what is next the better they will be able to do what you ask)

Transitions: Make sure anytime you are moving from one place to another you are following the safety protocols for transitioning

Once your afternoon teacher has arrived, relay all information from the day and make notes or send ProCare messages for anything that needs to be relayed to parents

Once your afternoon teacher is settled for the day, you will spend the rest of your time co-teaching, planning and preparing lessons, trading out center items, completing trainings, dishes, and so on.

Afternoon Teacher Routine: 10:00 or 11:00 am - 6:00 pm

After clocking in, see if there are any supplies needed along with afternoon snack.

Get the rundown of the morning from the morning teacher to make sure you know any behaviors or odd things that may have happened.

Always give the students transition warnings and follow the daily schedule

Transitions: Make sure anytime you are moving from one place to another you are following the safety protocols for transitioning

At the end of your last center time: Go through each center and help the students put everything where it goes / clean shelves with baby wipes every Friday.

Do NOT clean or stack chairs before the students have all left for the day

After all students have left

Ensure ALL students are signed out in Procare and the attendance sheet is accurate

Clean the room by sweeping/mopping/vacuuming, cleaning/sanitizing all counters, tables, and tops of shelves, take out trash, spray toys with disinfectant, and so forth

Clean bathroom, playground/gym, or dishes on your scheduled day

Complete closing checklist and check in with the PIC before leaving

Breaks: There are no clocked breaks unless you are working an extended shift. You may take a short break (less than 5 minutes) to grab something to eat or take care of things while your co-teacher is still there. Bathroom breaks are given on a schedule by the floater in the morning and afternoon. Please remember there is usually one floater to 8 classrooms.

Interacting with Kiddos:

Interacting with students is one of the most important parts of your job!

Large Group:

First of all make sure you have all your materials before starting.

During large group you are going to have all the students on the carpet with you doing one lesson. Students are expected to sit crisscross and interact in the lesson and so should you. Sit on the floor or in a low chair in front of them and present the lesson in an engaging way. Tell them why it is important or what they can do with the information you are teaching them; connect it back to their world. If students seem squirmy try adding in dance music that requires them to follow direction before or in the middle of the lesson. Ask them open ended questions or specific tasks. Have engaging activities to follow the lesson and re-enforce what is being taught.

So for instance, if you are working on counting, open the lesson with a counting dance song, read a book about counting, review the book and have students hold up the specific number of fingers as you show various numbers. Extend the idea to other objects by having them count things in the room like the number of students there that day, how many are missing, how many chairs are at the table and so on. End the lesson with an activity that has them counting independently; make a mini flip book with the numbers 1-5 and give them stickers to place the corresponding number of stickers on each page. Have the students sit at the table or keep them on the floor and move from student to student to make sure they are completing it correctly. Once they are done have them bring it to you before going to centers. Concepts will be further extended during small group.

Small Group:

Small group is to be done while your other students play in centers. Small group is where you and anywhere from 1 to 3 students work together on a mini lesson, about 5 to 15 minutes. Students should have a schedule of what day they have small group and it should be posted for them to understand. Every student should have small group 2 to 3 times per week. These mini lessons should reinforce the concepts that you work on in large group. The lesson should be prepared before calling the students over. Start the lesson by connecting back to the large group or another time you have done something that corresponds to the lesson. After explaining the lesson and what the activity is, encourage the students to be as independent as possible and give them all the support they need. In essence the large group activity is going to be something they can easily accomplish independently for the most part where as small group activities should push them to where they need some assistance. Explain things as you work through them so students can do it more independently next time.

An example of a small group correlating with our numbers large group might be having a page with the numbers 1-5 and objects corresponding to each. When dismissing

students to centers, have the students in that days small group go directly to the table or area you are using (you can close a center if you need that center for small group just don't always use the same center). Once the other students are settled start by talking about the large group, whether it was that day or a few days ago. Tell them what activity you are going to work on that day and give them the materials and encourage them to write/trace their name each time you are doing anything paper based. After giving the students a clipboard with the paper, count the numbers while you point to your paper and they point to theirs. Next have them choose 5 crayons of specific colors out of the crayon bucket and tell them you are going to tell them what color to use for each number. Go through one number at a time having them color with a certain color and the corresponding objects. Talk about how to form each number as they trace it. Give them positive feedback as they work to encourage them to continue to try.

Centers:

The key to centers is teaching the kids how they work. At the beginning of the year or anytime you have a new kiddo spend a week or so in centers with the students talking them through how you expect them to treat things, how to clean up, how to use the center tags, and so forth. Before sending kids to centers go over the rules—before every center time! This way when they are not doing what they are supposed to be, you have something to refer to and remind them of. Be proactive—if you see a kid leaving a center before cleaning up, stop them and remind them they have to clean up so everything is where it is suppose to be for the next kiddo to come play. If you see someone playing with more than one puzzle at a time, remind them to finish one and put it away before starting a new one so they don't get the pieces mixed up. Essentially you are setting them up for success by telling them exactly what you expect and making sure they don't make a mess bigger than they can clean up. The activities in centers need to be developmentally appropriate for your age kiddos. Some activities should correspond to large group lessons and others can be generic activities.

Activities should be rotated often! It is easier if you change out one or two things a week; it helps keeps the kids engaged. Make sure anytime you put in a new activity you explain it to the students in large group or use the activity for small group the week prior so they know how to use it independently. Once centers are established and students can maneuver independently you can start doing small groups during centers, just make sure you position yourself where you can still monitor and give verbal cues to others as needed. After your small group, spend your remaining center time going around and visiting each center; ask the kids what they are working on, make time to read books in the library, and so on.

PLAY WITH THE KIDS! *Make sure you are giving each student individualized attention throughout the day. A lot of times your students who are acting out are the ones craving attention they may or may not be getting anywhere else. Love on them :)

Safety & Supervision Policies

Please ensure to read our following safety policies and plans found outside of this handbook:

- Mealtime Supervision
- Playground & -Gym Supervision
- Transition Supervision
- Nap Time Supervision and Safe Sleep Procedures
- Emergency Preparedness Handbook
- Parent Handbook
- State Licensing Requirements

Annual Training Requirements & TNPAL:

Initial training requirements can be found on page 24 of TN State Licensing Rules 2026.

Continued training requirements can be found on page 26 under "Educator – Center"

Beyond initial training requirements, annual training requirements include:

A total of 12 hours annually

Literacy / Pre-Literacy Training - 3 hours

Health & Safety Training - 6 hours

Certain Trainings must be renewed after 1, 3, or 5 years

TNPAL is a required account and allows the state program evaluator to see staff information, training, and evaluations. All staff are required to create and continuously maintain their TNPAL account throughout the year.

The staff training record will provide a list of all required trainings and note whether the training requirement has been met or not for each licensing year. (October - September)

All requirements for the Child Care & Development Block Grant must be met within the first year and during every 3-year period following as noted on your training record.

Any continued education should be uploaded to your TNPAL account under your profile settings.

The PDP (Professional Development Plan) should be completed on TN Pal within the first 180 days of employment and updated regularly to ensure goals are met.

Staff Dress Code and other Policies:

SHOES: While working in a classroom you should wear comfortable shoes that will stay on your feet and enable you to move safely while playing with the kids and such throughout the day. (i.e.-no flip flops or high heels);

Acceptable Shoe Types: Tennis Shoes, Chaco / Teva (strapped sandals), Toms (slip-ons), Boots

****When in the infant room please remember you will need to remove or cover your shoes.****

CLOTHES: Semi-Professional dress is preferred. Dress to professionally represent our program to parents and prospective parents. I want you to be comfortable and able to move up and down off the floor, play games on the playground, clean/sanitize tables and classrooms, and perform the rest of the daily responsibilities while representing the high-quality program we are trying to build.

-Shorts, skirts & dresses should be to the knee or longer

-Shirts must cover your chest and reach your pants while bending up and down

-T-shirts are acceptable with appropriate logos and such

-Long skirts, capris, blue jeans, dress pants, linen pants are all acceptable

No excessive or large holes are acceptable

-Tank Tops – Bra straps should not be seen -Sleeveless, Wide strap tanks/cross back is OK

-Spandex/legging type pants are ok **WITH** a tunic to your thighs/covering your butt

-Clothes should fit appropriately; not too baggy or too tight

No sweatpants, spandex, or other lounge/workout type clothing is acceptable

TATTOOS & PERCINGS: Small tattoos are acceptable as long as they are not offensive.

Director may request any tattoo to be covered at any point during the duration of employment. Tattoos on the face or neck are not permissible. Ear piercings are acceptable within reason. Nose piercings are acceptable as long as they are small and inconspicuous. Please ask if you have any questions.

PURSES & BAGS: All personal items must be kept in a non-reachable cabinet. Jacket pockets and such should be emptied of keys and other 'keep out of reach' items. No weapons are permitted in the building, even in personal bags.

SCENTS & ODORS: Please avoid any strong odors on clothing or personal items including lotions, incense, perfumes, smoke, or other vapors that may cause harm to children or others with sensitivities.

Smoking / Tobacco / Vaping use:

Wesley is a tobacco free campus. If you use any form of tobacco, or live in or visit with a household that uses any form of tobacco, you will need to shower and wear non-contaminated clothing to keep our kiddos safe from the effects of secondhand smoke residue. This also applies to vaping (with or without tobacco), cigars, cigarettes, marijuana, or any other substance that leave strong smells or potentially harmful residue.

Smoking/Vaping on the property of Wesley KIDS by any staff is strictly prohibited at all times including on or off the clock.

2nd & 3rd Hand Smoke can cause serious health concerns



SECONDHAND SMOKE AND CHILDREN

At least **500 million** children worldwide are exposed to **secondhand smoke** at home

Breathing in secondhand smoke can increase a **CHILD'S RISK OF RESPIRATORY ILLNESS including...**



Pneumonia



Bronchitis



Cough, Wheeze, and Breathlessness



No amount of secondhand smoke is safe

Smoke-free environments protect children from exposure to secondhand smoke and help keep their **lungs healthy**

 U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

cdc.gov/tobacco/global

Thirdhand smoke: A Threat to Child Health

Thirdhand smoke is a danger to children. People with breathing problems, pregnant women, the elderly, and animals are also vulnerable to thirdhand smoke. The American Academy of Pediatrics (AAP) recommends that all children be protected from tobacco smoke. This fact sheet offers information and suggestions to prevent exposure to thirdhand smoke.

What is Thirdhand Smoke?

- The left-over pollution after a cigarette is put out
- The smoke residue can stick to dust, furniture, carpeting, car seats, hair, or clothes
- Secondhand smoke particles are released into the air, combine with particles normally in the atmosphere (ie, nitrous acid or ozone) and forms a new compound called nitrosamines, which are released into the air as cancer-causing chemicals

Facts about Thirdhand Smoke

- 43% of smokers (65% of nonsmokers) believe thirdhand smoke can hurt children
- There is **no** safe level of exposure to tobacco smoke
- Thirdhand smoke contains more than 250 chemicals
- Homes and cars where people have smoked can smell of cigarettes for a long time
- Decontaminating a home or car that was used by a smoker may require expensive professional cleaning as it can stain walls, floors, and the smell can remain in dry wall, insulation, and other building materials
- Smoking in a different rooms using fans, or smoking in front of an open window does not prevent thirdhand smoke
- Babies and children can be harmed because they breathe in toxic chemicals when they crawl on floors, sit in cars, or are held by adults- thirdhand smoke can settle on all of these surfaces
- Pets are also at risk because the chemicals from smoke stay in their fur or feathers

How to Protect against Thirdhand Smoke

- Do not allow smoking inside your home or car
- Do not allow smoking near you, your children, or your pets
- Ask anyone who cares for your child or pet to follow these rules- and tell them why
- E-cigarette vapor or aerosol also contains chemicals. Do not let anyone use e-cigarettes in your home, car, or near your child or pet
- The only way to completely protect against thirdhand smoke is to quit. The AAP recommends talking to your child's pediatrician about ways to keep your child healthy

Confidentiality, Social Media, and Phones:

- Do not discuss Wesley K.I.D.S. enrollee or staff member information with anyone outside the program.
- Do not use the students' names when talking about work to anyone outside of the program.
- Do not associate with Wesley KIDS families on Facebook unless through the Wesley K.I.D.S. page.
- When using personal devices to take pictures of kiddos please use discretion. Think about the optics of the picture and what your intention is. (do not shame kids). Taking pictures to send to families through text or Procure is acceptable.

Cell Phone Policy:

I prefer you have your cell phone with you throughout the day in case of emergency. I want you to be able to call me, another floater, or a parent if needed. HOWEVER—You should not be on your phone for personal reasons while supervising children. If you need to answer a quick text to someone during center or nap time that is ok **>BUT<** being on your phone instead of interacting with students is not ok. If you need to take a phone call, please call a floater to your room. If you are seen on your cell phone you will be politely reminded the first time and from then on it will be documented in staff tracking. GroupMe and Procure are available on the classroom tablet if your phone is too distracting. Essentially you should only be on your phone if you are doing something for your students.

Screen time / electronics in the classroom:

Screen time is allowed in Orange for TRANSITIONING if there is ONLY 1 teacher in the classroom. Red, Green & Blue rooms are allowed to use screen time for instructional use. Any screen time for students is to be kept to 15 minutes per day.

MEDIA CANNOT BE PLAYED at the table DURING MEALTIMES under any circumstances.

Other Electronics:

If you prefer to bring your personal computer / tablet to class to use that is ok. Wesley KIDS is not responsible for any damage that may occur. We have wi-fi you can hook to if you would like to play the bible lessons from Right Now Media, Music and Movement songs from teacher tube, or other educational activities.

Classroom Ratios:

Below are the ratios we try to follow and to the right are the ratios per state licensing Nov 2025

Classroom	Our Age Range	Goal Ratio
Navy	6 weeks–12 months	1:3
Pink	12 - 18 months	1:5
Yellow	18 - 28 months	1:5
Orange	24–36 months	1:6
Blue	34 - 47 months	1:8
Green	36 - 60 months	1:10
Purple	36 - 72 months	1:12
Red	47 - 72 months **August before Kindergarten**	1:14

Childcare Licensing Ratios

Nov 2025 Rev.

Chart 1 - Age Grouping.

Age of Children	Adult:Child Ratio	Maximum Group Size
Six (6) weeks – Fifteen (15) months	1:4	8
Twelve (12) – Thirty (30) months	1:6	12
Two (2) years	1:7	14
Three (3) years	1:9	18
Four (4) years	1:13	24
Five (5) years	1:16	24
School-age (currently registered and attending school)	1:20	No Max

Chart 2 - Age Grouping.

Age of Children	Adult:Child Ratio	Maximum Group Size
Six (6) weeks – Thirty (30) months	1:5	10
Twelve (12) months – Thirty-Six (36) months	1:6	12
Two (2) – Four (4) years	1:8	16
Two and one-half (2½) – Three (3) years	1:9	18
Two (2) – Three (3) years	1:8	16
Two and one-half (2½) – Five (5) years	1:11	20
Two and one-half (2½) – Twelve (12) years	1:11	20
Three (3) – Four (4) years	1:12	24
Three (3) – Five (5) years	1:13	24
Four (4) – Five (5) years	1:16	24
Four (4) – Six (6) years	1:16	24
Five (5) – Twelve (12) years	1:20	No Max
Kindergarten through Fifth Grade (ages five (5) – eleven (11) years)	1:20	No Max
Sixth Grade through Twelfth Grade (ages eleven (11) – seventeen (17) years)	1:20	No Max

Chart 3 - Allowable Combined Grouping and Adult:Child Ratio Chart for first/last hour and one-half (½) of each day only:

Age of Children	Adult:Child Ratio	Maximum Group Size
Two and one-half (2½) – Five (5) years	1:11	20
Three (3) – Twelve (12) years	1:15	20
Four (4) – Twelve (12) years	1:20	20
Thirteen (13) – Seventeen (17) years	1:20	20

NOTES:
Purple: May-Aug
Infant = 0-1st birthday
Toddler = 12-30 months
Preschool = 31 months +

Ratio will depend on the age of the majority of the class per the given day. For example: Blue Room may be 3 years at 1:9 if no student under 3 yrs is attending that day.

12.16.2025

Wesley KIDS Classroom Map



Staff Pay & Benefits:

Calendar: Wesley K.I.D.S. runs year-round with several breaks spread throughout. Staff members are expected to work their shift everyday Wesley KIDS is open, attend all staff meetings, and attend all extra family activities. These breaks are unpaid with the exception of some major holidays. Holiday pay will only be issued if the staff member has completed all required training hours for the specific quarter. Please see the posted yearly calendar for important dates such as staff meetings, teacher workdays, and planned days off. Teacher Workdays are scheduled to give the staff time to get together and work on planning, deep clean everything, and freshen up the classrooms. These days are mandatory for all staff and hours will be 8-3 unless otherwise posted.

Holiday Pay: The following holidays are

paid per employee's scheduled work hours as long as the employee is in good standing with annual training requirements.

New Years, President's Day, Good Friday, Memorial Day, 4th of July, Labor Day, Thanksgiving, Christmas Day.

Un-Paid Time Off: Anytime you need time off please let us know ASAP. Leave request forms can be found in the file outside the office. Once completed and submitted please talk to Krystal to verify the day has been approved for you to have the day off. Please do what you can to schedule appointments and such before or after your shift. I completely understand this is not always possible and we will do our best to accommodate everyone within reason. Time off will be limited to two weeks per year.

Staff Illness Policy: Employees are not permitted to come to school if they are contagious (fever of 100 or higher, vomiting, diarrhea, lice, rash, or other signs of infection). Employee cannot return until she/he has been symptom free for over 24 hours or with a doctor's note clearly stating the employee can return to work. If you are sick contact Leadership staff as soon as possible. Please take your health into consideration and be proactive about it. Wash your hands and drink lots of water!!

Pay Periods: Pay periods are the 1st-15th and the 16th-31st of each month. Payroll runs one pay period behind, meaning the 1st-15th of each month will be paid on the last day of the month.

Wesley KIDS Pay Scale	
8.27.2024	
Starting Pay	
AM Teacher	\$11.00
PM Teacher	\$10.75
Added to starting pay	
Years Experience in a Licensed Center	+\$0.25 for 1-3 yr +\$0.50 for 4+ yrs
Current TECTA	+\$0.25
Current CDA	+\$0.25
Associates in Education	+\$0.50
Bachelors in Education	+\$0.75
Annual Raise	+\$0.25
Pay raise for Completing TECTA (eligible once every 2 years)	\$400
Pay increase will go into effect the pay period following the time interval. Please remind Christy when it is time for a pay increase.	



Request for Leave

Employee Name: _____

Date request made: _____

Dates requested:	Reason for request:	Type of leave:	Approval:
10/19/15	Doctor's Apt. at 9am	<input type="checkbox"/> Switch Shifts <input type="checkbox"/> Entire Day <input type="checkbox"/> Leave Early <input checked="" type="checkbox"/> Arrive Late	approved
		<input type="checkbox"/> Switch Shifts <input type="checkbox"/> Entire Day <input type="checkbox"/> Leave Early <input type="checkbox"/> Arrive Late	approved
		<input type="checkbox"/> Switch Shifts <input type="checkbox"/> Entire Day <input type="checkbox"/> Leave Early <input type="checkbox"/> Arrive Late	approved
		<input type="checkbox"/> Switch Shifts <input type="checkbox"/> Entire Day <input type="checkbox"/> Leave Early <input type="checkbox"/> Arrive Late	approved
		<input type="checkbox"/> Switch Shifts <input type="checkbox"/> Entire Day <input type="checkbox"/> Leave Early <input type="checkbox"/> Arrive Late	approved

Employee Signature: _____

Substitute that will be covering: _____

Approved By: _____ Date: _____

Rules for the Kitchen & Dishes:

*Always wash hands upon entering the kitchen (Health Dept Rule)

- Rinse dishes at the end of each mealtime and return them to the kitchen.
- DATE & SEAL all snack items - trash all expired/stale items.
- Date all cows milk upon opening/breaking the seal and use within 7 days.
- Date all almond milk upon opening/breaking the seal and use within 30 days or as listed on the container.
- Put snack items back in their designated locations at the end of each day.
- Use any OPENED snack items FIRST.
- Snacks must follow the posted menu unless authorized by the office.
- All snack substitutions should be noted on the menu in the kitchen and the hall.

Each classroom has a designated dish day.

Wash dishes using the three-sink process (posted over the sink) and stack them so they can dry completely.

1. Soap 2. Rinse 3. Sanitize > Bleach strips are above 3rd sink & in the upper cabinet to the left.

DO NOT STACK wet dishes; they will grow mildew and mold.

Take out the trash, wipe down counters, and sweep/mop on your dish day

Recycle using the three bins right inside the kitchen door. They are labeled for plastic, paper, and cardboard. Corrugated cardboard, like amazon boxes, goes in the top bin. Other cardboard like cereal boxes go in paper.

-rinse all milk jugs and throw lid away -break down all boxes

If you use the kitchen to prepare your food - Wipe Down / Clean microwave, air fryer, and coffee maker after EACH USE. (This is a health department issue)

If you place personal food in a fridge, it must be in a sealed, dated, bag or container with your name. Any food or containers left in the fridge and not claimed for more than a week may be thrown away. If you place personal food in your classroom fridge, it must be sealed, dated, and enclosed in a container or zip lock bag. Classroom refrigerators should be cleaned out weekly.

Staff with children enrolled:

Maternity leave and Infant Spots: A staff member's child will get priority for the waiting list, but will not bump families who have already been promised a spot. A spot cannot be guaranteed upon returning from maternity leave. Maternity leave will be considered for all staff members in good standing, as we are able. Once the date for your maternity leave has been set, we will make every effort to cover your shifts while you are out, however, we cannot promise your same position will be available when you return or at the specific time you plan to return. Please understand we love all our co-workers but the continuity of staffing the classrooms is the top priority.

Before 7:15 and after 5:45: Your children are under your supervision until they are signed into their enrolled classroom. You cannot have your own child and supervise a classroom so at 7:15 you will drop your little one off and go to your classroom / Once your students are signed out you can go and sign out your little one. He or she can be with you and in your classroom before and after school while you are cleaning and such.

Appointments: We understand appointments are not always available at convenient times but please make a conscious effort to make all appointments outside of your scheduled work hours as we ask all other employees to do.

Meals: All of your child's meals and bottles should be prepared and packed per our policies for other children.

Pumping: While we are not against breast feeding in any way, it is very hard to coordinate breaks exactly when you need them or when your child will need to be fed. Please plan to feed/pump right before your shift, then breaks will be offered as able, every 3 hours. So for example, a 10-6 shift: Pump/feed at 9:00 before clocking in, then breaks can be at 12:00 and 3:00, then you can pump/feed once all your students are gone for the day if needed. You will need to bring prepared bottles that can be warmed up for the time your child is in class in the event you cannot feed when the child is hungry. You cannot breastfeed or pump while supervising a class. You will be given 20 minute breaks to breastfeed / pump as floaters are available when needed. You will need to clock out and sign your child out to breastfeed / pump. *This is contingent to the number of floaters we have on hand at the time of your breaks as it requires two extra people, one to float and one to cover your class so please plan to take breaks when your co-teacher is present.*

Teacher Workdays: If at all possible, please find alternate care for your children during Teacher Workdays and staff meetings as they are typically scheduled with plenty of notice. However, if that is not possible, please talk to Christy about options.

Tuition: You will receive a staff discount of 40% off whatever the current tuition rates are for your child's classroom. This is eligible for one child per staff member. If you qualify for the Smart Steps Certificate Program, you are required to pay the copay they set.

Transition policy for staff:

Leaving Wesley KIDS:

If you decide to leave Wesley KIDS we do ask that you submit a written letter to the director as soon as possible or at least two weeks prior to your last workday. Below is the Transition Plan we will try to follow with any staff change over. In the event a staff member is terminated they may be asked to turn in all Wesley KIDS property and leave the premises immediately or work out an allotted amount of time depending on the director's discretion.

It is our goal to have long-term staff with minimal turn over to create a safe and family environment in the preschool, but in the event a staff member leaves we will follow the following procedures the best we can:

-Teacher leaving gives a two week or longer notice:

Once the notice has been given the agency will begin looking for a new staff member to fill the position.

The other staff members in the class will ensure to obtain all pertinent information from the staff member leaving about students, paperwork, location of materials, etc.

Staff members will discuss the change with students and send a note home to families.

When the new staff member is hired, they will spend at least two days with the staff member that is leaving to make sure all adjustments are made as smoothly as possible.

Other support staff will fill in as needed and aid with the students and classroom as needed.

-Teacher leaves without giving a notice:

Once the agency is aware the teacher will no longer be working there, arrangements will be made for another staff member from that class to cover the shifts until a new staff member can be hired and trained. Subs will be used in the event that other regular staff cannot cover all the shifts.

A staff member will discuss the change with students and send a note home to families.

When the new staff member is hired, they will spend at least two days with the staff member that has been covering the class to make sure all adjustments are made as smoothly as possible.

Other support staff will fill in as needed.

Disciplinary Action:

Each situation will be handled per the severity of the incident and may lead to termination.

- Missing work/Tardiness without prior approval
- Inappropriate Behavior, Dress, Supervision
- Unapproved Cell Phone Use
- Breaking Confidentiality
- Inability to maintain a structured classroom, classroom behavior
- Other issues found unreasonable by the director

The form on the next page will be used when disciplinary action is required.

Wesley KIDS Employee Disciplinary Action Form

This form is used to document unacceptable behavior of an employee. Please read thoroughly and sign below.

Employee's Name: _____ Position: _____ Date: _____

Behavior causing concern or placing an unnecessary hardship on other employees:

- Tardiness
- Unapproved Absence
- Unapproved absence without notification
- Attitude/Disrespectful
- Unprofessional Dress
- Following agency rules and regulations
- Safety Issue
- Unfulfilled duties
- Not completing training hours

Severity of occurrence:

First Warning Second Warning Final Warning

Probation for _____ days > second occurrence consequence: _____

Immediate Dismissal as of ___:___ on ___ day of _____, _____

Explanation of unacceptable behavior: _____

As an employee of Wesley KIDS I, _____, agree ___ / disagree ___ with the issuance of this disciplinary action due to _____

Employee's Signature: _____ Date: _____

Director's Signature: _____ Date: _____

Witness's Signature: _____ Date: _____

Reporting Suspected Child Abuse or Neglect:

TN State Law requires that anyone who has knowledge of, or cause to believe, that a child (child being under the age of 18) is being brutalized, abused or neglected, must report their suspicions to the department of human services, police or the juvenile judge having jurisdiction where the child lives. Persons specifically named to report abuse include school officials, doctors, and daycare providers.

If you suspect abuse / question a child's comments / fear a child may be in danger >

Please continue the conversation with the child away from the rest of the class. Do not show emotion or alarm, this will cause the child to seem something may be wrong. Speak calmly and make sure the child has your attention and feels safe in the setting. If the child is explaining a situation of concern and is of an age where they understand the situation is not right, reassure that you hear the child and are going to only talk to other people that will help. Do not reward his/her

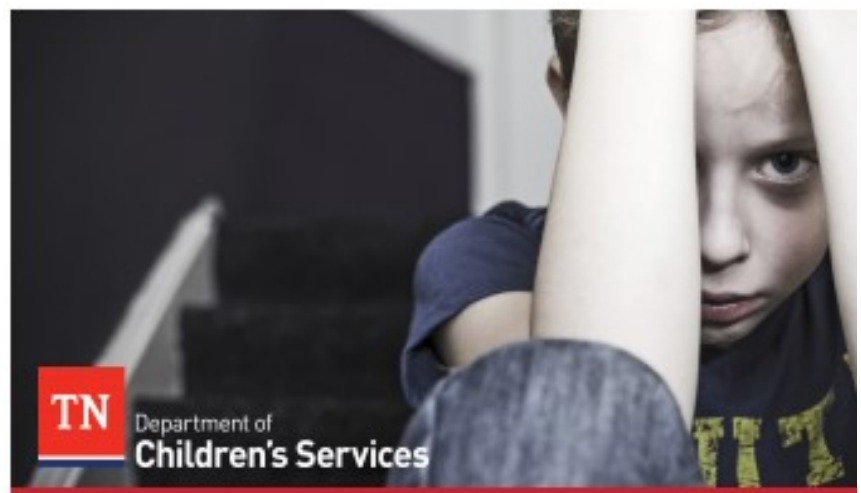
comments or ask various questions to find out more information. After the conversation, take notes in an inconspicuous place of exactly what the child said and/or exactly what you saw. If there are physical bruises or marks, take note of the precise location.

Child Abuse Hotline:

**1-877-237-0004 (public #)
or online at tn.gov**

-or-

**1-855-209-4226 for
emergency situations
of parental/caregiver
abuse**



**Report Suspected Child Abuse &
877-237-0004**

Call 911 if there is a life-threatening emergency

Do You Suspect a Child is Being Abused or Neglected?

The Tennessee Child Abuse Hotline accepts all reports of suspected child abuse and neglect in Tennessee. The Tennessee Child Abuse Hotline is open 365 days a year, 24 hours a day at

Call the Child Abuse Hotline

1-877-237-0004

**Or in non-emergency situations use the online form
<https://apps.tn.gov/carat/>**

- Our trained case managers will guide Hotline callers through a series of questions

Procedure for reporting Child Abuse:

Wesley K.I.D.S. upholds Federal and State laws that mandate the reporting of suspected child abuse or neglect. Child Abuse training is completed by all staff members at the time of hire and annually thereafter.

1. Any staff member who suspects child abuse or neglect will call the Child Abuse Hotline at tn.gov or 1-877-237-0004 to file a report. If you wish to speak with someone about the situation please feel free to contact Christy Bibee (423) 650-1539 or Pastor Ramon.

Lead Child Abuse Coordinator: Christy Bibee Alternate: Krystal Davis

2. You may use the phone in the directors office to file the complaint. There is a file located on the communication board in the preschool hall if needed.

3. When reporting suspected abuse or neglect, the staff person making the call needs to have the child's emergency information sheet in hand to answer questions in a timely manner. This can be found in the class emergency bag or by asking office staff. The staff person making the report will provide a thorough description of the situation, and give the reason why they suspect a possible case of abuse/neglect. If suspected physical abuse is involved the staff person should describe the location, size, shape, and color of the bruise, rash, burn, etc. When using the child's comments/words, staff must quote the child exactly.

4. After filing a report to the Child Abuse Hotline, the staff member can complete the report of Suspected Abuse/Neglect. The staff member will keep a copy to be filed confidentially and forward the original form to the Director (if director is unavailable, person on site in charge) in a time & dated envelope on the day of the occurrence. If the director is not present, contact her about the situation.

****All staff members involved in the reporting of suspected abuse/neglect will hold the information in strictest of confidence. Confidentiality is imperative. The case will not be discussed except with the director and those staff members who are directly involved with the child.**

DCS / Law enforcement visits: If someone from these agencies arrives, direct them to the PIC.

-If DCS or law enforcement officials come to the center to interview a child: make a copy of their identification, have them sign out the sign out / in form, and direct them to the director's or another empty office. Go get the child from his/her room (be cautious in explaining the situation to the classroom staff) and walk them to the visitor. Stay in the proximity of the child. Contact the director of the situation. If the complaint concerns one of the staff members, the PIC on site will remove the teacher from the class and ask them to wait in a designated location until further information has been provided. (Combine classes if needed)

-If the child is removed from the center: the staff will require the DCS worker or law enforcement official to provide the court documentation and make a copy to keep on file along with the individuals photo ID. The official will sign and date Permission to Release Child Abuse/Neglect form (located in the red folder). The staff member will gather the child's things to send with them and ask if the family will be notified before pick up time. The Director must be notified immediately and she, the alternate child abuse coordinator, or the church pastor must be on-site and informed before the child is released.

After all documents have been reviewed and signed, they will be filed by the director, in the director's office, and in an individual file marked for the case and date.

DCS or CPS visit to Wesley K.I.D.S.

As a result of an investigation by DCS a worker may visit a child or a child may be removed from Wesley K.I.D.S. preschool.

-If DCS or law enforcement officials come to the center to interview a child: make a copy of their identification, have them sign out the sign out / in form, and direct them to the nursery across the hall. Go get the child from his/her room (be cautious in explaining the situation to the classroom staff) and walk them to the visitor. Stay in the proximity of the child. Contact the director of the situation. If the complaint is on one of the staff members, the PIC on site will remove the teacher from the class and ask them to wait in a designated location until further information has been provided. (combine classes if needed) When they are finished, if the child seems ok to do so, take the child back to class and complete the sign in portion of the sheet. Attach it with this form and give it to the director.

-DCS or state law enforcement may need to take a child into protective custody without the consent of the parent. In this situation, the PIC will require the DCS worker or law enforcement official to provide the court documentation and make a copy to keep on file along with the individuals department photo ID. The official will sign and date the Permission to Release Child Abuse/Neglect form (located in the red folder). The staff member will gather the child's things to send with them and ask if the family will be notified before pick up time. If not, request an officer, or other official, to remain until the family is notified, if you feel it necessary to protect the environment of the staff and children present. The Director must be notified immediately and she, the alternate child abuse coordinator, or the church pastor MUST be on-site, and informed, before the child is released.

Any appropriate law enforcement officer may request to speak to a child. The PIC will get the student from his/her class, inform the teacher you are taking the student, and sign them in and out on the paper sign in sheet attached. Take the student and the DCS worker to a private room and stand outside or sit in the room, whatever you are comfortable with. When they are finished, take the child back to class and complete the sign out portion of the sheet. Attach it with this form and give it to the director.

DCS or state law enforcement may need to take a child into protective custody without the consent of the parent. If DCS has a reasonable cause to believe that there exists an imminent danger to the child's life or health, they will have a signed court order. Obtain a copy of his/her ID and the order. Have them complete the sign out portion of the sheet attached along with the portion below.

Child's Name: _____ D.O.B: _____

DCS Case Worker: _____ Signature: _____

Law Enforcement Officer: _____ Signature: _____

Teacher Name: _____ Signature: _____

PIC Name: _____ Signature: _____

Date: _____ Time: _____

**** Inform Director Immediately if not on site** **Obtain a copy of all individuals badge or ID****

Director Signature: _____ Date: _____

Sign Out for DCS or CPS from Wesley KIDS

As a result of an investigation by DCS a worker may visit a child or a child may be removed from Wesley K.I.D.S. preschool. Please complete the following Sign Out / Sign In if this situation occurs.

PIC: _____

Date: _____ Time: _____

Child: _____ D.O.B.: _____

Classroom: _____

Teacher at the time: _____

DCS Worker: _____ Agency: _____

- attach a copy of the photo id prior to them visiting with student

Location of Conversation: _____

*** The child will be transferred to "with staff" on Procure for the time they are with the CPS worker or until further action is taken by the police dept to rectify the situation without alerting the family by signing the child out in Procure. ***

Child signed out of class at _____ am / pm on _____ date

Staff Sign: _____ Case Worker Sign: _____

Child returned to class at _____ am / pm on _____ date

Staff Sign: _____ Case Worker Sign: _____

Child released to leave with DCS worker at _____ am / pm

Staff Sig: _____

DCS Sig: _____

- Attach a copy of the photo id and court order prior to releasing student

Signature of Director, Alternate Child Abuse Coordinator, or Wesley Pastor:

_____ date: _____ time: _____

(this individual must be on-site and informed before the child leaves the premises of Wesley)