

Preschool Staff Manual Table of Contents

Mission and Philosophy	7
Mission statement	
1.0 Philosophy and Goals	
1.1 God and Prayer	
1.2 Faith, Devotions and Traditions	8
1.3 Expectations for Students	9
A. Recognize the Value of Honorable Behavior	
B. Treat Staff and Peers with Courtesy	
C. Treat Elders, Peers and Younger Children with Respect	10
2.0 Hiring and Employment Policies and Procedures	10
2.1 Lead Teacher Qualifications	
A. Modeling and Spiritual Example	12
2.2 Code of Conduct	
2.3 Equal Employment Opportunities	13
2.4 Training and Continued Training	
2.5 Performance Evaluations	
2.6 Staff Dress Code, Hair, Nails and Grooming	
2.7 Termination Grounds and Policies	14
A. New Hope Academy's Employment at Will Policy	
B. Progressive Discipline and Employment at Will	
RULES AND REGULATIONS	15
3.0 State Rules and Regulations	
3.1 Ratios and Supervision	
3.2 Important Forms and Documents	
A. Fingerprints, Medical Exam, Employment Paperwork and Website	
<i>Reference for Requirements COMAR</i>	16
B. New Employee Orientation	17
3.3 Emergency Contacts Posted in Center	
3.4 Drop Off and Pick Up Procedures, Aftercare and Late Care Procedures	18
A. Drop Off	
B. Pick-Up	
C. Vehicle and Parking Lot Policy	19
D. Teachers of Optional After School Classes	
E. Late Care Procedures	

3.5 Medication Administration	21
A. Handling, Reporting, and Documenting Incidents	22
Accidents and Injuries	
1. Injuries and First Aid	
a. Minor Injuries	
b. Serious Injuries	
c. Contacting Parents	
d. Contacting Our Licensing Specialist	
2. When Children Should Be Sent Home	23
3. Recess for children Recovering from Illness	
3.6 Child Abuse and Neglect	23
A. Abuse	
B. Neglect	
C. Teachers Suspected of Abuse	24
3.7 Emergency Evacuations Procedures and Plans	
A. Fire Safety	
B. Emergency Evacuations	
1. Tornado	
2. Earthquake	25
3. Power Outage	
4. Flood	
5. Stranded By Snow	
6. Lockdown	26
C. School Invasion Response Procedure Code Red Alert Directives	
D. Emergency Reminders	
3.8 Meals and Snacks	27
A. Healthy Food Choices	
B. Food Sent From Home	
C. Water and Drinks	28
D. Sweets and Chocolate	
E. Serving Food	
F. Snack Policies	
G. Weekly Menu Plan	29
H. Special Diets	
I. Prayer and Appreciation of Food	
J. Policies and Procedures for the Food Preparation	29
K. Birthday Celebrations	31
3.9 Cleaning Procedures	

3.10 Handwashing Procedures	31
3.11 Discipline Policy	32
A. General Approach to Discipline - Purpose	
B. Creating Rules and Setting Expectations	
C. Responding to Behavioral Issues	32
D. Tantrums	33
E. Aggression and Running Away	34
F. Respecting the Child	
G. Electronics Policy	
3.12 Gym Safety - Rules	
3.13 Playground Safety	35
A. Playground Rules	
B. Child Care Weather Watch	36
C. Using the Restroom During Playground Time	
4.0 Center Rules and Regulations	36
4.1 Professional Obligations	
A. Staff Meetings and In-service Attendance Required	
B. In-Service Days: Teacher Training and Report Card Preparation Days	
C. CPR and First Aid Training	37
D. Assessments and Conferences	
E. Sneak a Peek and Back-to-School Night	
F. Open Houses for Prospective Families Policy	38
G. PTO Meetings	
H. PTO Fundraising and Classroom Fundraising	
I. Non-Academic Days	39
J. Performances	
K. Rehearsals for December Performance	
L. Bulletin Boards	40
4.2 Daily Responsibilities in the Classroom	
A. Responsibilities at the beginning of the Day	
B. Responsibility;ities at the End of the Day	
C. Responsibility For the Thermostats	41
4.3 Teacher Responsibilities: Curriculum; Lesson Plans: Materials; Roles	41
A. Spiritual foundation for the Year	
B. The Importance of Play	42
C. Use of Materials and School Grounds	
D. Acquisition of Materials	43

E. Curriculum	
F. Additional Considerations in Lesson Planning	45
G. Responsibilities of the Lead Teacher	
H. Lesson Plans	46
I. Resources for Objectives and Goals for Lesson Planning	47
J. Assessments and Conferences	48
K. Role of the Support Teacher	
L. Plans for Substitutes	49
M. Other Programs	
4.4 Application Process and Entrance Requirements for Students	49
A. Application Process	
B. Placement	50
C. Re-evaluation of Placement	
D. Kindergarten Entrance	51
E. Inclusion Policy	
F. Class size and Makeup	
4.5 Evaluation of a Child's Progress	52
A. Assessments	
B. Report Cards	
C. Student Guidance Meetings and Psycho-Educational Testing for Learning Disabilities	
D. Requirements for Counseling	53
E. Promotion and Retention	
1. Promotion	
2. Retention	
3. Advanced Promotion	
F. Recommendation Forms Requested by Parents for Students to Transfer to Another School	54
4.6 Clothing and Items Brought from Home for Children	
4.7 Field Trips	
A. Permission Slip	
B. Arrange Trip with Field Trip Coordinator	
C. Chaperone Ratios	56
D. Transportation	
E. Attendance on the Field Trip	
F. Inform Speciality Teachers, Office Staff and Med Techs	
4.8 Weather Policy	
A. Determination of Weather Closings	57

4.9 Conflict of Interest with NHA Services	
A. Offering Of Private Tutoring or Classes	
B. Liability	
C. Recruitment of New Hope Students	
4.10 Communications	58
A. With Students - Using Positive Language	
1. Use of the Word Bad/Sad	
2. Making a Good Choice	
3. Respectful Language	
B. With Parents	
C. With Colleagues	59
4.11 Confidentiality	
4.12 Cell Phone Usage and Personal Phone Calls	
4.13 Parent Volunteers and Our Visitation Policy	60
4.14 Work Schedule	
A. Timekeeping Procedures -Time Clock Policy	
B. Teacher Punctuality	61
C. Breaks	62
D. Overtime	63
E. Care for Children of Staff after 3:30	
1. Care for Children While Parent is Working	
2. Aftercare Fee Waived but Snack Fee is Charged	
3. Staff with Their Own Classroom or Office	
5.0 Payroll	64
5.1 Distribution - Payroll Schedule	
A. School- Year (10 month) Salaried Employees	
B. Full Year (52 weeks) Salaried Employees	
C. School Year (10 months) Hourly Employees	65
D. Full Year (52 weeks) Hourly Employees	
5.2 Substitute Pay Schedules and Requirements	66
A. Substitute Workers (Non-Employee)	
B. Regular Staff Working as a Substitute	67
5.3 Definition of Full-time Work	
5.4 Summer Employment	69
5.5 Pay on Inclement Weather and Other Emergency Closing Days	
5.6 Benefits	70
A. Available Benefits	
1. Benefits for Full-Time Employees	
a. Primary Benefit for Full-time School Year	

Employee	
b. Secondary Benefit for Full-Time School Year Employee	
c. Life Insurance Benefit	
d. Costs of Benefits to be paid by Employee	
2. Tuition Benefits for Part-time Employees	71
3. Voluntary Coverage Options	
4. Open Enrollment Period	72
5. Suspension of Benefits upon Termination or Extended Leave	
B. Paid Time Off for Holidays and School Breaks	73
C. Annual Leave	74
1. Personal (Flexible Leave) Days	
2. Pre-approval of Planned Leave Days	75
3. Unplanned Emergency Leave Days	
4. Emergency Leave During the School Day	76
5. Jury Duty	
6. Responsibilities Regarding finding a Substitute	
D. Family/Medical Leave of Absence	77
1. Continuing to Work	
2. Ability to work	
3. Evaluating Ability to Fulfill Job Responsibilities	78
4. Family and Medical Leave/Maternity Leave	
Appendixes	79
I. Lesson Planning	
Creative Curriculum - Goals and Objectives at a Glance	
Maryland's Guide to Early Childhood Pedagogy	81
II. Late Fee Schedule	84
III. How to Address a Concern	
IV. New Hope Leave Donation Program	87
V. COVID 19 Policies	91

New Hope Academy Preschool Staff Manuel 2021-2022

Mission and Philosophy

New Hope Academy Mission Statement

New Hope Academy is dedicated to academic excellence and character education. It supports parents to raise moral children, and promote intercultural harmony. Founded on principles universal to people of all faith, New Hope recognizes that belief in the Parenthood of God leads to the brotherhood of humanity.

1.0 Philosophy and Goals

New Hope Academy welcomes children of all faiths, cultures and ethnic backgrounds. We honor each child's language, cultural background, creativity, differing abilities and innate desire to learn by using innovative curriculum and best educational practices. We believe that a complete education addresses the whole person: body, mind, and spirit. We support the physical and cognitive development of each child and also nurture their belief in God, prayer, a moral focus and respect for the universal expressions of faith within the school.

We believe that each child is a unique son or daughter of God. Our goal is to create a learning environment that is developmentally appropriate and designed to draw out the potential of each student. Consequently, we try to stimulate their interest and creativity with a balance of child-initiated and teacher-directed activities. We recognize that each child develops at their own rate with their own learning style. Our goal is for children to discover their unique gifts and talents, find where their interests lie, and provide them with the foundation they need for success both academically and socially.

Relationships are the core of every aspect of a person's life. Being able to relate well with others and with one's environment is the basis of a happy, fulfilled, and successful life. Through our daily interactions, we guide children to understand that their actions have meaning and consequences. Our hope is that with these building blocks they become leaders who can have a positive impact on their family and classroom, and later their community, nation, and world.

The New Hope Academy Preschool is connected to New Hope Academy, a co-educational school offering classes from PreK 3 through twelfth grade. Children may at times be grouped in multi-age classes. In the preschool, we have a 1 to 10 teacher/student ratio or less. New Hope Academy is certified by The Maryland State Department of Education, Non-public School Division for Pre-K3-12th grades.

1.1 God and Prayer

New Hope was established by parents who were unhappy with the education their children were receiving in the public school system. One of their main concerns was the exclusion of God in the classrooms as well as from relationships between teachers and students. The hope was that New Hope could be a place in which God's presence could be invited and felt at the center of all relationships.

Based on this founding principle, the administration and staff are encouraged to: begin each day with a prayer for the school and for their students; bring challenging situations to God in prayer, and approach relationships with co-workers prayerfully. Staff is encouraged to say grace before meals and snacks. Prayers are used to open or close the school day, to begin meetings and special events and are offered for safety on field trips. Staff meetings, meetings with the principal, and meetings with parents are begun with prayer. We also ask staff to be open to supporting the prayers of young children in the patterns that would support their families' faith, even if it differs from their own.

Teachers are encouraged to explore and interweave concepts of God in their lessons and also encourage students to recognize their unique value as sons and daughters of God. We encourage teachers to attribute the beauty and wonders of nature to God as the Creator and to introduce ideas of our stewardship of the creation as God's children.

1.2 Faith, Devotions, and Traditions

New Hope Academy was founded by members of the Unification faith but it is not a Unification school in the sectarian sense. Unification doctrines are not taught; in fact, classes in religion are not offered. We believe it is the job of each family, with the support of their church, temple, mosque or other faith community to impart their personal faith to their child. Thus, New Hope is a community of God-loving people of various faiths, with shared values, working to support one another in this effort to raise conscientious loving children connected to their Source.

We celebrate the beauty of people's expression of love for God rather than present a focus on a particular faith or doctrinal point of view. Children may learn about the story of Hanukkah, the meaning of Christmas, the traditions of Ramadan, or the celebration of Children's Day by Unificationists. The family is honored as the "school of love", as is marriage and the ideal of parenthood.

Parents have mentioned that their children occasionally share beliefs that differ from their family's faith, or that sometimes younger students mimic the way their friends at school close their prayers. We encourage parents, as the "First Educators," to see this as an opportunity to share the deeper meaning of their own personal faith and traditions with their children.

Staff and students who have special prayers, restrictions or dietary needs related to the traditions of their faith should make these needs known to the administration or teachers. New Hope will do its best to honor

the requests such as time for prayer or breaking of fasts, or alternative art projects for students whose families do not observe certain holidays.

We recognize that our approach may not be for everyone. Some families may decide that they are not comfortable with their child being exposed to faiths different from their own. One's faith decisions are very personal and should be undertaken thoughtfully. Because New Hope Academy is a school where many faiths are honored, careful consideration should be given to this matter in choosing New Hope for your family.

Because of the school's spiritual origin, the Maryland State Department of Education suggested that we offer a seminar for teachers and parents who are interested in finding out more about Unificationist beliefs. While not offered every year, we do provide this opportunity whenever there is sufficient interest. It is not meant to proselytize but offers an opportunity for information and for questions and answers.

1.3 Expectations for Students

We recognize that it is increasingly challenging to nurture conscientious children in today's world. We feel it is an opportunity and a privilege for the school to support parents in raising their children. We strive to cultivate personal integrity through a character education program that includes themes universal to all faiths, promoting virtues such as kindness, sharing, cooperation, gratitude, truthfulness, and responsibility.

We believe that each child is a unique reflection of God. As they mature in that reflection, children go through a process of growth and development that begins at birth and continues as they begin preschool, school and life. In this process of socialization, there are norms and standards of expected human behavior.

These are to:

A. RECOGNIZE THE VALUE OF HONORABLE BEHAVIOR

- Become a person of integrity with mind and body united because a peaceful world begins with people who are at peace with themselves.
- Tell the truth.

- Respect the rights and property of others.
- Be grateful for the blessing of life and the blessings in one's life.
- Be generous.
- Be conscientious in caring for the world beginning with their own possessions and the classroom.

B. TREAT STAFF AND PEERS WITH COURTESY AND KINDNESS

- Treat others as you wish to be treated.
- Show courtesy: Use please instead of giving commands; say excuse me instead of shoving, say thank you when helped
- Show kindness toward peers and have a helping attitude towards younger children. We want children to recognize their value and responsibility in relation to others, both older and younger. This helps children to understand their individual value as well as their value as a member of a whole.
- Students will be encouraged to relate to each other as brothers and sisters under God and to purely love all people. The staff will discourage small children from imitating adult behavior and identifying friends as girlfriends or boyfriends.
- We discourage physical aggressiveness and encourage peaceful ways of solving conflicts.

C. TREAT PARENTS AND TEACHERS WITH RESPECT

- Teachers should be seen as extensions of parents in their educational role.
- Children learn filial piety in response to understanding their parent's and teachers' hearts: "My parents and teachers love me, they want me to grow and they want the best for me." This is the process of children ultimately learning filial piety toward God as their Parent.
- Children need to be ready to learn with an attitude of respectful listening and cooperation toward the teacher and with their friends.

2.0 Hiring and Employment Policies and Procedures

2.1. Lead Teacher Qualifications

New Hope Academy is certified by the Maryland State Department of Education for Pre-K through twelfth grade. Teachers are required to have a minimum of a Bachelor's degree or 120 credit hours. Hiring preference may be given to those who have a degree in Early Childhood Education or Elementary Education, and those with relevant teaching experience or an advanced degree. Profiles for lead staff can be found on the Faculty page at www.newhopeacademy.org.

Although our teachers may come from different spiritual backgrounds, we value individuals that have an active and vibrant life of faith. Our attitude, as a whole, is that our school is a sacred place where children learn and play. We believe that God is very much a part of our school and is at the center of our relationships and inspiring our teaching. This especially comes through in our character education, which in the preschool, is done within our "family meetings", story times, songs, prayers and interactions with each other.

Our preschool teachers are selected not only for their experience and academic background but also for their perceptiveness to the unique dispositions and needs of preschool children. Preschoolers still have a sense of wonder as they look at their world and a curiosity that drives them to connect hands-on experiences to concepts. While we have curriculums to follow and a schedule to give structure to the day, we believe that adults who listen to and engage children in conversation guide children to feel valued as well as to feel comfortable and loved so they can be free to explore and learn. The State of Maryland has adopted CLASS as a way of evaluating the quality of preschool programs. In their analysis, it is the quality of conversations that take place between adults and children that differentiates between high and low-quality programs.

We often describe ourselves as a play program. We do very little paper and pencil work in the classroom but rather focus on hands-on activities. We have an abundance of building and engineering materials, sensory materials, props for imaginative play, hands-on science and math materials and books. Artwork in the 3-4-year-old classroom is quite structured while children are learning to use the tools: crayons, paints, scissors, glue, etc. In the 4-5-year-old room, there is greater freedom to be creative and focus on the process as opposed to the product. While teachers may prepare materials or demonstrate some activities, we do not want the children's work to look the same. In fact, we choose to celebrate the differences and applaud their unique creations. We have chosen not to have homework for children in preschool.

At New Hope, because of our campus, we have unique opportunities for creating a “nature” program that makes use of the gardens, the woods around the school, and the paths through the woods to the playground and sports fields. Our outdoor time is not just a time for large motor development, but can also be a precious time to notice seasonal changes and explore the wonders of the world God created for us. Just as we value the curiosity of children, we also appreciate the inquisitive teacher who can continue to learn about the insects and critters in our woods, garden, and playground and have the ability to acknowledge those as “teachable moments”. If we demonstrate fear or repulsion toward bugs and worms, then that’s what the children will learn. We don’t have to be entomologists, but we do have to be open and strive to embrace curiosity.

Teachers at New Hope must be well grounded in developmental milestones with appropriate expectations for the children in the program. It’s easy for teachers and parents to focus on their PreK child’s ability to read or write. However, self-regulation and social-emotional development are the more important skills to have in preparing to enter Kindergarten. Therefore a teacher must be able to meet all the children where they are developmentally and communicate with parents in such a way as to help them understand how their own child is developing. It may be an “ego boost” for parents and teachers having their child or children be successful (Ex.- All the children in my class are able to read, My child is so advanced because she can count to 100, etc.) but a teacher must be able to have and communicate appropriate goals. Teachers must recognize the fact that not all children learn at the same pace.

At New Hope, we are focused on an attitude of growth not just for the children but for the teachers as well. Teaching is challenging because we are constantly being asked to grow to meet the needs of the children we are given each year. We are often faced with children who do not respond to our approaches and we can’t simply say that it is the child’s problem. The issue is to understand how to revise my own behavior to effect change in the children’s behavior. We can’t change anyone else. We can only work on ourselves, but by doing that, we can help the children to possibly grow. When faced with a particularly difficult child, we can reflect, “What am I supposed to learn from this situation?” or “This child is for me. What is this child teaching me about myself?” When this perspective is our starting point, we believe that we can be used by God to help not just a child, but often a home situation, and ultimately our own spiritual growth.

A. Modeling and Spiritual Example

Teachers and staff are in a position to be a model for the students in their behavior and standards. In addition to being academically qualified to teach, teachers will be considered on the content of their character and their personal warmth and

sincere love and respect for children. Just as we encourage the social-emotional development of the children in our care, we also value the social-emotional health of our teachers. We would encourage polite respectful language that honors the children and their families and our coworkers.

Because the concept of God is abstract to a young child, our belief is that he/she comes to know the parental heart of God through loving relationships with parents and other adults in guiding roles. From this belief, we see the role of the teacher as one of connecting the child to God. Therefore the teacher's personal relationship with God and his/her ability to project God's love to the child is paramount.

2.2 Code of Conduct

In order to stand as role models to the students, all staff should abide by the same moral principles expected of the students and conduct themselves accordingly. We need to be examples of personal integrity, truthfulness, appreciation of those different from ourselves, communicating and interacting with our peers in respectful ways and setting standards of appropriate behavior.

Teachers must not engage in the use of illegal drugs, or the abuse of alcohol. It is highly recommended that teachers not smoke, and smoking is prohibited at school events and on school grounds. These activities may be grounds for dismissal, especially when such behavior is evidenced by showing up for work under the influence of drugs or alcohol.

2.3. Equal Employment Opportunities

New Hope Academy is an equal opportunity employer that is committed to diversity and inclusion in the workplace. We do not discriminate based on race, color, age, sex, religion, sexual orientation, national origin, or any other applicable characteristic prohibited by law. New Hope makes hiring, promotion and discharging decisions based solely on qualifications, merit, performance, competence and business needs at the time.

2.4 Training and Continued Training

All teachers and assistant teachers are required to do 12 hours of continued educational training (CEUs) each academic year to maintain our preschool license. All aides are required to do 6 hours of training each year. Some of this training may be done during the teacher set-up period in August and later in the year during the In-service days. At one time these trainings were paid for with a state grant but after COVID19 those grants have been harder to access.

We encourage all teachers to go through the Maryland State Credentialing

program which allows them up to \$400 per year to pay for training as well as gives staff bonuses to teachers. Since COVID19, many trainings can be done virtually through different online training organizations. There is a list of approved organizations on the Child Care Administration site. Once you get to the organization's site, be sure to check which courses have been approved for Maryland.

We would also strongly encourage aides to take the 90-hour courses and now the CDA courses that will qualify them to be assistant teachers.

2.5 Performance Evaluations

Yearly performance evaluations will be done by the preschool Director and/or the principal. The forms and schedules for evaluations are given out during the teacher training in August. The evaluations are to be made annually with a follow-up meeting with the evaluator and the teacher to go through the evaluation and create a plan for improvement. If concerns arise about a teacher's performance, evaluations can be done at any time to identify and solve the concerns.

2.6 STAFF DRESS CODE, HAIR, NAILS AND GROOMING

These guidelines apply to all teachers and staff, including office, and aftercare.

- Clothing should be suitable for working with small children. It should be comfortable and modest. It should allow the teacher to get up and down easily and be appropriate for both indoor and outdoor activities. Khakis, jeans, t-shirts, blouses and sweaters are recommended.
- Staff is expected to maintain a clean and neat appearance.
- Shoes should be comfortable enough to allow staff to traverse the playgrounds easily. Tennis shoes with rubber soles are recommended. Mules and high heels are not appropriate because they would not allow for quick movement to help a child in a difficult situation or the ability to go up and down the hills on the way to the neighborhood playground by the police station.

The following items are not appropriate:

- Revealing clothing that exposes parts of the body, spaghetti straps, halter tops and muscle shirts, low necklines, very short skirts or shorts (more than 4" above the knee), bare midriffs, and jeans with holes.
- Sweat pants and exercise gear.
- T-shirts may be worn but must have an appropriate message.
- Excessive baggy clothing or clothing that reveals a person's underwear is inappropriate.
- Excessive facial piercings and overly long fingernails.
- Hair that hangs over the eyes or covers the face

Sports coaches and dance instructors should wear modest clothing appropriate for the type of activities they will be conducting.

2.7 Termination Grounds & Policies

A. New Hope's Employment at Will Policy

New Hope Educational Institute (d.b.a. New Hope Academy) does not offer tenured or guaranteed employment. Either New Hope or the employee can terminate the employment relationship at any time, with or without cause, with or without notice. This is called Employment At Will. This employment at-will relationship exists regardless of any other written statements or policies contained in this Handbook or any other New Hope documents or any verbal statement to the contrary.

B. Progressive Discipline and Employment at Will

While New Hope may elect to follow its progressive discipline procedure, the company is in no way obligated to do so. Using progressive discipline is at the sole discretion of the company in an employment-at-will workplace.

Rules and Regulations

3.0 State Rules and Regulations

3.1 Ratios and Supervision

In the preschool, we have a one to ten teacher/student ratio. Our rooms are licensed to accommodate up to 20 children so we have a head and an assistant teacher or aide in each classroom. In the 3-4-year-old classroom, we try to limit the class size to 17 or 18 because of the supervision needs and training that takes place at that level.

Under no circumstances should children be left unattended. The ratio of 1 to 10 should be maintained in the classroom and on the playground. Photocopying and personal telephone calls should be conducted outside of classroom time. During nap time the ratio should be maintained until all the children are resting quietly. Then one teacher or aide should remain in the classroom and the other staff member, after speaking with the teacher remaining, may leave the room but stay on the premises and within hearing distance. (This means the preschool teacher on break should remain in the upper hall of the preschool wing.)

Assistant teachers and aides should not be left alone with children for extended periods of time. Staff may only leave the school grounds when they are no longer responsible for supervising children.

3.2 Important Forms and Documents

A. Fingerprints, Medical Exam, Employment Paperwork and Website

All new hires must fulfill the following requirements to be able to work in child care:

- All new hires must be fingerprinted at their own expense by an authorized provider using electronic scanning technology, as instructed during the hiring process. (Maryland residents in MD, residents of DC in DC, residents of another state within that jurisdiction)
- All new hires must have their doctor fill out the medical form provided by the Childcare Administration. This must be updated every 5 years.
- All new hires must take the Basic Health and Safety training within 90 days of hire. A second Health and Safety Course about COVID19 is also required. These can be taken online and are free

In addition:

To qualify to begin work at New Hope Academy as a head teacher the new hire must:

- Fulfill our New Hope Academy requirement of a 4-year degree, preferably in education or child care related
- Have completed the 3 clock hours approved training complying with the Americans with Disabilities Act (ADA)

To qualify to begin work as an assistant teacher the new hire must

- Be 19 years old or older
- Have a high school diploma, a certificate of HS equivalence, or courses for credit at an accredited college or university
- Have successfully completed 6 semester hours or 90 clock hours or their equivalent of approved preservice training or hold a Child Development Associate Credential (CDA)
- Have completed the 3 hours of approved training complying with the Americans with Disabilities Act (ADA)
- Have completed the 9 clock hours of approved training in communicating with staff, parents and the public or at least one college course for credit
- Have one year of experience working with preschoolers in a licensed

center or similar setting or have experience and college that are the equivalent of a year

To qualify to begin work as an aide the new hire must

- Be 16 years old or older
- Must work under the direct supervision of a staff person in charge of a group of children

All teachers who have been qualified before July 1, 2008, as child care teachers and have been continuously employed since that time at the same or a different preschool center will have met the requirements of this regulation.

Reference for requirements - COMAR 13A.16.06 Staff Requirements (.9 and .12)

All new hires will fill out

- The required paperwork for payroll.
- Paperwork indicating that the Criminal Background Check has been submitted must have been given to the office
- The medical report, or at least the name of the physician and the time and date of the appointment to have the medical report completed.
- Must submit a biography for the NHA website
- All new hires must submit a list of contacts who can be called in case of an emergency.

Failure to provide needed documents will result in a delay in being paid and may require waiting for payment until the next payroll cycle. Ongoing failure to provide needed documents will be grounds for dismissal.

B. New Employee Orientation

On or before the assignment all new staff must complete a mandatory orientation session with the Principal and receive the following information in writing. Upon completion, they will complete a verification form and submit this to Accounting. The orientation will include:

- The location of telephones and emergency telephone numbers
- The location of each child's emergency form
- Emergency evacuation procedures
- The identity of the Med Techs (medical technicians) and staff trained in CPR and First Aid
- Modified Diet Information, if applicable.

- Authorized child release procedures.
- Handwashing procedures
- The Center's child discipline policy
- Supervision appropriate to age and activity.
- The requirements and procedures for reporting suspected child abuse and neglect according to Family Law Article §§5-704---5-705, Annotated Code of Maryland
- Signs and systems of child abuse and neglect in children
- The contents of the most current regulations in this subtitle
- The community resources available to the family of a child who may have special needs

3.3 Emergency Contacts Posted in Center

Emergency phone numbers are kept by each of the phones in the preschool classroom.

- 911 emergency number to summon fire, police and rescue services
- Center's name, address and phone number
- The phone number for the protective services unit of the local department of social services
- Phone number of the poison control center
- Name and phone number of the local health dept. (If there is a medical concern, the staff member should inform the office and request the school nurse contact them as soon as possible)
- The phone number for the Office of Child Care - (Ms Epps - our licensing specialist)

3.4 Drop Off and Pick Up Procedures, Aftercare and Late Charges

A. Drop-off

- The Early Care program is scheduled to begin at 7:15 am. At this time the children can come into the school and be walked to their room and signed in. The front door will remain locked until that time. No child may be dropped off in the parking lot or across the street, or may walk unescorted in the parking lot.
- All preschool children must be escorted to their classrooms and **signed in by an adult** or a sibling 13 years of age or older.
- If the children are in another classroom, outside on the preschool playground, in the martial arts studio or in the gym, a sign to that effect must be posted by the sign-in sheet that will tell the parent where the children are. Parent must bring

their child to the posted location. We ask the parent to make eye contact with the teacher so the teacher can note that their child is present.

B. Pick-up

- Preschool children may only be picked up by those persons designated on the Pick-Up Permission Form. Children will not be released to anyone who is suspected to be impaired by alcohol or drug use. If the staff on duty is unfamiliar with the person picking up the child, please ask to see an ID and verify they are on the pick-up permission form..
- Do not release children to anyone whose name is not on the pick-up permission list. Sometimes a child may know the person, but custody disputes or other problems may mean the person is not allowed contact with the child.
- If the child is on the playground, the adult picking up the child must communicate to the responsible teacher as well as sign the child out. All children must be signed out before being taken from the preschool, even if they will return later in the day.
- The school day ends at 3:30 pm for Preschool. Children dismissed at 3:30 pm and not picked up by 3:45 must be signed into the aftercare by the staff member responsible.
- Some students may be enrolled in aftercare only for certain days, so the teacher should pay special attention to these children's schedules.
- All students who have not been picked up should be brought to the front door by 5:50 p.m. Please prepare a written list of the children's names for the late care person. STILL THE SAME?
- Children of staff members should not be allowed to go to their parent's office/classroom while that staff member is still working or responsible for other children, unless that parent has made specific written arrangements with the administration.

C. Vehicle and Parking Lot Policy

Drivers must obey the directional flow signs in the parking lot. There is a designated drop-off zone in front of the school stairs. **No driver may park their car in the drop-off zone. The drop-off zone is solely for parents dropping off older students** who do not need to be escorted and signed in.

1. The speed limit on school property is 10 mph
2. **No parking in the fire lanes (area with diagonal stripes below front steps)**
3. Children must be properly secured in vehicles. Children under 40 pounds must be in a car seat rated for their weight. Children over 40 pounds must be in an approved booster seat.

4. No children under the age of 8 years may be left alone in a vehicle.

We ask that teachers park to the sides or in the second or third rows in the parking lot. Please leave the slots in the front row for parents who need to park and bring their children into the school.

D. Teachers of Optional After School Classes

Children who are remaining late for optional classes such as dance, music lessons, martial arts, tutoring, etc. must either be supervised by parents or enrolled in the aftercare program. Teachers of these classes must pick up and sign out their students from the supervising aftercare teachers and return and sign in their students to the care of these teachers when the specialty classes are over. When parents fail to pick up children who are not normally in aftercare, these children should be turned over to the supervising aftercare teacher, and the family will be charged. HAS THIS POLICY BEEN CHANGED FOR THE SPORTS PROGRAMS

- E. Late Care Procedures - still the same as pre COVID ???

DESIGNATED LATE CARE PERSON: READ CAREFULLY & THOROUGHLY

- The children who have not been picked up will be brought to the front door by 5:55.
- The office will put together a book with all the emergency forms of the children enrolled from preschool to 8th grade. The emergency Information form will contain the phone numbers of the parents and all the individuals that are allowed to pick up the children.
- If the form for a new student is not in the book, the form can be found in the large 3-ring binders kept behind the main desk in the main office.
- If parents don't arrive by 6:15, begin calling all the emergency phone numbers beginning with the cell, home, and work numbers of the parents.
- If you are unable to reach the parents by 6:30, call the emergency pick-up people listed at the bottom of the Emergency Form. Tell them the child has not been picked up and they are on the list to be called in such an emergency. Let them know they will need to arrange to come and pick up the child immediately. Often these people may have additional ways of contacting the parents and will do so in such a case. If they say they will leave immediately to come to pick up the child, ask if they will have a cell phone with them that you can use that to re-contact them in case the parent arrives while they are en route to pick up the child. If so, write that number on the emergency form.

- If you are unable to reach anyone by 7:00 contact Joy Morrow at home at 301 352-4167 or by cell at 301 325-2792. If she is unavailable, call Mary Oben at 240 475-7108. WII NEED TO CHANGE
- If you leave messages for parents or contacts to call you back, leave your cell phone number. Office phones rollover automatically to a message machine after 6:00 p.m. and thus you would not be able to receive incoming calls on main school lines
- Parents who do not pay the late pickup fees should be informed that these fees will be doubled if the office does not receive payment by the next day.
- A 5 minute grace period was instituted so that if a parent comes at 6:03 for example we simply send the child out to meet their parent. At 6:05 we charge them the rate that is due at that time.
- We only do a single late charge if a family has multiple children.
- Parents who are repeatedly late should be charged at a higher rate after the third time they are late in any given 10-week quarter. (See: APPENDIX LATE FEES)
- Only the designated late care person can be paid for supervising the late pickup of children picked up after 6 p.m.
- The Late pick-up position is paid at the rate of \$20 per hour, prorated for the actual minutes you had to stay late.
- If you are the person handling late pickup, you must do the following in order to be paid for this time.
 1. Write on the Exception Report that you were doing late pick-up.
 2. Make every effort to collect the money from the parents who pick up late and turn this money in by putting it in the wooden payment box in the hallway. You should identify the name(s) of the parents who paid, what time the child(ren) was picked up and how much was paid.
 3. If parents refuse to pay or are unable to pay (don't have proper change), you should provide them with a form showing what time their child(ren) was picked up and how much they owe. Place a copy of this form in the wooden payment box so that the accounting office can collect the debt.
- Forms for the parents for late pickup and for conveying late pickup information to the office should be kept on the late pickup clipboard. Ask the office if you need more forms. They are usually kept in the mailbox of the late care person
- If the late care is filled on a rotating basis, the preschool usually takes 2 of the days, while the older children's after-care teachers take the other 3 days.
- If a teacher has done early care at 7:15, we do not usually ask them to do the aftercare. The director will be making the schedules but teachers should understand that if they do not have an early care shift, they will need to do a late care assignment.
- The Late Fee schedule is in the Appendix at the end of this document.

3.5 Medication Administration

At New Hope, we have a school nurse who is responsible for the training and supervision of medical technicians (Med Techs) in the school who are responsible for the day-to-day health and care of the students. The technicians take First Aid and CPR courses and communicate with the school nurse about any situations beyond the scope of their training. They are the ones to give medications and treatments as well as evaluate and treat the cuts, bumps and bruises that inevitably happen to children. There are sufficient Med. Techs in the school to cover the school hours and the various areas of the school. The school administrators are usually all Med Techs, but at the beginning of each year, it is important for all staff to know who is qualified and to whom they would take a medical situation.

A Medication Form, available in the wall slots near the main office, must be filled out and signed by a parent or legal guardian, and their doctor, before the school nurse or medical technician can administer any over-the-counter or prescription medication. The medication must have the child's name on the pharmacy label and the dosage indicated by the parents must comply with that recommended by the physician. No one other than the school nurse or Medical Technician is authorized to administer medication. If a parent comes to you and asks you to give their child any medication, instruct them to go to the office where they will be instructed as to what they must do.

New Hope reserves the right to deny admission to, or terminate care of children who require specialized medical procedures deemed by the administration as being more than the school can take responsibility for.

If a child uses a common over-the-counter medication regularly the parent will need to send that medication with the child's name on it, to be kept in the office. A medication form completed and signed by the child's physician, listing a medication, dosage, etc. must accompany it. No over-the-counter medications (OTC) including Tylenol, Midol, cough syrup, etc. can be administered without a written directive from the physician. It is highly recommended that before the child begins school that such a form, covering general OTC medications be completed by the child's physician and kept on file for unforeseen needs.

Sunscreen and Insect repellent supplied by the parents can be applied without prior approval of a licensed health practitioner. Parents should label the container and it must be placed in a location that can not be reached by the children.

Sunscreen Policy

On hot sunny days or swim days, we encourage parents to put sunscreen on their children at home.

- Teachers are allowed to apply, or help children apply, sunscreen and insect repellent. Each administration will be noted in the child's record.
- Parents must provide sunscreen in its original container and clearly label the sunscreen with the student's name. Parents are responsible for replenishing their child's sunscreen supply and making sure the sunscreen is not expired.
- Sunscreen will be stored on a high shelf, accessible to teachers, but inaccessible to children.
- Sunscreen should be applied according to instructions on the label; typically applied 20 minutes before sun exposure.
- The sunscreen will be applied to skin not covered by swimsuits or clothing.
- Parents are asked to provide written instruction to teachers for their child's individual needs.

A. Handling, Reporting, and Documenting Incidents, Accidents and Injuries

1. Injuries and First Aid

a. Head Injuries

Any injury to the face, teeth, head, neck or spine must be taken to the office for evaluation and treatment. Parents must absolutely be called to inform them of the injury.

b. Minor Injuries

In the case of minor scrapes, one teacher and other students may accompany the injured child to the Medical Technician on duty, who will administer first aid.

c. Serious Injuries

In the case of a serious injury, the staff member should contact the Main office immediately. Other children should not be left alone if a teacher needs to bring the student to the office. Let the office know if 911 should be called. If there is serious head trauma, massive bleeding, possible spinal injuries or compound fractures (broken bones exposed through the flesh), 911 should be called and the child should NOT be moved.

Those staff with Med Tech or basic first aid training should be consulted. Incident reports must be filed with the Main Office.

d. Contacting Parents

If 911 is called, parents must be notified immediately. For cuts that may require stitches, possible broken bones, sprains, chipped teeth, any head, face or back injuries, or other injuries deemed serious, the parents will be called immediately and advised to transport their child to the doctor or emergency room. For parents who are unable to do so, staff will arrange transportation and meet the parents there. The emergency medical

form must be taken to the hospital by the staff member.

e. Contacting Our Licensing Specialist

If an injury occurs while the child is in the center or on a field trip that is serious enough to be treated by a medical professional or admitted to a hospital, a call with that information must be made to our licensing specialist.

2. When Children Should Be Sent Home

A child with diarrhea, conjunctivitis, a severe cold, head lice, fever, rashes, vomiting, or signs of contagious disease will be sent home by the Med Tech on duty. Send these children to the Office with their backpacks and any other items to go home. Children with other complaints of feeling ill, headache, etc. should be sent to the Med Tech on duty, who will assess whether or not they will go home. Any children with a fever, vomiting or diarrhea will not be readmitted to class until they are free of these symptoms for 24 hours without any fever-reducing or other medications. Staff should confirm that the child was symptom-free when they return to care. A child sent home from school with any of these symptoms should not be returning to school the next day. A child who has a fever in the morning should not be given medication and sent to school.

3. Recess for Children Recovering from Illness

If a child is well enough to come to school, he or she will be expected to play outside during recess. Please remind parents of this policy. Under special circumstances approved by the administration, children in grades K-12 may be sent to the office for supervision during recess.

3.6 Child Abuse and Neglect

A. Abuse

Maryland law defines child abuse as any "physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of a malicious act or acts by any parent, adopted parent, or another person who has the permanent or temporary care or custody or responsibility for supervision of a minor child and any sexual abuse of a child, whether physical injuries are sustained or not." The law provides that when an educator, social worker, health practitioner, or law enforcement officer "believes or has reason to believe" that a child has been abused, he or she must report that information either to the local department of social services or to the local police.

Teachers suspecting child abuse should inform the Administrator about the

problem.

B. Neglect

Maryland law defines a neglected child as a child who "has suffered or is suffering significant physical or mental harm or injury as a result of conditions created by the absence of his parents, guardians, or custodian, or by the failure of that person to give proper care and attention to the child and his problem. Teachers suspecting child neglect should inform the Administrator immediately about the problem.

C. Teachers Suspected of abuse

Any teacher or staff member suspected of abuse will be suspended until an investigation is completed. If the allegations prove to be true, that shall be grounds for immediate dismissal.

3.7. Emergency Evacuation Procedures and Plans

A. Fire Safety

A map of the fire exit route will be posted in every room so that all staff are aware of the route their class is to use. When the alarm is sounded the head teacher should line up the children by the door closest to the exterior exit that they are to use and walk the class outside. The assistant teacher or aide should do a quick scan of the room, the cubby area and the bathrooms on the way out to make sure no child is left behind. The assistant should bring the attendance sheet that will show who is at school that day. When outside the teachers should gather the children away from the building, count the children and make sure they have everyone they are responsible for.

These guidelines will be followed regardless if it is a false alarm, a scheduled drill or an actual emergency. No one may re-enter until cleared by the administration. Fire drills will be conducted monthly.

At the beginning of the school year, we start training the children for the fire drills explaining that the loud noise will tell us when to leave the building and keep us safe. We take the children out to the parking lot and teach them where we will gather. Usually, the 3-4-year-old class will sit on the curb of the first parking lot island near the woods and the 4-5-year-old class will sit on the second island curb.

B. Emergency Evacuations

1. Tornado

- Proceed to the lower hall where the art and dance studio is located.

- Close doors to the stairwell and gym.
- Teachers should bring the class roster and make sure all the children are accounted for.
- Children should sit on the floor and older students can volunteer to sit with the younger children with the teacher's permission.
- Teachers should bring a few books to read aloud for calming.
- In the event of any actual tornado, everyone should hold onto each other as the wind picks up with older stronger individuals holding onto younger children.
- After the danger is passed, if the building has sustained serious damage, everyone should exit the building through the nearest, safest exterior exit, gather in the front parking lot and again take the role.

2. Earthquake

- Evacuate with the class roster as you would for a fire drill.
- Move away from the building as soon as you exit.
- Stay away from poles, trees, and buildings that could fall.
- If the exit is blocked or exiting the building is not possible, drop to the floor and crawl under the tables for protection.
- Exit the building as soon as the shaking ceases.
- Teachers should practice with and drill students: sit, tuck head, place hands over the back of the neck.

3. Power Outage

- Shelter in place in the classroom.
- Conduct activities as usual, or if there is not ample natural light move to an empty room with larger windows.
- The administration will determine if the school must be dismissed early, and if so, parents will be contacted via a "voice blast" called in by cell phone.

4. Flood

- New Hope is atop the highest hill in the area, far above the floodplain, so in the event of flooding, we would shelter in place until parents arrive to pick up students.
- If there was a power outage and the sump pumps failed, students in the lower level front wing could move to classroom space upstairs.

5. Stranded by Snow

- In the event of a serious snow storm and parents are stranded and not able to reach the school, students may be sent home with other families or staff who are on the child's Pick Up Permission Form.

- If in some manner anyone is stranded at the school, they would shelter in place.
- There is always ample food designated for the cooking class, snack program, blankets in the Pre-K designated for nap time, etc... to make the experience reasonably comfortable. (Keys: kitchen, snack closet, boiler room in office closet)

6. Lockdown

- In the event of danger in the neighborhood, the school will go on lockdown which means that all outdoor recess, outdoor PE, or moving children outside the building for any reason will be suspended until further notice.
- All exterior doors and all ground floor windows will be locked.
- Front door access is closely monitored through the office camera system.
- Internal movement between classes is OK.

C. **School Invasion Response Procedure**

In the event of a perceived threat of violence to the children and staff at NHA a **Code Red Alert** will be issued.

In an emerging crisis situation, each person must use their best judgment to ascertain what choices will provide the greatest amount of protection for the children and themselves. Therefore in the event of a school invasion, those classes furthest from the unfolding violence may best be served by evacuating the building immediately and removing the children as far from the building as possible. If reassembly away from the building is required the Landover Hills Town Hall/Police Station on Taylor St. is the destination, which can be reached by the path through the woods or along the town streets.

However, for those classes where evacuation is not an option, the following directives should act as a guide.

Code Red Alert Directives

- **Call 911** and report the school invasion to the police
- Office announces Red Alert over the intercom (dial 60)
- The building goes into lockdown
- All classroom doors into hallways should be locked
- Teachers will sequester children in their classrooms locking all interior doors, and turning off lights. If possible keep cell phones with you.
- Everyone should stay away from the windows and hall doors

- In rooms that have a closet or bathroom in the classroom, as many students and staff as possible should go into the closet or bathroom and lock those doors too.
- Reassure the students, keeping them calm and quiet; pray or speak very soothingly
- Do not come out until the crisis has been resolved.
- The principal or police will announce over the intercom "ALL CLEAR" to end the crisis

D. Emergency Reminders

In case of a chemical or dirty bomb, where parents could bring contamination into the school: the 7th-grade class would move to Multi-Purpose Room; the 7th-grade classroom would be used as an airlock to release children to their parents without the parents being allowed in the building; monitoring via front door camera & intercom system.

- Keys to the kitchen, snack closet #3, & boiler room kept in the office closet for shelter-in-place supplies
- Flashlights are kept in Joy's file cabinet, bottom drawer; extra batteries are in the main office desk drawer

3.8 Meals and Snacks

A. Healthy Food Choices

An important aspect of child development is to learn to make healthy food choices. That of course begins in the child's home but our school can support good choices by offering healthy food options in our classroom snacks and by supporting the good food choices that the parents make for the children's lunches. We can also intentionally teach about healthy and unhealthy food choices, explore the many fruits and vegetables that are available, sample and compare different foods and together as a class prepare foods to share within the class and with parents as they arrive at the end of the day.

B. Food Sent from Home

We ask the parents to send their child's lunch while we provide a healthy morning and afternoon snack. The lunch box should be labeled with the child's name and preferably on the bottom or inside so the child's name is not visible. (A stranger could see a child's name, and in using it, gain the trust of a preschooler, which would be a safety issue.) Parents are asked to use an ice pack to keep food cold. Any food that needs to be warmed up in the microwave should be labeled and placed in a basket marked "Warm-up Food". This basket should be placed in the refrigerator in the hall after most of the children have arrived. Markers and masking tape are placed next to the microwave for parents to use for labeling. We ask the parents to not send

microwavable meals that require more than 1 minute heating time. These should be cooked at home and we will reheat at lunchtime.

We encourage parents to send leftovers and healthy homemade food. We discourage commercial lunches that often have high fat and salt content as well as low fiber. On Sneak -a -Peek night, before school begins, we share an article explaining the benefits of a healthy lunch (PBJ, banana, carrots and milk) with a *Lunchable*, as an example of a commercially sold option. The vitamin and mineral contents are different but the fat, sodium and fiber differences are pronounced in favor of the home made lunch. We also send home a long list of healthy finger food options to take the place of chips and sweets. We explain that we will cut up any apples or other fresh fruit that is sent to make it easier for the child to eat.

We ask the children to eat their main dish (we call it their growing food) and any fruits, vegetables, yogurts or cheese at lunchtime. After finishing these foods, they may have other options such as chips, crackers etc. We try to send home any uneaten food so parents can see what their child is eating or not eating, with a note informing why the child did not eat it if they will tell us. We also have on hand sufficient nutritious food that can be provided for children who do not have food supplied by the parent.

C. Water and Drinks

The children can drink filtered water from their water bottles with their lunches as well as milk provided by the school. State regulations require the milk to be 1% fat or nonfat. If a child needs milk of a different type, we ask the parents to bring it in a container clearly labeled with their child's name. No drink with added sugar or caffeine can be provided by the school. Juice is 100% and not served more than once a day. Drinking water is encouraged and is part of our Brain Gym program.

D. Sweets and Chocolate

We discourage sweet drinks and foods, but if they are sent, they are to be saved until after naptime. Any sticky foods such as fruit gummies or roll-ups that can stick to one's teeth are saved until after naptime. We do not allow candy, gum, or chocolate (milk, pudding, cookies, etc.) at school. We send it back home with a note about the food policy. We strongly discourage any bright red or blue juices that contain food dyes. Excessive sweets and dyes can promote hyperactive reactions in some children.

E. Serving Food

We transition from teachers serving the children in the 3 and 4 year-old class to the children in the 4 and 5 year-old room learning to serve themselves. We strive to make mealtimes a pleasant experience with the teachers sitting and eating with the students to model positive eating habits, social interactions and good manners.

The head teacher may choose to have the children eat Family style with children passing dishes of food and serving themselves. They are able to practice using polite words for accepting or refusing food and for passing food to others. With teachers

modeling, they can also begin to understand how to carry on with polite conversations and how to eat beautifully.

F. Snack Policies

The school provides snacks in the morning and afternoon. We follow the state guidelines for healthy snacks including whole grains, fresh fruits and vegetables, and teach the children portion control. We serve a fruit or vegetable at least once and usually twice daily. We serve nutrient-rich food and limit fat, high-sugar, and high-sodium food. If a child comes to school hungry we will offer a sufficient amount of food without compromising their lunch. The child may also choose to eat snacks from their lunch box after nap time.

G. Weekly Menu Plan

The weekly menu plan for food and beverages served for snacks provided by the center is kept on the bulletin board beside the front door for parents to easily access in the 4-5-year old classroom and on the food closet door in the 3-4 room. The director will ask one of the assistant teachers to make a meal plan for snacks and a shopping list for the food needed for that plan. Each year the office hires a designated person who does all the shopping for the preschool and the aftercare snack programs.

H. Special Diets

We ask the parents of a child on a special diet to provide food to serve their child (non-dairy milk, lactaid free milk, etc.) Parents asking for a modified diet for medical reasons for their child will obtain a written prescription for that diet from the child's licensed health practitioner issued within the previous 6 months. If the diet is requested for cultural or religious reasons, the parents will provide signed and dated instructions by the parents. Milk substitutes do not need a letter from a health practitioner.

I. Prayer and Appreciation for Food

Before we eat we have a prayer song or a verbal prayer offered by the teacher. We also refer to how amazing it is that God gives us so many types of foods and flavors that we can come to appreciate. We talk often about trying new foods because our taste buds change and what we didn't like once may become our favorite food later. When preparing plates of food to offer to the children to serve themselves, the teachers make conscious efforts to make them beautiful; making patterns of the colors and shapes, cutting food up in unique ways etc.

We experience God in many ways. With our senses we can see the beauty of color and order; we smell and taste scents and flavors; we can feel texture and sometimes even hear the sounds that food makes as we eat it. Our mealtimes become a way of guiding children to understand God's love and to appreciate the creation.

J. . Policies and Procedures for Food Preparation **IMPORTANT - PLEASE READ CAREFULLY**

We as a preschool do not participate in the Child and Adult care food Program (CACFP) because of the income level of the parents of the children in our school.

The planned weekly menu for food and beverages served for snacks provided by the center should be kept on the bulletin board beside the front door in the 4-5 classroom and on the snack cupboard door in the 3-4 room for parents to easily observe. In addition a record must be kept of what was actually served for at least 4 weeks, correcting the planned menu if necessary.

Lists of children with food allergies and special diets are kept on the inside of the cupboard door beside the sink in the 4-5 classroom and inside the food cupboard door in the 3-4 room. These are not to be left out in the open where anyone can read them but they must be easily accessible for teachers to refer to them. A dated record must be kept for each child with a special diet as to what we served and what they ate, for at least the past 4 weeks.

Food served needs to be free from spoilage or contamination. Any food served from an outside source must be from a licensed food facility, a licensed food processing plant, or, if it is a snack or party food prepared by a parent, it is not potentially hazardous and is not a risk of a food borne disease. Refrozen food, frozen food that has thawed and not been cooked immediately, food from swelled, rusty or leaky cans shall be discarded.

When any food container is opened, the date must be written on the container so that teachers can know how long that food will still be able to be served. Small amounts of food that are left from one snack time, can be added to a later snack to use up but it should be added to the food served so that there is documentation of what the children may have eaten.

Milk served must be pasteurized, grade A, skim or 1% milk and not more than 4 days older than the expiration date on the original container. In our center we pour milk from its original container into pitchers that can be used by teachers or students to serve family style. The original container must be kept refrigerated in the classroom refrigerator. Any milk remaining from an open container that has been left out, or that has been poured from its original container to another container and left out for consumption, must be discarded. Dry milk or reconstituted dry milk can only be used for cooking purposes.

Milk is to be offered at all meals. We usually offer milk for the morning snack and a juice with no added sweetener for the afternoon snack.

Any food that has come in contact with a child's mouth or contact with a child's eating utensil, must be discarded.

All food must be protected while being transported and stored. Food is to be kept in a dry, cool, well-ventilated space with easily cleaned shelving at least 6 inches off the

floor. If food is transferred from its original container, the storage container must be easily cleanable, nontoxic, non absorbent, tightly closed and clearly labelled. Food that requires refrigeration must be kept at 40 degrees or lower and frozen food must be kept at 0 degrees or lower. A thermometer that measures degrees in 2 degree increments must be in both the refrigerator and freezer to insure the correct temperatures.

Single serve items such as paper and plastic cups, containers, plates, knives, forks and spoons can only be used once and then discarded and must be stored and handled in a way that protects them from contamination.

During an activity in which the children prepare food, the activity shall be planned and carried out in a manner consistent with safe and healthy food practices.

All appliances and equipment used for food preparation must be clean and in good repair. Food contact surfaces must be smooth and without seams or cracks that could harbor contamination.

Utensils and equipment used for the preparation and service of food and beverages shall be cleaned, sanitized, air dried and stored in a sanitary manner.

K. Birthday Celebrations

If parents would like their child's birthday to be honored at school, they must make arrangements several days in advance with the teacher. Birthdays are celebrated after naptime, beginning between 3:00 and 3:30 p.m. To celebrate their child's birthday, parents are encouraged to send a healthy snack for the class. The snack prepared for that afternoon is available if a child does not want to eat any of the birthday food. We have plain cups and napkins, but parents may send decorative ones if they choose.

Parents and siblings are welcome to attend. Large celebrations with guest stars such as clowns, super heroes etc. are discouraged. Other special activities must be arranged with the teacher.

Birthday party invitations for celebrations held outside of the school may be given out at school if all members of the class or all the boys or all the girls are invited. Presents should not be sent for birthday celebrations held in school.

L. Toilet Training

It is required that a child be fully potty trained before entering New Hope Academy. One aspect of the toilet training process is for the children to learn how to wipe their own bottom after toileting. This education process should begin at home and we will support the children as they learn proper hygiene practices. We do not expect our staff to wipe a child's bottoms, but only assist the child in the process if necessary. If a child enters the program and is found not to be toilet trained, we will ask that the child wait until they are trained to enter the program.

3.9 Cleaning Procedures

At New Hope we have used Melaleuca Cleaning products for years. Our concern has always been to not introduce any harmful chemicals into our school environment. Melaleuca uses Citric acid and Thymol as its active ingredients. These ingredients have been tested to be effective against the flu virus and more recently against SARS and COVID. The full list can be found on the EPA's disinfectant website.

To be effective Melaleuca must be diluted to the appropriate concentration. For general cleaning we use the *Tough and Tender* cleaner. For disinfecting we use the *SOL-U-GUARD Botanical* which must be left on surfaces for 10 minutes to kill 99.9% of germs and viruses. We then wipe down the surfaces with a clean cloth since the disinfectants leave a sticky residue. We also have been using *Sanidry Disinfecting Wipes* on the tables making the tables wet enough to stay wet for 10 minutes and air drying. These do not leave a sticky residue.

Cleaning is an ongoing activity done throughout the school day. When the chairs are put down on the floor the tables are wiped before any morning activity is begun. After activities and before and after meals the tables are cleaned again. The food preparation areas are cleaned before and after use. The dishes are washed, air dried and put away in cupboards and/or the food closet. The toys are washed and disinfected on a regular basis and any toy that touches a child's mouth is washed and disinfected.

We have a cleaning staff that comes in after school hours to sweep and mop the tile floors and vacuum the carpets and rugs. We are asked to put the chairs on top of the tables on their sides, pick up any toys or materials on the floor, pick up staples from the floor that can get caught in the vacuum cleaner's motor and put the trash and recycling in the hall.

3.10 Handwashing Procedures

The Maryland State Department of Education (MSDE) - Office of Child Care requires that a visual and verbal description of how to wash hands be placed by every sink used by the children and/or staff. The steps are:

1. Wet your hands with clean running water (warm or cold), turn off the tap and apply soap.
2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under the nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
4. Turn on water and rinse well under clean running water.
5. Dry hands using a clean towel or air dry them.

3.11 Discipline Policy

A. General Approach to Discipline - Purpose

Our goal as educators is to treat children with respect and give them positive guidance so that they can develop self-discipline. Through this approach, we encourage them to know their value, find joy in relationships, exhibit empathy toward others and act responsibly in the world.

We emphasize that each person chooses how to interact with others. Since children internalize the language they hear, we avoid calling choices good or bad. Instead we categorize choices as being either kind or unkind, or happy or sad. (For ex. "Sam, Look at your friend's face. Did your choice make him feel happy or sad?) Our goal is for them to learn to make choices which will bring happiness and well-being to them, as well as others.

B. Creating Rules and Setting Expectations

Rules are important to keep everyone safe and happy. In the preschool we allow the children to be involved in the process of creating clear and simple rules at the beginning of the year. The teacher takes their suggestions and guides the placement of these into categories covering positive classroom expectations. Fundamentally, the most important rule is to be kind.

C. Positive Behavioral Guidance

When rules are broken, we see it as an opportunity to guide behavior in a more positive direction, primarily by re-directing and giving choices. We would generally respond in the following ways.

- We remind the child of the rules. - ("Mmmm, What's the rule when we're playing in housekeeping?")
- We re-direct a child to choose to play with a different material or go to a different center from where they were working. ("It looks like you want to pound something. Let's try using the pounding bench for a minute.")
- We provide a child the opportunity to choose between two or more appropriate activities or ways of solving problems.
- If a certain behavior is a means of gaining negative attention, we **may choose** to ignore it **if** no one is being hurt or material is not being harmed. We will try to give positive attention to positive behavior at a later time.
- If the child is testing the rules, we remind them of the expectations and if necessary implement a logical consequence.
- When the children are in a calm state, we teach "self-calming techniques" such as deep breathing and counting to use when they are upset.
- We teach children that they have choices when they are upset.

*They can use kind and polite words to ask for what they want.
(May I have the book please? May I have the toy when you are done with it?)

*They can ignore children or walk away and not play with someone who is being unkind.

*They can tell someone who is hurting them to stop, using a strong, confident voice.

*They can get adult help. The role of the teacher is to help them to make a plan to solve the problem and teach them the words to use with friends who are being unkind.

- A child can be asked to sit in a calm down area or on the couch away from the other children for a few minutes to think about their choices. The goal is to be together with everyone being safe and happy.
- If a conflict has occurred with a group of children, we may have a group discussion with everyone involved. In these situations it's important that each person be allowed to speak and the teacher can guide the individuals to understand how different children may be feeling. We encourage children to apologize. We also encourage them to forgive but clearly state that what happened should not reoccur. (Ex. –"I forgive you, but I don't want you to hit me again.")
- Two children who have persistent issues can be asked to sit across from each other and talk out their problems.
- When a child is clearly reaching a point of frustration it may be helpful to remove the child from the group to take a walk in the hall and give them the chance to calm down.

D. Tantrums

Some children have tantrums or meltdowns because of overwhelming fear or anger. In these situations we remove them from the situation or redirect them to another activity. The goal is for the child to calm down and be comforted.

As children mature, tantrums can become a means of getting what they want. The child is deciding to act out to achieve a goal. (For ex. – I want the ball. I want to continue playing.) These tantrums can usually be stopped in a very short time, when clear consequences that have meaning to the child are explained and, if necessary, implemented. After the tantrum is over and everyone is in a calm state of mind, it is important to follow up and discuss how the child can make their feelings or desires known in kind and polite ways.

E. Aggression and Running Away

If a child is repeatedly physically aggressive in a manner that endangers other children, such as biting, hitting, kicking, or striking with objects, the students will be separated from others until they are calm. Parents may be required to pick up their child immediately. A Student Guidance Team meeting will be scheduled with the parents to develop a consistent strategy for working with the child at home and at school. In cases where the behavior does not change, counseling may be required. Continued issues may be grounds for dismissal from the program.

When a child runs away or hides from the staff, leaves the room, playground, field trip group or school grounds without the teacher's knowledge, the parent may be called to pick up their child immediately. Children disobeying this rule endanger

themselves, thereby making it impossible to ensure their safety. Repeated behavior may be grounds for dismissal.

Time out may be used for physical aggression, destructiveness, or temper tantrums that cannot be ignored. During the time out, the child will be seated apart from the group but not out of the sight or hearing range of the teacher. A child should not be required to sit for long periods of time. The teacher may ask the child to explain to them why he/she is being required to sit in time out. If the child is unclear, the teacher will clarify why the child is there. The goal is for the child to take responsibility for their choices. For repeated uncooperative behavior, children may be required to do a time out in another classroom or the office.

F. Respecting the Child

There will be no corporal punishment, abusive language, ridicule, humiliating or frightening treatment. Children shall be adequately supervised at all times and periods for calming down should be age and situationally appropriate.

G. Electronics Policy.

No preschooler should have a cell phone or electronic game in school.

3.12 Gym and Studio Two Safety and Rules

The preschool is usually given a specific time period in the morning when we can be in the gym. While we can go to the playground whenever it fits our schedule, on rainy or cold days the teacher must remember and be able to adjust the classroom schedule to the time we have been given in the gym. **Gymnasium Rules**

1. No one is allowed on the stage unless given permission by a teacher to retrieve a ball.
2. We bring our own balls and frisbees to the gym. They are usually stored in the storage closet by the preschool classrooms.
3. If we use gym equipment, only teachers are allowed in the closet. All materials need to be returned to the correct place when gym play is completed.
4. Running, shouting and tag games are allowed but children may not be rough or push others.

Any injury to the face, teeth, head, neck or spine must be taken to the office for evaluation and treatment. Parents must absolutely be notified of any injury.

On days when the gym is unavailable, the martial arts studio (Studio 2) can be used. When using the studio teachers and students should remove shoes and place them on the shelf in the hall.

3.13 Playground Safety

A. Playground Rules

any injury to the face, teeth, head, neck or torso. Children should be supervised at all times. Parents must absolutely follow all rules and regulations.

Gates to preschool playgrounds should be kept closed at all times.

Children are never to be left alone on the playground and the staff to child ratio should be maintained. Staff is expected to walk and circulate among the children, not stand or sit talking to one another during this time. Extra vigilance is needed when children are using slides. Children are only allowed to go down slides, feet first on their bottoms. Staff should "spot" children on the tall slide in the back playground .

Teachers should be aware to not let children play loudly next to a class that is in session. This is especially true during standardized testing times.

It is critical to notice the verbal interaction and exchange between the children while they play. Children who are teasing, threatening, being mean or excluding others must be held accountable for their actions and guided accordingly.

Children should be able to take risks that are age appropriate in order to build confidence and develop a can-do kind of spirit. For example, on the preschool playground next to the 3-4 year old room, the 4 and 5 year olds are jumping off the 3 foot deck but it's clear the 3 year olds are afraid as they try to follow. The teacher can step in and encourage them to jump from the one-foot or two-foot step and as they gain confidence to move on to the higher steps. Our 3-4 year old teacher has noted that at the beginning of the year she would limit running through the play structure, while the 4-5 year olds could do this easily and safely. Some years we've also limited certain more daring activities of the 4-5 year olds while the 3 years are on the playground. They can be aware of being good big brothers and sisters by not doing something that a 3 year old is not ready to do safely.

B. Child Care Weather Watch

A Child Care Weather Watch chart is posted in each classroom and near the sign-in clock in the office. It calculates the wind chill and heat index depending on the temperature, wind speed and humidity. The chart identifies times when it is safe to go outdoors (Green), when to be cautious (Yellow) and when conditions are such that the

children should stay indoors (Red).

Sometimes in the winter it is too cold in the front playground because of the wind. On sunny days we have taken the children on the lower playground outside the gym where the building blocks the wind. Even 15 minutes outside and then more time in the gym gives the children just a little fresh air.

C. Using the Restroom During Playground Time

Children should all use the restroom before going out to the playground. Preschool children who need to use the bathroom while on the playground should be accompanied by a teacher or by a same-gender child, and the teacher should carefully monitor the time they are gone.

It is unacceptable for children of any age to urinate or defecate on the playground. Such behavior warrants a consequence to be determined by circumstances.

4.0 Center Rules and Regulations

4.1 Professional Obligations

A. Staff Meetings

All full time preschool staff are expected to attend weekly staff meetings. Part-time aides scheduled to work during that time will attend if the classroom situation allows.

B. In-Service Days: Teacher Training and Report Card Preparation Days

- Teachers are required to attend the two weeks of classroom preparation- before school begins in Sept. - usually, the last 2 weeks in August, from 9 am- 4 pm.
- All full-time and part-time staff are required to attend the continuing education training sessions during those two weeks of Teacher preparation.
- Staff are required to attend the scheduled in-services. Staff retreats may also be scheduled.
- Support staff will be notified whether they are required to participate in the in-service or perform alternate duties on that day.
- On report card days or when in-service sessions are not applicable to your job, if there is other work that needs to be done, such as washing toys, changing bulletin boards, cleaning out the classroom closet, defrosting the classroom or hall refrigerators, supporting the main classroom teacher, or helping care for staff children, you will be required to stay. If an emergency arises and you cannot be there, you should request personal or unpaid leave.

Only sudden illness or serious emergency circumstances will exempt staff from attending training and in-service days. Any absence must be cleared with the administrator. Flagrant disregard for this policy is grounds for dismissal.

C. CPR and First Aid Training

Staff may be required to attend CPR and First Aid training at New Hope, since it is a requirement for licensing. The administration will determine who will take the courses so that each wing of the school has at least one person trained. At the beginning of the year these staff will be identified so that everyone will know whom to turn to in case of an emergency. If those selected staff do not attend when required, they must complete the course on their own time and expense by the beginning of the school year.

D. Assessments and Conferences

Twice a year (Jan and June), a report card with a comments section will be issued to preschoolers. Its content will be based on teacher observations and testing.

Teachers are expected to attend the bi-annual parent-teacher conferences (Nov. and Feb.) for PreK as well as any special conferences or Student Guidance Team Meetings that the parents or administration requests to deal with specific situations that may arise.

E. Sneak a Peek and Back-to-School Night

During the second week of Classroom Preparation, the children and parents are invited in to meet their child's teachers on "Sneak-a-Peek night. We usually do a "Scavenger Hunt" where the children, with their parents, find their cubby, the in/out board, the lunchbox shelf, the bathrooms, etc. It's also a chance to hand out a "Beginning the School Year" letter to the parents that explains many of the everyday procedures and policies in our school. We have the parents fill out a form that lists their child's allergies as well as dietary restrictions so we have that information before school starts. That information will be retrieved from the health papers given to the office, but that takes time and is not always available by the first day of school. This night is for helping the child feel comfortable coming to school on the first morning.

In September, all teachers and staff will be expected to attend the "Back to School" night. This usually takes place in either the second or third week of school. The evening begins with the parents attending the first PTO meeting of the year. All the teachers and support staff are introduced to the parents. After the meeting there are usually three 30 minute sessions when parents are in their child's classroom. The staff can give more personal introductions and the head teacher goes over the curriculum,

the discipline policy, the rules the children have come up with that year and answer any questions that have arisen in the first weeks of school. We ask parents who have more than one child to come to the preschool first. After the first 30 minutes we continue to talk about the program and answer questions, usually for the whole 90 + minutes.

If one parent has very specific concerns about their child, the head teacher should schedule a one on one conference with them at a later time.

F. Open Houses for Prospective Parents

New Hope requires all teachers to attend two Open Houses per year as a professional obligation to support future growth for the school. In- person Open Houses are held outside of normal school hours once a month. Staff is not paid extra for attending these two Open Houses.

G. PTO Meetings

Staff is expected to attend at least four of the monthly PTO meetings, usually held the second Tuesday of each month, September through May. This is a professional obligation. Teachers are also encouraged to sign up to serve on a PTO team.

H. PTO Fundraising and Classroom Fundraising All teachers are expected to actively encourage the students and their families to participate in the various fundraising projects sponsored by the PTO. Sponsored events include:

1. Harvest Festival: Staff is encouraged to take responsibility for a booth at the October Harvest Festival. The proceeds from such activities directly benefit the class. The preschool usually does 2 booths, the Bake Sale and the Dart Cars. The money is added to the preschool petty cash fund.

2. Spring Fair: All staff are expected to make themselves available to help on the day of the Spring Fair. Proceeds from this fair go to the PTO, or a designated project.

3. Book Fairs: There can be up to two book fairs a year, in the fall and spring that you may take your class to visit. Usually one or two grades sponsor the fair and receive the profits.

4. The Preschool does the hot lunch fundraiser selling slices of pizza to the entire school. The money gained from on-line orders is deposited in the school fundraising account and used for various preschool purchases such as playground equipment, new curricula and classroom materials. The cash from point of purchase sales is documented and held for petty cash purposes for the preschool such as seasonal food (apples, gourds, pumpkins, etc), materials for Christmas and Mother's Day gifts, materials for classroom experiments and for reimbursing teachers for items they buy for the classroom. The receipts for all purchases must be turned in to the director and provide documentation for the money spent.

I. Non-Academic Days

Children's Day, a Unification Church holiday, may be celebrated when it falls on a school day. This fall holiday will be celebrated at school with a special morning message and games for the older children. It is optional for a parent to send their child, but almost everyone does. An optional special Korean meal is prepared and sold to both adults and children. Parents are welcome to volunteer and attend.

J. Performances

Each year New Hope holds several performances. Teachers are required to prepare their class to perform in the December program. Songs and dances are generally performed and all children should have a role to play in the program. Props or simple costumes may be used. Generally 3-5 minutes is allotted for each class. Because we allow a free expression of faith at New Hope Academy, spiritual themes and songs may be included, such as Christmas carols, Bible stories or children dressed as angels. Families whose faith does not let them participate in these events or activities may be exempted by the administration.

Children enrolled in special performing arts classes such as dance, drama or martial arts may participate in other programs. Teachers are asked to be cooperative in working with the rehearsal schedules.

K. Rehearsals for December Performance

- All teachers should have identified their presentation and begun to prepare by November. This information should be conveyed to the principal and performance director. Rehearsals are scheduled from the beginning of December. It's important to have several rehearsals with the preschoolers so they are comfortable on the stage. The final rehearsals are in the two days prior to the performance.
- We have found it helpful to place tape on the floor of the stage for the 3-4 year olds, so they can have a visual cue to where they are to stand.
- Staff is responsible to supervise all rehearsals and to attend the performance and supervise their class at that time.
- Students may be pulled during class time for some special performance rehearsals. The Performance Director must provide advanced notice of rehearsal schedule to the teachers.

L. Bulletin Boards

Each classroom has bulletin boards in the hall to display the children's work. These boards should be kept up to date with new materials replacing older materials that are either sent home or placed in each child's work folder to be shared with the

parents during conferences and at the end of the year.

The closet doors in the class are often used for posters of current topics being taught but can also be used for displaying children's work. We keep one board in the classroom for pictures of the children and their families.

4.2 Daily Responsibilities in the Classroom

A. Responsibilities at the Beginning of the Day

Our preschool early care program starts at 7:15. While there is a small number of students, we let them play in the Pre-K 3-4 room. As the second teacher arrives and there are more children we do a quick clean-up and from 8:00 to 8:30 play on the playground, in the gym or in Studio Two. When the early care program is small we have included the K - 2nd-grade early care with the Preschool. During COVID 19 this was stopped to prevent the mixing of cohorts. If this begins again and we use the gym, the K - 2nd graders will be released to an elementary teacher who takes them across the lower parking lot to their classrooms. The preschool students are brought up to greet the head teachers and begin their morning schedule. The first teacher in the PreK 3-4 room and the head teacher in the 4-5 room are expected to set up the classroom for the day.

- The heat and fans should be turned on in cold weather. (Air conditioning can be turned on later as needed.)
- Chairs should be taken off the tables.
- Headteachers should prepare whatever teaching materials that may be needed for the day.
- The Assistant teacher may begin preparing the morning snack if no children have arrived.
-

B. Responsibilities at the End of the Day

Take children who have not been picked up to the late care person at the front door.

- Put all chairs on top of the tables.
- Pick up anything on the floor that cannot be sucked up by a vacuum cleaner including pens, pencils, wads of paper, paper clips, and staples.
- Place all wastebaskets and recycling containers in the hall. (Be aware that all of the above are required in our cleaning contract and failure to take care of these tasks creates a problem for our cleaners and may result in a less satisfactory cleaning job or extra fees.)
- All electrical outlets that are not in use must be covered by a plastic outlet cover.
- Close all windows, turn off all lights and ceiling fans. Turn off all computers. Close and lock all classroom doors. If your classroom has

outside doors, be especially careful that the door is closed firmly. If a window is left open, birds may fly in or papers may blow around, triggering the alarm system and costing the school \$200.00 for a false alarm. Also if a break-in occurs because of an insecure window or door, we might lose expensive equipment.

C. Responsibility for the Thermostats

Thermostats in the following rooms must be adjusted at the end of the day to avoid unnecessary heating or cooling of classrooms, offices and hallways at night, on the weekends and over extended breaks.

- K/1st Classrooms
- 5th Grade Room
- Science Classroom
- Multipurpose Room & Founders Room
- Hallway Just Outside Main Office
- Gym
- Art Room
- PreK 3 Room
- PreK 4 Room

4.3 Teacher Responsibilities: Curriculum; Lesson Plans; Materials; Roles

A. Spiritual Foundation for the Year

Our school has always had a strong focus on the "heart education" of children. We strive to help children understand that they are loved by parents, teachers and God. We want them to grow to become their best, to follow that inner voice that tells them right from wrong, to learn to love others like brothers and sisters in a family and to develop a heart to take care of the world. This type of social and emotional education is the foundation for them to be successful and happy in their own lives as well as being a benefit to others.

At the beginning of each year we lay the spiritual foundation for the classroom. We focus on the child and their uniqueness as a son or daughter of God and on their place in their family and community. We introduce the idea that while we are all different, we are striving to create a classroom family where we take care of one another's hearts and feelings. We learn about each other's families and homes and honor each child. Our goal is to introduce diversity as a natural part of the world and to create a community of respect and appreciation of the entire human family. We teach that we are brothers and sisters with one parent, God.

B. The Importance of Play

We believe that the primary way a preschool child learns is through play. When a child plays they are naturally drawn to the material and activities that they need to stimulate their own unique developmental process. A variety of manipulatives, along with simple lessons taught, encourage students to explore and to learn through self-discovery.

Unstructured indoor and outdoor play:

- stimulates gross motor development;
- enhances problem-solving skills,
- creativity and the ability to see another's perspective;
- reduces misbehavior;
- enhances language skills;
- improves cognitive performance
- Promotes social-emotional development.

Within the daily schedule is 1 hour of indoor play in the morning as well as an outdoor period of 45 minutes. In the afternoon there are two additional hours of indoor and outdoor play. Also, the entire early care period from 7:15 to 8:30 is focused on free play.

C. Use of Materials and School Grounds

Our classrooms are arranged in centers that can accommodate several children as well as small tables that are used by one child at a time. The centers include blocks, math, science, library, music, housekeeping and dramatic play, puzzles, sand and water table and arts and crafts. Materials are available during a morning free play time, during some transition times and during an afternoon play period. The teachers should observe and respond **to** the interests that emerge through play and discussions to guide the choice of materials.

In the 4-5 year old classroom the materials in the centers are ideally switched every week and in the 3-4 year old class, every two weeks. This allows children to have a fresh experience with many types of materials and over time to use materials that are developmentally appropriate for each child. For example, a material brought out in the fall will attract certain children, while other children may use it when it is brought out at a later time of the school year. As we rotate materials, we strive to include toys and materials that are appropriate for children of all abilities.

Over time we have acquired many sets of different types of materials. We have several types of blocks and large building materials. We have numerous math materials, science tools, manipulative toys, sensory materials, dramatic play materials and arts and crafts materials. These are displayed on low shelves for easy access. We have several tables that are used for meals but at other times for arts and crafts, puzzles and

small group work. We have a "standing table" near the science and manipulative toy area that allows children to move more freely while building. Each room has a large rug for circle times that also serves as a large space for floor toys.

We have a dedicated playground with climbing equipment and a sandbox for large motor play. For days when we can't go outside because of inclement weather, we have a scheduled gym time or the martial arts studio (Studio 2) available at any time.. We also have an area in front of the school for a summer garden. Our property is backed by woods with a large city playground, a 10 minute walk through the woods or through the neighborhood. A special part of our program is observing the changes of the seasons as we walk through the woods and around our property. We also have a preschool shed that stores sandbox toys, water play materials, gardening tools and trikes.

D. Acquisition of Materials

Each school year we replace older materials, replenish arts and crafts and add new materials that have become available. We continue to add materials that reflect children of different abilities as well as the diverse language and cultures of the children and their families in our care. We consistently add new multicultural elements to our posters, books and toys, and especially in our dramatic play center. We use materials in our dramatic play area that demonstrate the supportive equipment that people with physical handicaps may use to enhance mobility (toy wheelchair, crutches, a seeing eye dog, etc.)

Some teachers through the years have taught simple sign language for classroom directions. In the past, we have learned to say the Pledge of Allegiance in sign language and the 4-5-year-olds have done songs in sign language for the Holiday performance and for the graduation ceremony. We have many books and materials to support teaching sign language.

More recently we have focused on adding engineering materials for building. We have also invested in cooperative, non-competitive games as well as additional books and materials concerning social-emotional learning.

Each teacher has a \$200 classroom budget to purchase new materials for her room. There is a set-up budget for perishable materials and arts and crafts materials for the crafts closet. Office supplies can be taken from or ordered through the main office. We have a separate budget for the summer program. For larger purchases we also have money from our fundraising program. One of the director's responsibilities is to oversee ordering materials and overseeing the preschool budget.

E. Curriculums

Our preschool curriculum is eclectic, drawing from the very best curricula and materials that we have found. We have chosen *the Creative Curriculum*, *Jolly Phonics*, *HandWriting Without Tears* and *Saxon Preschool Math* curriculums among others. These cover a wide variety of subjects such as phonics, phonemics, math, science, social studies, geography, handwriting, art, music and movement and social-emotional development. We implement these through teacher-directed as well as child-directed learning opportunities.

Each of our curriculums has a purpose and place within the program. The *Creative Curriculum* is a developmentally appropriate, theme-based program. It uses Studies on various topics that encourage questions and exploration to guide the lessons. The first study is "The First Six Weeks - Building Your Classroom Community" which sets the stage for learning: the what, where and who of the classroom and the entire building. The possible subsequent studies focus on: "Balls", "Boxes", "Buildings", "Clothing", "Exercise", "Music Making", "Trees", "Reduce-Reuse-Recycle", "Water" and "Wheels". Each study is between 2 to 6 weeks long and we work between the classes to cover different materials each year.

After the first two weeks of the year, we start introducing a letter sound each week using the *Jolly Phonics* curriculum. *Jolly Phonics* is a kindergarten curriculum that we have adapted for preschool. Instead of teaching the letters in the order that *Jolly Phonics* has placed them, we go from A to Z with the long vowels and digraphs taught at the end of the year. In the 3-4-year-old room only a few additional sounds are taught; oo, ee, or, ch, sh and th. In the 4-5-year-old room, all 42 sounds are covered. After A to Z, a few of the digraphs are taught each week. We structure stories, projects, centers, experiments and experiences around the sound of the week.

For example, during R week; we might read about the rainforest, learn of the 3 levels; the top story, emergent layer and understory (top, middle and bottom), learn why it is green year round, discover where rainforests are located on maps and the globe, create a picture of the rainforest by cutting and gluing and then drawing the animals that live in the forest, and try to imitate the monkeys swinging on the playground or crawling to the snack table like the ants and bugs.

The *Handwriting Without Tears* (HWT) curriculum was created by a physical therapist to teach letter formation using 4 types of wooden pieces; the big line, the little line, the big curve and the little curve. These pieces allow the children to build the letters on a mat instead of having to initially draw them with pencil or crayon. The letters can also be formed using magnet boards and chalkboards. The program suggests for us to

use crayons broken into small pieces to encourage the children to use their pinched fingers to hold the crayon. This helps develop the muscles needed for a good pencil grip as they move to longer writing instruments. A primary goal of HWT is to aid children to develop hand and finger muscles in order to hold a pencil correctly.

The *Preschool Saxon Math* consists of short lessons that use math manipulatives and common household items to introduce mathematical and related concepts. Hands-on exploration allows children who are new to a concept, as well as those who have a strong aptitude for math to all learn and enjoy the lessons.

F. Additional Considerations in Lesson Planning

Throughout the year we incorporate lessons centering on the seasons and observe the changes in the woods on our property that surround the school. We also incorporate multicultural holidays and celebrations that occur throughout the school year. We develop lessons that reflect the diverse language and cultures of the children and their families. We invite the parents of our children to speak in our classrooms of home cultures that are different than what we are familiar with. Over time we have invested in books, posters, manipulatives, musical instruments, puzzles and dramatic play materials that reflect a multicultural world.

We introduce a program called *Brain Gym* in the 4-5 classroom. *Brain Gym* is a kinesthetic program that uses cross-body movement to encourage whole brain development. In the preschool classroom, it involves various exercises that encourage the children to cross the midline. This supports left and right brain cooperation. In the elementary and high school classrooms, there are more complex exercises.

As we begin each year, we use formal as well as informal assessments to understand the developmental levels and competencies of the children. This allows us to incorporate large and small group work that is appropriate for each child's developmental needs, as well as choosing materials that we are placing in the classroom to support each child. Through observation, the teachers respond to the interests of the children when creating their lesson plans. The activities are domain based and are chosen based on the skills and abilities of the children.

For children with special needs, our educational director creates 504 plans based on their IEPs. The teachers use these to assist in their lesson planning. They also use feedback and suggestions from specialists who come to observe and provide services in the classroom.

G. Responsibilities of the Lead Teacher

The lead teacher is responsible for the classroom both internally and externally. She needs to foster relationships with the assistant teachers/aides and work together as a team to love and guide the children in their care. She needs to set up the classroom space to create order and allow easy access to materials, create a schedule that gives structure to the day and create patterns that allow the children to feel safe and loved as well as stimulated. She sets the tone and is responsible for guiding the social-emotional learning that is the foundation for the children's own self-discipline.

One of the most important responsibilities is the creation and implementation of lesson plans and giving the parents feedback as to what the children are learning. She is also responsible for assessments and working with parents on setting appropriate goals for each child. She must be grounded in child development to understand developmentally appropriate goals and activities.

H. Lesson Plans

At the beginning of each school year, during the 2 weeks of teacher training in late August, time is given to complete the first two weeks of lesson plans. At the end of each week the head teacher is required to complete an additional week of lesson plans so that there are always 2 weeks of plans in place. This enables substitutes to be able to teach the curriculum.

The lesson plans do not have to be so detailed as to what is going to be done at each particular moment because we want to be responsive to the children's initiatives. However, broad objectives can be stated and options for meeting those objectives should be supplied. For example, during week 1; (Objective - Obj, Resource - Res.)

Obj. - We will help the children to learn each other's names

Res. - Higgilty, Piggilty Bumble Bee song; Kim, Kim is my friend song

Obj. - We teach how and why we wash our hands

Res. - Poster about washing hands, practice singing Happy Birthday twice

Obj. - We will teach how to read the schedule of the day

Res. - Use a visual schedule

Obj. - We will begin to learn the Pledge of Allegiance

Res. - Flag, poster, children echoing teacher phrase by phrase

Obj. - We will begin doing Brain Gym

Res. - Tapping opposite knee while sitting cross-legged, move to standing

Obj. - We teach about the different centers and in small groups learn how to use the housekeeping center

Res. - Introduce materials in centers and then choose random items that they return to the correct center

Obj. - We will do our first finger paint project

Res. - fingerpaint papers, newspapers, fingerpaint, handwashing procedures after painting, teach where to put finished paintings in the hall
Obj. - We learn a prayer songs for beginning our circle and for before we eat lunch
Res. - "From my head to my toes, God loves me", "God our Father..."

At the end of each week, it's important to reflect on the week and be sure the objectives were met. It may be required to tweak/rewrite the following week's plans based on what was accomplished and what was unaccomplished as well as reflecting on the classroom experience. Often additional objectives may be added based on what the children might need at any particular time. For example, an issue of sharing in the classroom may arise and an objective can be added to address that issue.

Because the preschool is play-based, we rely on materials to guide much of the learning. Therefore it is important for head teachers to become familiar with the materials available and part of the lesson plans will be to list options of materials that can be used to fulfill the objectives of the lesson plan.

At the end of each week, we ask that the head teacher write a 1 -2 page document explaining to the parents what was covered that week. It can be a very simple explanation of what was done each day, books read, projects done, issues that came up and how they were dealt with, etc. It could also be in a newsletter format with short articles and pictures. It can be shared electronically or for some parents who prefer a hard copy, printed and placed in their hall mail pocket.

Parents have requested that they be given a broad picture of the goals and objectives in the coming week. This can be as simple as a theme of the week, the letter being studied, a math concept, a question from a Creative Curriculum study, etc. This could also be part of the weekly report sent home to parents.

I. Resources for Objectives and Goals for Lesson Planning

When beginning to plan lessons it's important to begin with the goals and objectives that one is aiming to accomplish. The Creative Curriculum has 50 goals and objectives that are the underpinning of the curriculum. They are presented in **Appendix I -Lesson Planning** at the end of the manual.

The state of Maryland has also set forth a set of objectives in a document: "Supporting Every Young Learner: Maryland's Guide to Early childhood Pedagogy, Birth to Age 8". These are summarized in Appendix I

Another resource that aligns with how we have taught in the past is found on a website - "Florida Early Learning and Developmental Standards".

J. Assessments and Conferences

From the first couple weeks we are able to begin to give feedback to and receive information about each child from parents on an informal basis at drop-off and pick-up times. In early November we do an initial formal assessment before our first parent/teacher conference which is in late November. This conference is a time to express our experiences with their child and hear from the parent's understanding of their child's experience in the classroom. In addition it allows the family to share information and insights about their child beyond the classroom. As a team we can set goals for their child. In January and May we do two additional formal assessments and send report cards to the parents. After the January report cards, we have another parent/teacher conference. We make an effort to support each child in the best way possible as a home and school team.

K. Role of the Support Teacher

While the lead teacher is responsible for the lesson plans and objectives for the class, the assistant teacher has an important role to help guide the day-to-day activities. Supervision is one of the primary responsibilities as the head teacher works with the larger group or with small groups or individuals.

Another important role is to prepare and serve the snacks and prepare the warm-up food from their lunch boxes. In many ways food is love. When food is lovingly prepared and beautifully presented that love is felt. Snack and mealtimes are important times for modeling and teaching manners. It's also time for learning good eating habits.

Each room has their own toileting policies. During the morning free play time the assistant teacher calls the children one by one to use the bathroom. The children don't like to wait in lines any more than we do as adults, so we try not to line them up to use the toilets any more than necessary. If we do need to use the larger bathrooms down the hall, it's useful to think about some activity to aid the waiting (transition) like playing the freeze game, doing yoga or exercises etc.

The lead teacher may ask the assistant teacher to prepare a lesson or project. They may ask the support teacher to do the bulletin boards or prepare the snack menus. After working together for some time, the support teacher can often know what is needed without being asked. Until that unity has been established it's important to check in with the lead teacher to know what's on the schedule and what needs to be

prepared for up-coming activities and projects. Sometimes the lead teacher may want things done a certain way and the assistant may need to ask the reasoning so that they can support in the best way possible.

The lead teacher absolutely needs the observations and input from another set of eyes to understand some of the children in the program. The support teacher is going to see things the lead teacher can't. Their respect for each other's roles and their unity is one of the most important aspects of having a successful and happy learning environment. We want to model how adults communicate, support and appreciate one another.

L. Plans for Substitutes

Plans for substitutes can be handled in a couple ways. If the substitute is an in-house teacher and the head teacher feels confident that the sub can achieve the objectives in the lesson plan, the substitute teacher can simply follow the weekly plan that is in place. If however, the teacher is not confident or has a substitute teacher who is not familiar with our program, he/she should have in place 3 days worth of lessons that can be taught.

M. Other Programs

We have implemented a system of "mentoring" within the school where each week older children work with and assist younger children. This fosters social development and learning for both older and younger students while building bonds of heart between them. The mentors can be asked to help with big art projects where more supervision is needed, they can read to individuals or small groups of children, or can simply play with the children in the gym or on the playground. They may not be counted as a teacher for supervision purposes.

During the COVID19 period, mentoring was not done with the preschool to avoid mixing cohorts of individuals. As our program transitions to an ability to mix children together without restrictions, we hope to re-instate the mentoring program.

We also offer an optional morning ballet class and after-school enrichment programs including seasonal sports and martial arts.

4.4 Application Process And Entrance Requirements for Students

A. Application Process

- a. The first step of the admission process is for parents to attend a parent orientation and tour. They will receive an Application and a Release of

Records form and must return these forms with the non-refundable application fee. A copy of the birth certificate is also required.

- b. New Hope will then send for the student's complete records including report cards, suspension and behavioral records, standardized testing, and any psychological or learning disability testing. A student evaluation form will also be sent to the child's current or most recent teacher. All such information must be sent directly from the school to New Hope Academy.
- c. All report cards, standardized test results, IEPs, psychological and medical evaluations, and all special needs testing must be freely given for review in order to determine proper placement of students into our programs. If children have been dismissed from a daycare, parents must inform the principal and discuss this situation thoroughly with her. If records or such information are knowingly withheld, it is grounds for dismissal from NHA.
- d. If children's records are complete and reflect that the child could meet New Hope's criteria for admission, a half-day or one-day observation will be scheduled with additional days of observation per teacher or administrative request. An observation report will be written by the observing teacher on the day of observation
- e. Students will only be admitted if the admissions team determines that they are academically, emotionally and socially prepared to be successful in our program. Application files are not open to parents. All decisions made by the Admissions Team are final.
- f. When a child has an IEP (Individual Educational Plan) the educational director will take the key components and create a 504 Plan that is presented to both the teachers and the parents to explain how we can meet the child's needs.
- g. Teachers often are invited to attend the yearly IEP meetings for children to keep abreast of any new goals, bring samples of the current work the child is doing and to report on growth and challenges.
- h. We work with learning specialists who come to observe, work with a child and give us advice on how to best meet the needs of the child.

B. Placement

Children will be placed in classes based on admission criteria such as age, current teacher recommendation forms, and New Hope Academy teacher observations and comments. Each child is admitted on a ten-week probationary basis.

C. Re-evaluation of Placement

If a child is admitted and the placement is determined to not meet the child's needs, the teacher, parent or administration can request a Student Guidance Team (SGT) meeting to discuss the situation. Placement in another class, testing, additional accommodations, counseling or therapy may be suggested or required.

Each situation will be evaluated individually. If a child is admitted, the administration reserves the right to re-evaluate that placement within the first 10 weeks. The teacher will carefully evaluate and observe students during this time. If a child seems to be improperly placed the teacher should request a Student Guidance Team (SGT) meeting to discuss the situation immediately. The administration may require that the child be moved to a different grade level, receive a full psycho-educational evaluation or be placed in a different school if we feel we are unable to meet the child's needs.

D. Kindergarten Entrance

Maryland state law requires that a student must be five years old by September 1 to enter kindergarten.

E. Inclusion Policy

New Hope Academy welcomes all children and is committed to providing appropriate early learning and developmental experiences that support full access and participation for each child. We will evaluate each child individually during the enrollment process to see if we can reasonably accommodate a child's needs.

If a child has an Individual Family Service Plan (IFSP) or an Individualized Education Program (IEP), we strongly encourage the parents to share those plans with our administration and staff. We will use those plans to create a 504 plan unique to the child, which can guide our teachers and staff in working with them. We work with speech therapists, OT therapists, special educators counselors and other professionals who are working with a child, providing space needed within our school and time within the classroom schedule to accommodate a child's needs. We are experienced and committed to helping children with delays in speech, language, fine motor, as well as social and emotional delays. If records or such information is knowingly withheld it is grounds for dismissal for New Hope Academy.

F. Class Size and Make-up

The student-teacher ratio in preschool is one teacher to ten children as required by the state licensing agency. New Hope works within these guidelines and teachers are consulted regarding circumstances that may require a lower student-teacher ratio. For example, we try to accept a maximum of 17 or 18 children into the 3-4 year old classroom because of the amount of training that takes place in that class.

To maintain the staff ratio in preschool and after-care, we cannot admit children with special needs to the point that they require direct one-on-one supervision to safely interact in class. Those situations would require a full-time aide to be with the child provided by parents or the state.

The school will strive for a balance of boys and girls in each class. A group's ability to work harmoniously together will be another factor in determining placement, as well as the relationship between particular students.

G. Issuing of Records, Transcripts and Right of Privacy

The school maintains cumulative records of each child, which are kept on file in the registrar's office. A pupil's records are available to parents or legal guardians by placing a request with the office. They will be made available the next working day. The original records will be copied and sent to parents or guardians or other schools upon written request if the student's tuition and fees have been paid. Upon leaving New Hope Academy all records are given to the parents.

Only the administration and the child's teachers, school nurse or counselors may see the child's records without written permission from a child's parent or legal guardian.

Records may not be removed from the school office.

When a student is withdrawn from New Hope Academy, all student records will be returned to the parent or guardian, or the adult student. No records except a final high school transcript will be retained by the school.

4.5 Evaluation of a Child's Progress

A. Assessments

Assessment is an ongoing process by which we plan lessons, create the environment, and inform parents and guardians about the developmental progress of their children.

We use formal and informal classroom observations to document classroom behaviors, achievements and developmental milestones. These are often shared with parents either verbally at the end of a day, through *Class Dojo* with pictures or comments sent to parents or in the display of completed projects in the room or in the hall outside our rooms. We also do a more focused observation documenting a specific

behavior that we are working on both in the classroom and at home that the parents can check at the end of each day.

After observation of each child the teachers identify developmentally appropriate goals and as a team document progress they observe. Teachers are asked to document their observations on a daily basis to add to the child's portfolio which then can be discussed during parent-teacher conferences.

We gather work created by the child for a work portfolio that documents progress through the year. For example, we have the children in the 4 and 5-year-old classroom draw a self-portrait each month through the year and at the end see the development of body awareness, the ability to notice and draw details and the refinement of fine motor skills.

B. Report Cards (See 4.3 J)

We do an initial formal assessment before our first parent-teacher conference, the fourth week of November. We do additional formal assessments in January and May to complete a report card with comments for each child. We've created report cards through the years that are congruent with our educational goals, as reflected in our curriculums: *The Creative Curriculum*; *Jolly Phonics*; *Preschool Saxon Math* and *Handwriting Without Tears*.

C. Student Guidance Meetings and Psycho-Educational Testing for Learning Disabilities

Once a child is in our program and experiencing difficulties we may have a Student Guidance Team (SGT), which is composed of the Principal, the School Counselor, the Vice Principal, the main teachers of the student, and the parents. After a request for an SGT referral has been submitted, and observation has been completed by an administrator, then a team meeting can be scheduled. The student's academic progress, social behavior or any other special needs, will be discussed and recommendations made. Recommendations may include tutoring, psycho-educational testing, professional counseling for the child and/or the family, or medical evaluation. Such a meeting can be requested by any staff member or a parent.

Attendance by both parents or guardians is required unless only one parent/guardian is involved in the child's education. Refusal by parents to attend such meetings may be grounds for dismissal.

If learning disabilities are suspected, parents may choose to have their child evaluated by an outside professional or their local county school system if deemed

appropriate. Testing by the county is free and by law they should test a child who is suspected of having learning disabilities. However, policies are administered county by county and services vary.

D. Requirements for Counseling

The New Hope administration, based on the results of the SGT, may request counseling for a child or family. If parents do not comply within a specific time period, it is grounds for dismissal or the school may choose not to allow the child to come back the following year.

If a student is required to be in therapy, parents are required to provide permission for the school to consult with the therapist for the benefit of the student.

E. Promotion and Retention

1. Promotion

In order for a child to be promoted from one level to the next, they must demonstrate academic readiness as well as sufficient maturity in their social and emotional development.

2. Retention

If the teacher is concerned about a child's readiness for promotion to kindergarten, the Metropolitan Readiness Test will be administered to gather further information. The parents will be called to attend a SGT (Student Guidance Team Meeting) where the concerns and opinions of the staff as well as the parents can be expressed and weighed. The final decision of a child's promotion will rest with the Principal.

3. Advanced Promotion: (Criteria for advancing a child forward)

Advancement of a child up one grade level will be considered if the following conditions are met:

- a. The current teacher is unable to meet the child's advanced academic needs.
- b. The child is reading at least three to four years beyond grade level both in decoding and comprehension.
- c. Math (concepts and computation) and writing (content and mechanics) are at least two years beyond grade level.
- d. The child is capable of the concentration and study skills required to perform well in a more rigorous program.
- e. The child is considered socially and emotionally mature.
- f. The child is able to relate effectively with children a full year older than themselves.

If the child's teacher indicates that these conditions have been met, the child will be individually tested to verify their academic level. Then the Student Guidance Team will meet to determine whether or not the advanced placement is advised.

F. Recommendation Forms Requested by Parents for Students to Transfer to Another School

Parents who choose to register at other schools for the next school year often request teachers to fill out Recommendation Forms. New Hope policy is that we do not release any records or fill out any recommendation forms if the family is behind in their tuition. Since you are not privy to this information, if you are asked to fill out recommendation forms you must tell that parent you will do so but that the form must be given to the office to mail out.

You may not supply them with copies of report cards. Grades must be sent out officially from the Registrar's office only. If there are any complaints, refer them to the office and tell them you are sorry, but that you are required to follow school policy.

4.6 Clothing and Items Brought from Home for Children

There is no school uniform required for preschool. However, there are a few considerations that will help the child's growth toward independence. The best type of pants for preschoolers is the elastic waist, pull-up type that makes it easy for them to dress and undress. We discourage belts which can make it difficult to use the toilet quickly. We also strongly discourage rompers (one-piece sets) that require the child to basically undress in order to use the bathroom.

We tell the parents that if they have clothes that they do not want their child to get dirty, please don't have the child wear those clothes to school. A major part of learning is exploring, which we do in the sand, dirt and rubber chips of our playground and woods. We also do cooking and painting projects that can get messy. We do encourage parents to send a hat that their child can wear in the sandbox. We work hard, at the beginning of each year, to teach the children to not throw sand.

For safety, the child should wear **rubber-soled, closed-toed shoes with socks.** It's very hard to run in shoes with slippery bottoms and open-toed shoes tend to let wood chips and other debris in. While tying shoes is an important skill to learn, the shoes that have Velcro closers are much easier for the Pre-K 3-4 classroom, allowing the children to independently remove and put on their own shoes. In the Pre-K 4-5 room, we practice tying shoes in the later half of the year, but of course, parents can begin this learning process anytime they feel their child is ready.

We ask the parents to:

1. Please mark all items with their child's name including clothing, backpacks and lunch boxes.
2. Please make sure their child is appropriately dressed for the season or weather. Children must be able to go outside for recess. In spring and autumn, always send a sweater or jacket in case the weather changes.
3. Each child will have an assigned hook to hang his/her sweater or coat on.
4. Do not send toys from home

5. Since preschool children may have toileting accidents, it is important that an extra complete change of clothing is kept in their cubby and available at all times. Items must be replaced after use.
6. Please send a nap-time blanket and a small pillow if their child uses one. These will be sent home every Friday to be laundered and must be returned the following Monday. The school will provide sheets on the cots and will launder those on the same schedule.
7. Please put your child's name or initials on everything!

4.7 Field Trips

A. Permission Slip

A general permission slip is part of the contract and will be considered sufficient for field trips, trips to the local library, a neighborhood walk or a special trip to the store. Permission slips for field trips traveling by bus to a larger venue will be given out 2 to 3 weeks in advance to allow parents to take time off from work to accompany their child. This form will give the date, time of departure, whether a sack lunch is needed and special clothing to be worn (shoes for walking, hats, etc.).

B. Arrange Trip with Field Trip Coordinator

Whenever a regular field trip is planned, the director should submit a request to the school registrar to make sure there are no conflicts, to the Field Trip Coordinator to schedule the event and arrange transportation and to the accounting office for checks or for use of the credit card for the trip. Be sure that chaperons and transportation are arranged in a timely fashion. Parents must be notified at least three days in advance.

C. Chaperone Ratios

The minimum ratio for 3 to 5-year-olds is 1 adult per 4 children.

When the children are going to be in a large crowd such as going to a Zoo, Port Discovery, the aquarium, a museum or visiting a large amusement park or playground, an even smaller ratio may be advisable.

D. Transportation

Children must be transported in either a rented licensed "school bus," public transportation such as a city bus or metro, or privately owned vehicles. Parents and staff who use their vehicles to transport students are required to provide a copy of their car insurance and their license. New Hope carries a secondary backup policy to ensure adequate coverage. Children in privately owned vehicles must be secured in a car seat or booster seat at all times. Seat belts must be worn by all passengers. The only exception is if transportation is in a certified yellow school bus that does not come equipped with seatbelts.

E. Attendance on the Field Trip

If a child's prior behavior has been determined to pose a danger to himself or others in a less structured field trip environment, the school reserves the right to exempt the child from attending the trip or may require the child to have a family member personally chaperone them.

F. Inform Specialty Teachers, Office Staff and Med Techs

When field trips are scheduled, the Preschool Director must inform the dance and mentoring teachers that the students will be missing class. The Office Med Tech should be aware of the destination and students who are on the field trip.

4.8 Weather Policy

A. Determination of Weather Closings

NEW HOPE FOLLOWS THE PRINCE GEORGE'S COUNTY POLICY FOR WEATHER/EMERGENCY CLOSINGS. CLOSINGS WILL BE BROADCAST BY PHONE OR VIA E-BLASTS.

New Hope follows the official Prince George's County School system policy for inclement weather. **New Hope counts our 8:15 a.m. arrival time as the official start of the day and 3:30 p.m. as the end of the school day. Parents and teachers are responsible to take the initiative to check for PGCPS closings/openings.**

- a. If PGCPS is closed, then New Hope Academy is closed for the day.
- b. If PGCPS opens 1 hour late, New Hope starts at 9:15 a.m. (No before-school care.) Teachers who normally work before 9:15 a.m. should report by 9:00 a.m.
- c. If PGCPS opens 2 hours late, New Hope starts at 10:15 a.m. (No before-school care.) Teachers who normally work before 10:15 a.m. should report by 10:00 a.m.
- d. If PGCPS closes 1 hour early, then New Hope closes at 2:30 p.m. (No aftercare is available.) Teachers must stay until all students are dismissed or until students are turned over to a designated late care person.
- e. If PGCPS closes 2 hours early, then New Hope closes at 1:30 p.m. (No aftercare is available.) Teachers must stay until all students are dismissed or until students are turned over to a designated late care person.

Please do not confuse the weather closings with any other days that PGCPS may be closed.

See **Section 5.5** for information on the payroll for inclement weather days

4.9 Conflict of Interest with NHA Services

A. Offering Of Private Tutoring Or Classes

Teachers and staff who wish to offer services separate from the school are free to do so provided the following guidelines are observed. Teachers and staff who wish to use the school premises must go through proper administrative channels to offer after-school, weekend or summer programs in special remedial or enrichment classes, tutoring or child care. Beyond their own work schedule, no staff may use the school or any part of its facilities without the express permission of the administration. Any services that are in direct competition with services offered by NHA should not be advertised to NHA families. Breach of this policy is unethical and may be grounds for dismissal.

B. Liability

Any services that are offered away from New Hope are the sole responsibility of the person offering them. New Hope is not liable for any accident, injury or financial hardship incurred by those involved. New Hope's licenses and insurance do not apply to these privately sponsored activities.

C. Recruitment Of New Hope Students

Any recruitment of New Hope students, through such means as flyers, word-of-mouth, phone calls, or advertisements directed at current New Hope enrollees, is strictly forbidden if the activities being offered come into direct competition with the programs sponsored by New Hope. This includes Monday-Friday child care, some summer day camps, and after-school care programs. Breach of this trust is considered unethical and may be grounds for dismissal.

4.10 Communication

A. With Students -Using Positive Language

1. Use of the word Bad/Sad

At New Hope, particularly with our young children, we strive to use positive language. Instead of using the word "bad", we choose to use "sad". "That was a sad choice you made, Tommy." The goal is to affect the child's heart and to help them develop empathy.

2. Making a Good Choice

To get a child's attention, instead of shouting, "Johnnie! Stop that!" we might say, "Johnnie! Are you making a good choice right now?" The idea is to make him think about what he is doing. Mom and Dad and the teacher are not always going to be around to help him decide what is a good choice. A child needs to learn how to assess

for himself what is a good choice and what is not.

3. Respectful Language and Behavior

Staff must always speak respectfully towards a child, never saying such things as, "Sit your butt down" or "Shut up." Just as we like to be spoken to kindly and not "barked at", it is supportive to try to take a breath and consider if there is a quiet and even nonverbal way to communicate when problem behavior is happening and needs to be addressed. At times it may be better to walk over and after getting to the child's level whisper the re-direction that may be necessary. Even singing the child's name and the new direction can get their attention while also maintaining a calm atmosphere in the room.

Staff may never swat, grab, pinch, or shake a child under any circumstances. If you are finding a particular child to be very challenging, please meet with the principal or other administration to discuss alternative options for guiding that child's behavior. Inappropriate physical contact with, or corporal punishment of a child may be grounds for dismissal for the staff member. In a critical situation, if you need immediate support, call the office for help.

B. Communication With Parents

All staff is expected to be in communication with parents through telephone, Class DoJo, e-mail, homework sheets and website, or by appointment. You must use the school email address for school communications. You may have your NHA email forwarded to your personal email address (contact the Technology Director to facilitate this). All voicemails, e-mails, notes, etc. must receive a prompt response. If you have any problems with a child (e.g. disrespectful behavior, aggressive behavior, etc.), notify parents within a week if the behavior is repeated. Any physical injuries beyond a Band-Aid on a minor scratch must be sent to the Medical Technician on duty, who will notify parents. Any injuries to the face, head or spine, even minor, must be reported to the parents.

Many times parents will approach us as teachers about some issue concerning their child. Our first responsibility is to listen. If the parent is extremely upset and communicating in a manner that is frightening the teachers or children, it's important to bring that to the attention of the parent and move the conversation into the hall and call the office. If the teacher is responsible for the children at this time, an appointment should be made to meet with the parent later. Most situations in the classroom are covered in our school's policy. That should be our backup for any and all situations.

If we as teachers make a mistake, for example, we turn and our hand

accidentally hits a child, if we say something inappropriate, if we misjudge a situation and “discipline” the wrong child - it’s absolutely imperative to take the situation to the principal. Our administration has our back but if we don’t report problems they can’t support us. Calls must be made to parents so that we are ahead of problems, not behind.

C. With Colleagues

If our desire is to be a “God-centered” school, then our primary relationship to each other is as brothers and sisters with a common parent - God. That idea alone means that we are working toward a community of respect, courtesy and appreciation. That doesn’t mean that problems will not arise between us, but it does mean that we approach problems in a certain way.

If there is a problem with a certain staff member, the best approach is to talk to them directly in an “open hearted” way. Usually, it is as important to listen as to talk, to understand as well as to try to be understood. It can be good to run situations by the principal to get a wider perspective but talking to co-workers who can do nothing about the situation creates an atmosphere of distrust and often gossiping. If, after talking with the colleague and the principal, the situation is not resolved, it’s important to follow protocols that are set up. They can be found in Appendix 4 - How to Address a Concern.

4.11 Confidentiality

Discussions of students, their families, academic matters, etc. are private concerns and should be discussed confidentially with those parties directly involved in a private setting. These matters should not be discussed in the staff room. No names of students should be used in public discussions

4.12 Cell Phone Usage and Personal Phone Calls

All personal cell phones should be placed somewhere convenient in the room but out of sight to children. For emergency communications, phones should be brought with teachers whenever they leave the classroom going to the gym, playground, or on walks through the neighborhood. It must be left in a pocket or out of sight and used only for emergency purposes. The phone is never to be used for personal purposes when one is responsible for monitoring children. The exception to this rule is when one is on their 30-minute break when they work for 8 or more hours.

We recognize that there may be emergency situations that arise with our families. The best way for them to contact us during school hours is to call the office and the

office will call us on the classroom phone. We can then schedule a call back during our break. If one absolutely needs to make a short call, short text or schedule a later call, the person needs to tell the other teacher so they are monitoring the children as if one of the teachers is using the restroom. They should not leave the classroom for this call.

4.13 Parent Volunteers and Our Visitation Policy

A. Room Parent

Each teacher should find a room parent who volunteers to serve as a liaison between the parents, teacher and school administration for special projects and occasions. Parent volunteers may help to line up chaperons, call parents to bring refreshments, help correct workbooks, assist in decorating the bulletin boards or are also welcome to assist in the classrooms for special projects. The PTO will assist a teacher in finding a room parent if needed.

B. Visitation Policy

Parents are welcome to visit anytime. All visitors to the school, including visiting students and parents, must sign in at the main office. Parents are welcome to visit and observe the class anytime. It is requested, however, that visits to the classroom be prearranged with the classroom teacher so that they don't interfere with projects, field trips or nap times.

Parents who have specific concerns about their child should arrange a mutually convenient time to meet with the head teacher. This should be at a time when the teacher is not responsible for the children.

4.14 Work Schedule

A. Timekeeping Procedures - Time Clock Policies

All employees, whether paid a flat salary or an hourly rate, are expected to use the time clock to verify both that they arrived at school in time to cover their scheduled hours and that they were at the school for their entire scheduled shift. Employees are required to punch in and out themselves. It is against policy for employees to punch in or out for other employees or for children to be sent to the office to punch in or out for a parent or other adult.

You will be given a code to use in registering your punches on the time clock. In general, if you accidentally punch in twice or punch out twice, we will accept the earlier punch as the valid punch in or out. If you punch in significantly early or punch out significantly late, you will be paid only for your normally scheduled hours unless you document on the "Exception Report" (kept on a clipboard on the counter near the time clock) a reason why you are working outside your normal schedule. Such exceptions

are subject to review and may need additional approvals before being paid. The Exception Report should also be used to explain unexpected absences not otherwise documented by requests for leave submitted in advance. All substitutes will use the Exception Report to explain for whom they are substituting.

On occasion, an employee may fail to clock in or clock out. In such a case, the missing punch should be reported on the Exception Report. However, this should be an exceptional occurrence. Repeated failure to use the time clock creates additional work for the accounting department and may suggest that you are not working your full schedule, which could result in disciplinary action. Any punches written in on the Exception Report rather than made on the time clock are subject to independent review.

B. Teacher Punctuality

It is critical that teachers arrive on time to take their classes. One concern is the legal liabilities the school faces if something were to happen to the children on a day that the teacher arrives late. While we always make an effort to supervise the children until the teacher arrives, these are often makeshift solutions, which increase the potential for accidents. If an accident were to occur during this time the school could be considered negligent. It is required that teachers arrive on time to take on their duties. Therefore punctuality is critical.

Teachers are considered unacceptably late if they punch in more than 5 minutes past their start time. An even greater problem arises when teachers arrive more than 15 minutes late. By not being on time, they create a burden for other staff members who must take over supervising the class alone in addition to their own responsibilities.

The 1st time a staff member is late a warning will be issued. In lieu of penalties, in the future, late times will be accrued as personal time. If by chance the staff member has no personal time left then it will be unpaid time

Late arrival penalties will increase based on how late the teacher arrives. The following is the schedule of penalties for late arrivals:

Time Teacher Clocks In	Penalty (per day)
5 - 15 minutes late.	15 Minutes of Personal Time
16- 30 minutes late	30 Minutes of Personal Time
31 - 45 minutes late	45 Minutes of Personal Time
More than 45 minutes late	Actual Minutes Late.

Please make sure you punch in each day, as soon as you get here. This is the best way to establish clearly that you were here on time to take responsibility for your scheduled class. When you don't punch in we will have to assume that you were late.

If there is a special circumstance that you believe may qualify to be an excuse to waive the fine (for example, your car was stolen or an emergency blocked the roadway) please note it on the Exception Report and ask the Principal to sign off on the exception. (We expect you to plan for normal rush hour traffic problems, so we will not accept "bad traffic" as an excuse on a regular basis, but we do understand that there is sometimes a particularly bad situation.) However, if such an event occurs or if you are running late for any reason, if you can safely do so, you should immediately contact the office to report that you will be arriving late so that arrangements can be made to cover your class until you arrive. If you are already at risk of being late, please avoid getting involved with hallway or parking lot conversations with parents or fellow staff, as this will not be considered an excuse for tardiness.

This policy does not apply to teachers with morning appointments who have received permission ahead of time to use sick, personal, or unpaid leave and who have made arrangements for their class to be covered. Also in some extended emergency situations where you end up missing a partial day, you may need to use paid or unpaid leave hours to cover the absence, but you will not be charged the late arrival penalty.

C. Breaks

In the preschool, we try to take our breaks during the children's resting time. Our schedule is for the children to begin their naps between 12:30 to 1:15. The teacher who takes the first break should remain in the room until the children are settled, which means that there needs to be communication between the teacher who is leaving and the teacher who is remaining. The teachers who begin at 7:15 in the morning should be given the first break since they have been in the classroom the longest.

While the teacher is taking a break, they must remain within close enough proximity to be able to be called back if needed for a fire drill or classroom emergency such as a child having an "accident" that needs to be cleaned up at the bathroom in the hall. *This requirement to stay nearby is from the child care regulations.* This means that teachers may not leave the upper hall of the preschool wing or the premises while they are on duty.

Someone working a full day may take a 45-minute break if there is an afternoon person coming on duty. On days when there is limited staff for covering breaks, each teacher can take a minimum 30-minute break allowing each person to have a break. If

someone comes in at 1:00 for an afternoon shift, we would expect that you have already taken a break from your morning activities before you came and would not need an extended break here at school.

D. Overtime

We have two types of staff working in the preschool. The head teachers are salaried and expected to work 40 hours per week. They have a scheduled lesson planning time but can do that planning on a flexible schedule.

Full-time hourly staff is scheduled for 32 to 40 hours. If they have time to do additional hours substituting for a coworker, it must be done without going over 40 hours. Occasionally teacher inservice will require longer hours in one week and the director will need to adjust schedules to accommodate those instances.

E. CARE FOR CHILDREN OF STAFF AFTER 3:30 p.m.

1. CARE FOR CHILDREN WHILE PARENT IS WORKING

Under most circumstances, staff children should remain in their age-appropriate aftercare programs. It is distracting for teachers to have to tend to the personal needs of their children while trying to fulfill their job responsibilities. It is awkward for co-workers to have to address these problems when they arise. Therefore, it is required that children stay in aftercare until the parent is off work and free to care for them.

2. AFTERCARE FEE WAIVED BUT SNACK FEE CHARGED

Staff whose children will remain in the building after school ends, not under their direct supervision, must enroll them in aftercare, but will not be subject to the normal fees. Sign up in the accounting office. Staff whose children are in aftercare will be charged \$2.00 a day per child to cover snack and billing costs unless previously enrolled in a discounted staff aftercare program.

3. K-12 STAFF WITH THEIR OWN CLASSROOM OR OFFICE

Staff may choose instead to have their children with them in their classroom/office after school, but must be responsible at all times to supervise them. Therefore, staff choosing to care for their own children must provide their own snacks from home. Staff children who are scheduled to leave at 3:30 and are not signed up for aftercare should not go to aftercare and receive snacks. If your child comes to aftercare and receives a snack, you will be billed.

5.0 Payroll

5.1 Distribution - Payroll Schedule

A. School - Year (10-month) Salaried Employees:

- Salaried staff members are paid bi-weekly on Thursday for the previous two-week period (Sunday-Saturday). Their salary is generally divided over 42 weeks. This includes two weeks of teacher training/classroom set up in August and 40 weeks of school usually beginning between September 1 to the Tuesday after Labor Day in September and going through the second week in June. Depending on the exact school calendar, in some years the salary may be divided over 43 weeks. Paychecks at the beginning or end of the school year may be for one or two weeks, depending on where the school year starts in relation to the biweekly payroll cycle.
- We are not able to divide your school year salary over 12 months, so there will be a period of time in the summer, normally 8-10 weeks, when teachers will not be drawing a salary from the school. Please plan ahead for this time by saving a portion of your school-year paycheck or by seeking summer employment.
- According to the Unemployment laws(Section 8-909), staff and teachers who are given reasonable assurance of a job for the fall are not allowed to apply for summer unemployment benefits.
- Salaried school year staff members who are hired for summer positions at New Hope Academy will be paid on an hourly basis for that work. Rates of pay and hours may be different during the summer. (See section C for hourly employee policies.)

B. Full Year (52-week) Salaried Employees

- Administrative employees whose jobs continue year-round will have their annual salary divided over 26 bi-weekly payments.
- Modified summer hours may be arranged by the administration for these staff members. In some cases, reduced summer hours may result in a reduction in pay, but at the equivalent hourly rate as during the prior school year. Part-time status during the summer does not affect full-time benefits for which the employee is otherwise entitled based on school-year status.
- Full-time 52-week administrative staff who have worked the complete prior school year and are scheduled to work full or part-time in the summer will qualify for one week of paid vacation during the summer. One "week" is based on the normal weekly hours that the employee is scheduled to work during the week in the summer. Vacation must be requested in advance and must be coordinated with other staff. Those who do not automatically qualify for one week paid vacation

may accrue vacation hours during the summer as described in section 14.9.

C. School -Year (10-Month) Hourly Employees

- All hourly staff will be paid bi-weekly on Thursday for the actual hours worked in the previous two-week cycle (Sunday-Saturday)..
- Hourly employees are expected to clock in a few minutes before their official start time to assure that they are in their designated classroom when they start work.
- Hourly employees are paid for designated lunch breaks and other breaks during their scheduled hours. Employees are not required to clock out for these breaks.
- Hourly employees will not be paid for time outside their normal scheduled hours unless an explanation is written on the "Exception Report" by the clipboard and verified by the approving supervisor. Otherwise, your punches will revert to your scheduled hours.
- According to the Unemployment laws(Section 8-909), staff and teachers who are given reasonable assurance of a job for the fall are not allowed to apply for summer unemployment benefits.
- Hourly employees hired for school-year (10-month) positions may also be hired for summer positions, if available. Rates of pay may be different from school year rates for some employees.

D. Full Year (52-week) Hourly Employees

- Administrative full-time hourly employees whose jobs continue year-round will be paid on a 26-week bi-weekly schedule that continues through the summer.
- Administrative 52-week hourly employees will generally be paid at the same rate during the summer as during the prior school year. However summer hours and schedules may be different and full-time work during summer is not guaranteed. Part-time status during the summer does not affect full-time benefits for which the employee is otherwise entitled based on school-year status.
- Full-year hourly employees are subject to the same general payroll rules described in section 5.1 (C).
- All full-time staff will receive paid leave on designated holidays, during the scheduled winter break, usually from just before Christmas Eve to just after New Year's Day, and during the scheduled spring break. Holiday or paid leave will be for the number of hours the staff member is scheduled to work that day. Part-time staff members are not paid for these holidays or breaks.
- Full-time 52-week administrative staff who have worked the complete prior school year and are scheduled to work full or part-time in the summer will qualify for one week of paid vacation during the summer. One "week" is based on the normal weekly hours that the employee is scheduled to work during the week in the summer. Vacation must be requested in advance and must be coordinated with

other staff. (Those who do not automatically qualify for one week paid vacation may accrue vacation hours during the summer. Check with the book keeper.)

5.2 Substitute Pay Schedules And Requirements

A. Substitute Workers (Non-Employee)

Substitutes are independent contractors hired on an as-needed basis to cover for staff who are taking leave. Substitutes may be approved for all grade levels or only for certain grade levels or positions. Rates paid to substitutes may vary according to position. Once approved, substitutes need to submit a completed W-9 form and have fingerprints taken at an authorized provider using electronic scanning technology, as instructed during the hiring process. Since they have been hired as independent contractors, we do not withhold any taxes from their pay. Substitutes will be responsible for any taxes owed. Substitutes who earn more than \$600 in a calendar year will receive a 1099 form showing income that is also being reported to the federal government.

Substitute workers are paid every two weeks on Thursday for the hours worked the previous two weeks (ending the previous Friday). Checks will be available in the office by lunchtime or will be mailed if not picked up at that time.

In order to be paid, substitutes must complete an Independent Contractor's Hours Timesheet and get it signed by a direct supervisor (an adult staff member) who can verify the hours. Substitutes also should write on the Exception Report (on the clipboard on the table next to the time clock) the hours worked and for whom they were working, which will provide backup in case other paperwork is misplaced, using the time on the timeclock to determine start and end times.

Substitutes cannot be paid more for more hours than the person for whom they are subbing would have worked. They should make sure to understand the schedule of the person they are replacing. Hours reported on the timesheet that are outside the schedule of the regular employee will not be paid unless previously authorized by administration to cover another need.

B. Regular Staff Working As Substitutes

Preschool staff members who work additional hours within preschool to cover for a missing staff member are paid for these hours at their normal rate. Also, staff members who are asked to cover another position within their normal working hours will not be paid less than their normal pay rate for that time. Substitute pay for employees

will be added to the paycheck covering that current work period.

Time Clock punches should reflect the full period worked, including scheduled work hours and substitute hours. If there is a gap between your scheduled work hours and your substitute hours, please clock out and clock back in when the next shift begins. Please note on the Exception Report the hours involved and for whom you are substituting.

Hourly employees agreeing to substitute for another staff member must ensure that their total hours worked (regular hours plus substitute hours) will be less than 40 hours for the week they substitute or 80 hours for the payroll period. Unless overtime is authorized by the Principal, you should not agree to cover these hours and an alternative substitute must be found.

If you are asked to substitute for another staff member and you are unclear about your rate of pay, please check with the accounting office in advance!

5.3 Definition Of Full Time

Full time employees are those who are hired for permanent positions and are scheduled to work 32 hours or more per week during the school year. Part-time employees or substitutes who are temporarily hired to work schedules of 32 hours or more per week for a limited time period do not convert to full time status. Summer hours do not affect full or part time status. Paid leave and benefits apply only to permanent full-time employees, unless stated otherwise.

5.4 Summer Employment

- New Hope Academy offers a summer program (generally 8-9 weeks) for preschool age students up to the young elementary age students. Employees who wish to work in that program may apply for positions. Preschool staff will be given priority placement for those jobs available during the summer. If there is a need for additional staffing, priority will be given to current full-time New Hope employees, and then to part-time or former employees. Consideration will be given to those who qualify for the existing positions and indicate the greatest availability and flexibility regarding hours. Summer jobs are limited so it may not always be possible to offer positions to everyone who applies, to place staff in desired positions, or provide them with the same pay scale as during the school year. Head teachers will have input into the choice of their assistant staff whenever possible. During the summer, the preschool staff can expect to be paid at the same rate as during the prior school year. Other staff will be offered the

prevailing rate for the summer position for which they are hired, which may not be the same rate they are paid during the school year.

- Staffing of administrative positions during the summer will also be limited. Employees who work full-time during the school year may be asked to work fewer hours in the summer or may voluntarily reduce their hours during the summer weeks. This will not affect the full-time status of those administrative personnel regarding benefits.
- According to the Unemployment laws(Section 8-909), staff and teachers who are given reasonable assurance of a job for the fall are not allowed to apply for summer unemployment benefits.
- 10-month full-time school year employees (as well as 12-month employees who do not otherwise qualify for vacation leave) who have been hired for summer positions may continue to use any accrued personal or sick leave available from the school year, during the summer to cover missed time from their summer schedule. In addition, they may accrue one additional vacation leave hour for every 30 hours worked in the summer (beginning with the first full week after the last week of school and ending with the last week before teacher training.) This vacation leave may be used during the summer or may be carried over for use during the next school year. Vacation hours will be accrued at the end of each pay period during the school year. Personal leave from the prior school year will expire at the end of the summer, although up to 3 unused days may carry over as sick leave. Alternate Enrichment Programs during summer: New Hope Academy is willing to support staff members who want to offer supplemental enrichment programs during the summer, provided these programs:
 - o Do not compete directly with our existing programs,
 - o Are held in spaces not needed for our existing programs or for other programs previously scheduled, and
 - o Have been approved by the Principal.

Anyone running such a summer program in New Hope Academy must be prepared to cover the extra costs from use of air conditioning and other utilities and from any use of school technology equipment. The specific costs for a program will be determined based on space requirements and the number of students that will be attending.

5.5 Pay On Inclement Weather (Or Other Emergency Closing) Days

Employees scheduled to work at least 20 hours per week are eligible for emergency closing days (which includes snow, other weather, or “act of God” events). Eligible employees will be paid for all emergency closing days that are built into the school calendar, including designated make-up days.

If you are eligible to be paid for emergency closing days and we are closed completely on a given day, you will be paid for your normal scheduled hours on that day. If we close early or open late on a day due to a weather event, you will be paid for any scheduled hours missed due to the early opening or closing, assuming you actually work the remainder of your schedule.

For a delayed opening, “on time” means clocking in 15 minutes before the students are scheduled to arrive. (For example, on a two-hour delay, school will open for students at 10:15 AM, but staff are expected to report at 10 AM.) We will allow a 3-minute grace period, but if you arrive later than that, you may be paid for fewer hours than your normal schedule (hourly employees) or you may be docked for a late arrival (salaried teachers). For an early closing, we will pay you for any hours you are scheduled to work past the official closing time, but if you choose to leave earlier than that, you may not be paid for those missed hours unless this is pre-authorized by the Principal (usually in the case of employees who live a great distance from the school).

If you have previously requested personal, sick or unpaid leave on the day of the weather event, you will be considered as scheduled to work on that day and the previous leave request will be removed.

If you are normally scheduled to work less than 20 hours per week, you are not paid emergency closing days, only for actual hours worked.

If we have used up the emergency closing days built into the calendar and then experience an additional emergency closing day, we will notify staff and families that a day when the school was previously closed to students will now be a make-up day. Staff will be expected to report on these days to work their normal schedule, unless leave time has been previously approved.

In the event of a truly extraordinary weather year where we exceed the number of emergency closing days built into the school calendar including any potential future make-up days, we will be required by the State to add days at the end of the year. Under these circumstances, we will stop paying for any additional weather closing days and reserve the wages to be paid during those extra days added to the school year. Therefore emergency closing days that must be made up by extending the school year will be unpaid leave days for most employees. Employees who have available personal leave hours may request to be paid personal leave for those days.

5.6 Benefits

A. Available Benefits

1. Benefits For Full-Time Employees

a. Primary Benefit For Full-Time School-Year Employees

Full-time employees may **choose from one** of the following options:

- A health insurance benefit that covers the majority of our average cost for providing an individual HSA-compatible health insurance policy plus monthly fees on an HSA bank account (average cost to be determined at the time of open enrollment and will be affected by average age of enrollees),

or

- A Tuition Credit that covers 85% of a first child's tuition. (No charge for early care, aftercare to be provided at cost, all other fees are the responsibility of the employee.) Full-time employees will also be given an "automatic" 20 hours of parent engagement so they do not need to do those hours during the school year.

b. Secondary Benefit For Full Time School-Year Employees

Any children not covered by the Tuition Credit may be enrolled for 50% reduction in the applicable rate of tuition.

c. Life Insurance Benefit

Full-time employees will be enrolled in a group life insurance/AD&D policy offering \$10,000 in coverage (reduced coverage for employees over age 65) that will remain in force as long as they are employed at New Hope Academy.

d. Costs Of Benefits To Be Paid By Employee

The employee will be responsible for the cost of the portion of health insurance above the defined benefit or the cost of tuition/fees not covered by the tuition benefit.

For full-time employees, the employee's portion of the cost will be covered by payroll deductions.

- For 10-month employees enrolled in health insurance or other insurance products, payroll deductions for the employee's portion of the cost will be

calculated based on the 12-month cost, divided over the 10-month paychecks.

- 12-month employees enrolled in health insurance or other insurance products, may choose to have those payments deducted over the 10-month school year or at a lower per-paycheck rate over the full 12-month pay cycle.
- Payroll deductions for tuition/fees will be divided over 20 paychecks within the school year for all employees, beginning with the second paycheck of the school year. Payments for the summer program will be deducted from the first paycheck following the delivery of services.

Part-time employees who are receiving the partial tuition benefit will generally set up an alternative method in the FACTS tuition service to pay their portion of the tuition and fees, since it may be difficult to cover these costs fully with payroll deductions.

2. Tuition Benefits For Part-Time Employees

Part-time employees who are scheduled to work more than 10 but less than 32 hours per week during the school year qualify for a partial tuition and before and after-care fees credit based on their normal schedule.

- Employees working 10-15 hours per week may receive a tuition credit of 15% on the applicable tuition and fees for each child.
- Employees working 15.25-20 hours per week may receive a tuition credit of 25% on applicable tuition and fees for each child.
- Employees working 20.25-31.75 hours per week may receive a tuition credit of 35% on applicable tuition and fees for each child.

3. Voluntary Coverage Options

Full-time employees will be given access to voluntary insurance coverage for dental/vision; disability, and other products offered at the discretion of the school administration. These additional coverages will be paid for by the employee through payroll deductions. Further information on these products will be shared during open enrollment.

4. Open Enrollment Period

- Enrollment in health insurance and voluntary insurance products takes place during the defined Open Enrollment period. Open Enrollment for returning employees or for new employees who began working in August occurs in September, with coverage beginning on October 1. New employees hired at other times will be eligible for coverage as of the first day of the month following

the completion of 30 days of employment, so for those employees open enrollment will be the month before they are eligible to begin coverage.

- Employees who do not enroll for insurance coverage during the Open Enrollment will not be able to enroll at other times during the year unless they can document a qualifying event, such as loss of coverage under a spouse's insurance plan, change in marital status, or the birth of a child. Without a qualifying event, the employee must wait until the next Open Enrollment period. Similarly, employees who want to add a dependent to insurance coverage outside of the Open Enrollment period must demonstrate that the person they are adding is eligible based on a qualifying event.
- Employees who want to drop health insurance or dental/vision coverage after the Open Enrollment period has closed must provide documentation showing that they have obtained comparable insurance from another source, such as through a spouse's employer or through Medicare. Similarly, employees who drop coverage for a spouse or dependent must show that the person is now covered under another policy or that the dependent has aged out of coverage eligibility. Otherwise, due to IRS regulations concerning pre-taxed benefits, coverage may not be dropped until the next Open Enrollment period.
- Summer Break Coverage of Benefits: The tuition credit benefit (as a primary or secondary benefit) will be extended to full and part-time summer employees who work during the summer to cover children eligible to be enrolled in our summer program. Employees who do not work during the summer but would like to have children enrolled in the summer program may receive a 50% tuition benefit. Employees receiving the health insurance benefit who are contracted to return for the next school year will continue to receive that coverage for the full calendar year, whether or not they work in the summer. Health-care benefits for school year employees who are not contracted to return for the next school year will be terminated after June.

5. Suspension of Benefits Upon Termination or Extended Leave

- Departing Employees: Employees who leave New Hope Academy will receive tuition benefits through the last period in which they work. If their child continues in New Hope Academy after this point and the employee has been paying through paycheck deductions, alternative payment arrangements through the FACTS tuition service will need to be set up to cover tuition and fees. Health insurance coverage, life insurance coverage and any voluntary coverage, whether received as a benefit or self-paid, will be terminated after the last month

in which the employee works. Products owned by the individual employee (such as AFLAC policies) can be continued on a self-paid basis after we inform the insurer that the employee has been terminated. The employee may apply for continuing, self-paid COBRA coverage for health and dental insurance. Please see the health insurance coordinator for more details.

- Extended Medical Leave: Tuition credit benefit or health benefit will continue in full for 12 weeks, with the employee responsible to pay for their portion of the tuition or insurance. If the medical leave must continue beyond that point, we can no longer continue to hold a position for that employee or to cover the cost of benefits. Employment will be considered terminated at the point. See “Departing Employees” above for more information.
- Reimbursement for Summer Break Coverage of Benefits: If an employee who is contracted to return for the next school year, but later rescinds their commitment, New Hope Academy will seek reimbursement for the July and August insurance payments that were made in anticipation of that employee’s ongoing employment.

B. Paid Leave Time For Holidays And School Breaks

All full-time staff will receive paid leave on designated holidays, during the scheduled winter break, usually from just before Christmas Eve to just after New Year's Day, and during the scheduled spring break. Holiday or paid leave will be for the number of hours the staff member is scheduled to work that day. Part-time staff members are not paid for these holidays or breaks.

New Hope Academy and Preschool will be closed according to this schedule of holiday observations:

Opening Day: Day after Labor Day or on/or after Sept 1.

Closed: Labor Day
Thanksgiving Day plus the Wednesday before & the Friday after
Winter Break (dates vary each year) including December 24 & 25 and January 1 & 2
Dr. Martin Luther King Jr.'s Birthday
President's Day
Spring Break (dates vary each year)
Memorial Day
July 4

Closed to Students: Last 2 weeks in August before first day of school (Teacher Training)
Designated Staff in-service days (see school calendar)

C. Annual Leave

1. Personal (Flexible Leave) Days

- Full-time staff are awarded six paid personal (flexible leave) days for the school year that may be used for any purpose. New full-time employees will only have access to this Personal Leave. Some returning employees may have sick leave available that has been carried over from prior years.
- If you are too sick to work or if you need to take an unscheduled sick day to take care of a sick family member, you may use available flexible leave to be paid for this day. If you have sick leave carried over from a prior year, you may request to be paid sick leave provided your reason for the request fits the defined criteria. Sick days normally may only be used for medical situations, for extended jury duty (see 5.6 C.5) or funeral situations for you or your immediate family.
- If you have used up available paid leave or if you do not qualify for paid leave, you will need to take unpaid leave for this day.
- You may be asked to provide a doctor's statement for sick leave that extends beyond two days. If a staff member is absent for more than 5 consecutive days due to illness, a medical release from a doctor is required to return to work.
- Advance notice for the use of personal days must be given, except for emergencies or illness. Leave time should be requested through Paycom Employee Self-Service, with the name of the substitute entered on the Reason line. Further explanation of the reason leave is requested is not required, but may be helpful, especially if you must request leave during a period when leave requests are discouraged or if the Principal needs to prioritize which leave requests can be honored when there are multiple leave requests for the same day.
- Staff is discouraged from taking personal leave during the inservice days in August, during the first two weeks of classes in September, on staff development in-service days, during the week of the Winter Holiday performance, or during the final week of school. Failure to get pre-approval for non-emergency leave is grounds for dismissal and for non-payment of that time.
- One "day" of leave will be equal to the total number of hours scheduled per week divided by 5 days, even if the employee does not work 5 days. Therefore, someone scheduled to work 35 hours per week will receive 42 hours of personal leave. Someone scheduled to work 40 hours per week will receive 48 hours of personal leave.
- Although personal leave is available from the beginning of the school year, it is highly advised that use of leave time be spread out proportionately over the

school year. Once leave time is used up, any additional leave taken will be unpaid leave. The taking of excessive unpaid leave may be deemed a reason for an employee to be dismissed.

- Partial-day leave may be requested to cover appointments or absences that do not require missing a whole day. In that case, you must still arrange for a substitute to cover any hours when you are not able to fulfill your normal duties, including teaching time, lunchroom or recess duties. In evaluating how much leave time to request, base this on the start and end times for the substitute, even if you do not have responsibilities for some of that time, because we will need to pay the substitute for that entire period.
- If an employee does not use all awarded personal leave, up to three days of personal leave may be carried over as sick leave (a more restricted paid time off category) to be used in a subsequent school year. Any unused leave above the portion that carries over as sick leave will be forfeited but may be donated to the New Hope Leave Donation Program (see Appendix IV).
- When an employee leaves employment at the school, any unused personal leave is forfeited but may be donated to the New Hope Leave Donation Program. There are currently no sick-leave benefits for part-time employees. If a sick-leave law that applies to New Hope Academy is instituted in Maryland, current policies will be modified to conform to the requirements of that law regarding sick leave for part-time employees. Part-time employees may request unpaid leave as needed. However, the taking of excess unpaid leave may be deemed a reason for an employee to be dismissed.

2. Pre-approval of Planned Leave Days

All planned leave days (including unpaid days, appointments, etc.), must be approved by the Principal in advance and are dependent on finding a qualified substitute. To make sure we will have adequate staffing on that day, requests should be submitted at least one week in advance of the requested leave time. Approval of such time off is at the discretion of the principal.

3. Unplanned Emergency Leave Days

Employees facing an unplanned illness or family emergency are still expected to make arrangements for a substitute. If you are unable to make such arrangements, you must contact the school administration as early as possible so that alternative coverage of your class can be arranged. A leave request should still be entered through Paycom Self-Service documenting who is your substitute (if known) and the reason for taking unplanned leave. Under most circumstances, this will be designated as Personal Leave (if available) or Unpaid Leave.

4. Emergency Leave During The School Day

Anyone who needs to leave the building for an emergency situation or special circumstances, may do so only with permission of the appropriate supervising administrator after they have made arrangements for others to take their place in the classroom or for duties. Flagrant disregard for this policy is grounds for dismissal. Please clock out on the timeclock and give an explanation on the Exception Report. If you return to work the same day, please clock in on the timeclock when you return and again when you are finished for the day. You may request the use of paid leave hours, if available, to cover this missed work time.

5. Jury Duty

If a full-time employee is summoned for jury duty, the school will pay for up to two days of jury duty service, provided this has been properly documented. As with all planned leave, you should arrange for a substitute and you should put in a leave request through Paycom Self-Service for the day you are scheduled to attend jury duty. A copy of your jury duty notice should be given to the Accounting Office in order for this to be paid as jury duty leave rather than personal or unpaid leave. If you are chosen for a trial, you must continue to arrange for substitutes and to put in leave requests until you are released from this obligation. If your jury service goes beyond the two days, you may request to be paid for that time using available personal leave or sick leave. Otherwise any time beyond the two days will be unpaid leave.

6. Responsibilities Regarding Finding a Substitute

If a staff member is unable to work because of illness, doctor's appointments, or sick children, or for personal reasons; they must locate their own substitute from the approved substitute list and provide a detailed lesson plan for the class. For unplanned leave days, teachers are encouraged to prepare a substitute package that can be used in place of the day's activity. If staff must leave the school grounds they should inform the office of their destination and expected time of return. Staff must arrange for their class to be covered while they are out.

Employees who must arrive late or leave during the day for medical or other personal appointments are responsible to arrange for a substitute during that time and to inform the office of what arrangements have been made. This is true even if the substitute is another staff member who has agreed to cover you for that time. It is vital that we know at all times whether or not a staff member is here. Failure to fulfill both of the above requirements will result in a loss of pay for the time missed. In the event of a true emergency, you will be expected to document the situation as soon as you return to work.

When You Call Someone to Substitute...Please:

- Let the office know who is coming in for you and their schedule.
- If you are teaching with someone or assisting in a classroom, please let your partner know who will be subbing. Otherwise, it's very unsettling for your co-workers not to know ahead of time that you won't be there.
- Any keys and lesson plans should be left in your mailbox for the substitute

Please Tell the Substitute...

- Your name.
- What class you work with.
- What hours you work.
- What your schedule and duties are including before care or late care.
- Remind them to pick up/return lesson plans to your mailbox, if applicable.
- Inquire when they can arrive; and if they will be late, make sure someone covers your class for that time by communicating this information to your co-workers.

E. Family/Medical leave of Absence

1. Continuing to Work

Employees with temporary or permanent health conditions that limit their ability to work (for example restrictions on lifting weight, limitations on standing for long periods, going up and down stairs, etc.) are welcomed and encouraged to continue working as long as the administration determines that these restrictions do not substantially prevent them from fulfilling their job responsibilities or placing undue hardship on co-workers or the business.

2. Ability to Work

Each staff member's ability to work must be continually evaluated based on how their medical restrictions affect their job function. This is particularly so in the Preschool, where caregiving may involve holding children, the carrying of cots and large materials, as well as the ability to move quickly to ensure the safety of the children.

3. Evaluating Ability to Fulfill Job Responsibilities

The Administrator will be in regular communication with the staff member's supervisor and co-workers to help determine whether the medically-restricted staff member is able to fulfill job responsibilities.

Where possible, reasonable accommodations can be made to assist the staff member to keep working, provided these do not affect the safety of the children or place an undue burden on other staff.

If it has been determined that the staff member is unable to fulfill job responsibilities due to their health condition, the staff member will be asked to take leave (paid or unpaid) and a substitute will be found to carry out the job responsibilities until the employee is medically cleared to work.

4. Family and Medical Leave/Maternity Leave

As a small employer, New Hope Academy is not required to comply with the federal Family and Medical Leave Act, but in practice we honor the terms of that law. Full-time staff may use paid sick leave and flexible leave towards leave time that would be covered under the Family and Medical Leave Act. Any time beyond this is unpaid leave. A staff member's job or a comparable position will be kept open for up to 12 weeks. Staff who will not be returning from such leave are requested to give as much notice as possible, with a minimum of two weeks' notice required. The existing tuition benefit or the health insurance benefit will remain in effect for up to 12 weeks for full-time staff who are planning to return to the job. Arrangements must be made to pay for any tuition/fees or health/dental/disability/supplemental insurance premiums normally deducted from the employee's paycheck.

Appendixes

Appendix I - Lesson Planning

Creative Curriculum - Goals and Objectives at a Glance

Social/Emotional Development

Sense of Self

1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately
4. Stands up for rights

Responsibility for Self and Others

5. Demonstrates self-direction and independence
6. Takes responsibility for own well-being
7. Respects and cares for classroom environment and materials
8. Follows classroom routines
9. Follows classroom rules

Prosocial Behavior

10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve conflicts

Physical Development

Gross Motor

14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
15. Shows balance while moving
16. Climbs up and down
17. Pedals and steers a tricycle (or other wheeled vehicle)
18. Demonstrates throwing, kicking, and catching skills

Fine Motor

19. Controls small muscles in hand
20. Coordinates eye-hand movement
21. Uses tools for writing and drawing

Cognitive Development

Learning and Problem Solving

22. Observes objects and events with curiosity
23. Approaches problems flexibly
24. Shows persistence in approaching tasks
25. Explores cause and effect
26. Applies knowledge or experience to a new context

Logical Thinking

27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence
32. Shows awareness of position in space
33. Uses one-to-one correspondence
34. Uses numbers and counting

Representation and Symbolic Thinking

35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

Language Development

Listening and Speaking

38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral instruction
41. Answers questions
42. Asks questions
43. Actively participates in conversations

Reading and Writing

44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books and other texts
49. Understands the purpose of writing
50. Writes letters and words

Summaries of the goals set forth in “Supporting Every Young Learner: Maryland’s Guide to Early Childhood Pedagogy, Birth to Age 8”

They can be used to develop lesson plan objectives.

Social foundations -

- develops skills to regulate one own’s behavior and emotions: recognizes emotional states within themselves and others and begins to verbalize their feelings; begins to self-regulate
- develops healthy relationships with adults and other children: begins to attend group activities; demonstrates strategies for entering social play with others; begins to problem solve and show empathy for others; moves from parallel to more complex cooperative play experiences; begins to recognize bullying behaviors and learns ways to respond appropriately
- develops a sense of positive self identity: gains a sense of belonging through routines, rituals and interactions; plays with preferred playmates; demonstrates ability to be flexible if routines change; begins to identify self as part of a group (classroom, family, community)
- strengthens executive function that allows for focus, cognitive flexibility and impulse control: demonstrates curiosity, persistence, creativity and inventiveness; shows planning and reflection

Physical well-being and motor development -

- develops gross and fine motor control, balance and coordination: engages in more complex movements using more than one muscle group; engages in increased intensity of movement over longer periods of time; develops strength and eye-hand coordination; begins use of drawing and art tools, scissors and other tools
- develops body awareness: has a developing sense of spatial awareness
- begins to understand the value of wellness; rest, exercise, health and nutrition: has a beginning awareness of safety and making safe choices; begins to recognize healthy food choices
- uses self help skills for hygiene and cleanliness, eating independently and serving oneself

Language and Literacy -

- Expressive language skills both verbal and nonverbal: communicates and shares ideas; speaks in increasingly complex sentences with age-appropriate grammar; expresses basic needs, desires and thoughts in socially appropriate ways; uses vocabulary to describe objects, events and actions

- early writing skills: begins to write using scribbles and then beginning letters and words; begins to write their own name
- receptive language skills - the skill to process and understand what others are saying: develops from hearing to knowing to responding; demonstrates ability to understand words; uses language to understand and follow directions;
- builds the foundational skills of understanding print concepts, phonemic awareness, phonological awareness, phonics, vocabulary, word recognition and fluency: gains an appreciation of books and develops book awareness; recognizes that print conveys meaning; begins to recognize letters by name and to associate sounds with those letters; recognizes similarities and differences in sounds; begins to recognize rhyming words; connects objects within their environment with the written word

Mathematics -

- skills relating to counting and cardinality: begins to count and identify numerals; demonstrates one-to-one correspondence; recognizes and constructs sets of objects; duplicates patterns
- algebraic thinking: develops an understanding of numbers and operations in base 10; begins to add and subtract objects
- measurement and data: sorts objects by size and is able to sequence them; uses size words to compare objects; begins to use math tools such as graphs and tallies
- geometry: identifies and creates two dimensional shapes and begins to construct three dimensional shapes through play
- spatial awareness: recognizes how things fit together

Science -

- develops scientific thinking by observing and interacting with the natural and physical world around them: uses 5 senses to identify and make observations; begins to use tools to support exploration and understanding (magnets, magnifying lens, etc)
- learns to ask questions, experiment, apply evidence, reason, draw conclusions and communicate their findings: begins to understand cause and effect
- uses their curiosity to explore, question and investigate life, earth and physical science: develops a beginning understanding of living things and their environments (living and nonliving, habitats); develops a beginning understanding of physical science (properties of toys and objects, the states of matter); develops a beginning understanding of earth and space science (the cycles of day and night, properties of water, the weather); develops a beginning understanding of the environment (resources, conservation, efforts to protect the

environment); develops a beginning understanding of engineering (the use of tools to solve problems, construction of structures)

Social Studies -

- develops a sense of self-identity and recognition that others have their own identities; recognizes that we are all part of a larger society
- identifies as part of a group (family, friends, school and community)
- begins to recognize social structures (rules and the process of rule making): participates in making classroom rules; begins to recognize the reason for rules (safety and happiness)
- begins to understand economic relationships (the transfer of goods and services): begins to recognize familiar occupations; begins to understand the concept that people work to make money to buy things that they need and want
- begins to understand citizenship and geography: begins to understand the physical characteristics of the earth; develops a beginning understanding of being from a country and symbols of their country; recognizes geographic tools (maps, globe)
- recognizes the roles that people play in society
- begins to understand past, present and future: continuity and change

The Arts -

- begins to use music and dance in individual and group activities, visual arts and theatre to express ideas and emotions
- has opportunities to apply skills and knowledge in unique, individual and creative expressions - open-ended, process-oriented with diverse art materials

From Md Guide to Early Childhood Pedagogy

APPENDIX II

Late Fees Charges Per Family:

By 6:05	\$3.00
By 6:10	\$6.00
By 6:15	\$9.00
By 6:16	\$10.00
By 6:17	\$11.00
By 6:18	\$12.00
By 6:19	\$13.00

By 6:20	\$14.00
By 6:25	\$19.00
By 6:30	\$24.00

After 6:15 the late pick-up fee is \$9.00 plus an additional dollar for every minute, per family. Example: For a child picked up at 6:15 p.m. the charge is \$9.00. If the child is picked up at 6:23 p.m. the charge is \$17.00.

The late pick-up fee is due immediately at the time of pick-up and can be paid in cash or check. If the parent does not have the pickup fee on them, they should pay it the next morning at the time of drop off. Otherwise the fee will be billed to you at double the rate.

If you are late three times in one quarter you will be charged a higher late fee. Charges will go up \$1.00 a minute from 6:00 p.m. A family starts over every quarter with a clean slate.

We recommend that parents get to know other parents who can take your children home in case of an emergency. We ask that the family add those parents to the Pick-Up form that is in the office. We encourage parents to take into account weather conditions that will slow them down when it is raining, foggy or snowy. Many times parents will call the office to let us know they are caught in traffic or have a problem. Since the office closes at 6:00, we may not find out until the late care person calls them on their cell phone.

Appendix III. - How To Address a Concern

Since New Hope is a God-centered, relationship-based school, a "Shimjeong School," it is an intricate part of the New Hope philosophy that there be established channels for addressing any concern that arises and that those channels be used appropriately.

A. If the concern is with a specific teacher or staff member you should approach them to arrange a convenient time to discuss your concerns with them. Please don't try to grab them when they are preparing for class or are responsible for students. At the meeting, approach them in a non-judgmental, non-emotional way and share your concerns.

B. If you feel that they did not adequately address your concerns or that the results were unsatisfactory, make an appointment to meet with the administration.

C. If you feel that the Administration did not deal with your concerns to your satisfaction you may approach the PTO President and ask them to form an Ad-hoc Concerns Committee, usually made up of, but not limited to, the PTO executive board. If

it is a concern that may be a diversity issue, this can be brought directly to the Unity Advisory Council.

D. Explain your concern to the Concerns Committee; they will investigate and determine whether your concern was handled properly .. These matters should be dealt with in a private, confidential manner, with a thorough airing of all sides of the issues.

E. If the committee feels the situation was not handled properly then the PTO President can take the issue to the Board of Directors for a final decision.

The way the individual views the situation may not be the way the school sees it. New Hope has a very clearly defined philosophy, objectives, supportive policy and rules. There may be times when your family philosophy differs from that of New Hope. When strong philosophical differences occur, New Hope may not be the best school for your family. The following page is excerpted directly from the talk given every year at Parent Orientation Night. We hope it is useful to reiterate that the way we deal with concerns is an integral part of the school philosophy.

The Principle of Central Figure

This is an extension of the subject/object understanding. It means that in many situations there is one person who stands in the position as the elder, leader or responsible person. This person is the main channel of Energy and direction needed to accomplish the task at hand. The others need to support and unite with the central person in order to bring about the best result. Through this understanding one learns how to respect and support the person in authority. In other words, you can't have all leaders and no followers. In each situation someone is the central person, such as the boss in a job, the teacher in the classroom, etc. If there are problems it is important that the central person is made aware of them. It destroys the morale of the group if gossip and backbiting takes place. Therefore when there is a problem it should be reported to the leader.

As the parents are the leaders in the family and the teacher in the classroom, children thus should be encouraged to come to the parents or adults if they are aware of something they can't resolve. Teachers should likewise report problems to the administration. Parents need to go directly to the teacher if there is a difficulty, a misunderstanding, or something they feel uncomfortable about. In a Shimjeong school parents are also taught this proper way of relating and effectively communicating rather than complaining ineffectively to others who can't do anything about the problem.

Multiplying negativity to peers who can do little to change the situation is not

useful and lowers the morale and atmosphere. The key is to approach the central person in a non-accusing fashion and report the facts in as objective, non-emotional manner as possible.

Accountability is essential not just for the children but also for us as teachers, and as well as parents. This translates into expectations that we also have for parents to get their child to school on time, having eaten a healthy breakfast, having had a good night's sleep, with a healthy lunch in their lunch-box, with their homework sheet signed, and their homework done, and with appropriate outer-wear on a chilly day.

We tell the parents not to be offended if we remind them of these things when there is a lapse. And we must try not to be defensive when we as teachers are reminded that we didn't send the homework sheet home or if we have made some other mistake. Holding one another accountable and going through proper channels is a part of this guiding principle.

There are many wrong ways to do things. And the right way is often hard, requiring personal risk or investment. Communication is everything. Most problems can be traced back to ineffective communication. Most arguments, misunderstandings and problems come about because we aren't sure what to do when a problem arises, so we either do nothing or we complain to others who can't do anything to change it. If something is a problem please make the effort to go to the person and talk to them directly. If you are not satisfied with the outcome, go to the Principal. That's her job, to facilitate successful communication. If he/she doesn't do a decent enough job of it we have a "Concerns Committee of the PTA that can approach the Board of Directors if they deem it appropriate to do so. We must model effective problem solving for our children.

Appendix IV - New Hope Leave Donation Program

This policy governs the donation and use of donated leave and applies to all full-time employees (those scheduled to work 32 or more hours per week during the school year) who have worked for New Hope Academy for at least one full school year.

Qualified full-time employees with a serious or prolonged medical condition who have exhausted all other paid leave may receive donated leave from New Hope Academy's Employee Leave Donation program. For the purposes of these guidelines "serious and prolonged medical condition" means a health condition that requires continuing treatment by (or under the supervision of) a licensed health care provider for a serious, extreme, or life-threatening illness, injury, or impairment, or a chronic or long-term health condition that is likely to require an employee's absence from work for

a period longer than the amount of sick and personal leave available to the employee.

Who May Request Leave Donation

Employees requesting donated leave from the Leave Donation Pool must meet the following criteria:

1. be a full-time employee of New Hope Academy at the time of the qualifying medical event;
2. may not be on administrative probation at the time of the request;
3. have completed one full school year of full-time employment;
4. have exhausted all other types of accrued/earned leave (sick, personal, compensatory);
5. must not be eligible for payment from worker's compensation or short-term/long-term disability intended to replace missed wages.

Amounts and Types of Leave that May be Donated

An eligible employee who has sufficient unused and unscheduled paid leave may donate a maximum of 5 paid leave days each school year, of which no more than 3 days can be accrued sick leave carried over from the prior school year. The number of hours considered "one day" of leave is based on the employee's standard weekly hours divided by 5.

Employees who choose to donate leave must be able to retain at least three full days of paid leave above the amount donated. Leave donations are irrevocable, meaning donated leave is no longer available to the donating employee. In the event of an unforeseen circumstance, the employee may end up taking unpaid leave. It is therefore advised that employees consider fully their personal situation before choosing to donate leave.

At the end of the school year, employees who have excess remaining personal leave (above the 3 days that can be carried over as sick leave) may also request to donate the excess leave that would otherwise be forfeited, even if they have previously donated the maximum days to the program. Employees who are leaving New Hope Academy who have unused personal leave that would otherwise be forfeited will be able to donate all of that remaining personal leave to the leave bank in addition to any donations made during the time of their employment.

How Donated Hours are Quantified

In order to accommodate variations in the pay scale, donated hours will be booked into the Leave Donation Pool on a dollar basis, calculated using the hourly rate of the donor, and awarded on a dollar basis, calculated using the hourly rate of the

recipient.

If the person who donates hours has a different pay rate than the person who receives these hours, the donation will not be calculated hour-for-hour but dollar-for-dollar.

Procedures for Requesting Hours

Eligible employees must fully complete the Employee Leave Donation Request Form, attach required medical documentation and submit the application to the Benefits Administrator in Accounting. The request must be for future leave necessitated by an ongoing medical condition, not to reimburse the employee for unpaid leave taken in the past.

Procedures for Donating Hours

Eligible employees must fully complete the Employee Leave Donation Form and submit the application to the Benefits Administrator in Accounting. Donors may not designate a specific individual for whom the donated leave shall benefit. Accounting will verify that the employee has sufficient available paid leave as described above. Provided sufficient leave time exists, the employee's appropriate accrued leave hours will be reduced by the amount of hours donated and a donation to the Leave Donation Pool will be booked based on those hours and on the employee's rate of pay.

Maximum Hours to be Awarded

The amount of leave awarded will be limited by the amount available in the Leave Donation Pool, so it may not always be possible for the maximum hours to be awarded. Assuming there is a sufficient balance in the Leave Donation Pool, the amount of hours to be awarded will be capped as follows:

- An eligible employee who has worked at least one full school year may apply for up to two weeks of donated leave per 12-month period.
- Employees who have worked two or more school years may apply for an additional day for each completed year of service above one year, up to a maximum of six weeks per 12-month period.

Decisions on the Awarding of Hours

At the time an employee requests donated leave from the Leave Donation Pool, the Accounting Office will initially determine if all eligibility criteria have been met and will collect any needed documentation regarding the status of the employee's available

paid leave, normal work schedule and pay rate. An independent sub-committee of the Board, which may not include any current school employees or contractors, will then review the application. This sub-committee will make the final decision on how much time can be awarded. Their decision will be based on the qualifications listed above, how much unpaid leave the employee is facing, the maximum amount of donated leave the employee is qualified to receive, and the amount of donated leave actually available at the time the leave is requested.

How Donated Hours are Paid

Based on the award approved by the Board sub-committee, the Accounting Office will reserve a block of hours (translated from equivalent dollars) for the benefit of the employee. Those hours will be paid out after the employee has exhausted all other paid leave, following the employee's normal payroll processing schedule and rate, until the hours are exhausted or until the employee returns to working a regular schedule, whichever comes first. At the time the employee resumes full-time work, any unused awarded hours will revert to the Leave Donation Pool. Donated leave may only be used for the portion of the year when the employee was originally scheduled to work. Unused awards from the Leave Donation Pool may not be liquidated and paid in cash to the recipient or it would violate IRS Rule 90-29.

Donated leave requested and awarded in advance of the actual need must begin to be used within one month of the anticipated scheduled leave or the end of the school year, whichever comes first. Otherwise, the reservation on that leave will be cancelled and the award will be returned to the leave pool. In such a case, the employee will have to reapply closer to the time leave is needed.

Tax Implications

This leave-sharing program has been designed to comply with IRS Revenue Ruling 90-29 as a special exception to the general tax rules, which say that the person who earns the income normally must pay the taxes on that income.

Under the exception for donations to a leave pool designed to help an employee with an extraordinary medical situation, the person who donates paid leave will not be responsible for taxes on this income. The donor also may not claim an expense, charitable contribution or loss deduction for any leave donated, since this amount was never included in the donor's earned income. Instead, the donated leave will become taxable income for the person who receives the paid leave. The recipient will therefore be responsible for all income taxes, including Social Security and Medicare taxes, on this income, to be withheld at the employee's regular rates.

Solicitation for Donations to the Leave Donation Pool/Privacy

New Hope Academy administration may make periodic general requests for donations to the Leave Donation Pool in order to initially establish the pool or to rebuild the pool as needed. At no time should an individual employee feel pressured or coerced to donate hours nor should promises be made of rewards for those who donate. The fact that an employee has a large amount of accrued leave is not a reason to assume that this employee should feel obliged to donate any of this leave. This is strictly a private altruistic decision on the part of a donating employee.

In soliciting donations, the administration will protect the privacy of any potential recipient of donated leave. No information about an employee's name, medical condition or other personal circumstances should be shared unless the recipient opts to share this information.

Except among Accounting Office personnel who administer the Leave Donation Pool, the names of all donors will be kept strictly confidential. Neither the recipient of the leave donation nor any other party (including the Board or others in school administration) will be told who has donated hours. The leave recipient should not feel a specific obligation to those who have donated or any concern about those who did not donate that could potentially impair future working relations. No employee should be viewed or treated differently because they do or do not decide to donate leave hours.

Applicants for donated leave should not solicit fellow employees to donate leave or ask people if they have donated.

Employees may make sure that fellow employees are aware of the Leave Donation Pool but must not exert any pressure to donate.

The Accounting Office will provide the administration with information on how much is available in the pool and will advise the administration when the amount in the pool is insufficient to meet current or upcoming needs.

Anyone working in the Accounting Office who needs to apply for donated leave must immediately be recused from any involvement with administering the Leave Donation Pool

Appendix V - COVID Policies