

Friends School

Policies and Procedures Manual

School Hours:

Preschool meets 9:00 a.m.-12:00 p.m.

Junior Kindergarten meets 9 a.m. – 3 p.m.

1/2 Day Kindergarten meets 8:00 a.m.-12:00 p.m.

Full Day K/Elementary / Middle programs meet 8:00 a.m.-3:00 p.m.

Before and After School Care Available 7:00 a.m.-5:30 p.m.

Friends School is a Nut-Free Program

Friends School, Inc., a family cooperative since 1980, does not discriminate based on race, religion, faith, ethnicity, culture, color, national origin, creed, sex, gender, gender expression, age, sexual orientation, family structure, economic background, or handicapping condition in any of its programs or policies.



Preschool through Eighth Grade
901 Breckenridge Lane
Louisville, KY 40207
Phone: 502-899-1822 Fax: 502-899-1850
Head of School: Kristina Davis Christensen

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Mission Statement of Friends School

Friends School is a nonprofit, nonsectarian, cooperative school. Our mission is to provide an inclusive, noncompetitive, student-centered, dynamic educational program where individual differences are respected and celebrated.

Friends School accomplishes this mission by:

- Providing a nurturing, caring, and loving learning environment.
- Valuing the uniqueness of each child.
- Teaching tolerance, kindness and understanding as well as good citizenship and social values.
- Requiring family involvement.
- Providing classes with a low student-teacher ratio to help meet individual needs.
- Providing a highly individualized, developmentally appropriate program aimed at the whole child.

History of Friends School

Friends School was founded in 1980 by a group of parents, affiliated with the Friends Council for Social Concerns (Quakers), who wanted to create a high-quality, family cooperative preschool program in Louisville that would serve the needs of both children with special needs and typical children. Initially supported by the Friends Council for Social Concerns, Friends School today is an independent, nonsectarian family cooperative. The school received its own nonprofit charter in 1991. The school is funded through tuition, private donations, and fundraising.

Philosophy

Friends School was established to offer Preschool, Kindergarten/Elementary / Middle programs which center on the positive growth and development of the whole child. An integrated, hands-on, and challenging setting focuses on the individual needs and interests of each child. The aim is to serve a heterogeneous population of children, which includes children of different races, abilities, and economic backgrounds. This allows children the opportunity to learn to respect and appreciate one another's unique characteristics, while enjoying the things they have in common.

Ongoing assessments and parent-teacher communication enable the teachers to determine the child's strengths and needs and to effectively present concepts through appropriate materials and programs. Fostering the social, academic, physical, and emotional growth of each child is accomplished by keeping a low student to teacher ratio.

The developmental program enables each child to progress at his or her own rate, thus strengthening a positive view of self and gaining confidence in his or her abilities. The needs and interests of each child are considered when developing the hands-on, creative learning environment. Offering a variety of choices within a well-planned setting helps children learn to make good, responsible decisions.

Friends School Values

Friends School is built on a foundation of core values and a philosophy that in our increasingly diverse world, the celebration of differences, not merely tolerance, is becoming critically important.

Our core values are to:

- Center on the positive growth and development of the whole child.
- Utilize an integrated, hands-on, and challenging curricular approach that focuses on the individual needs, interests, and skills of each child.
- Serve a heterogeneous population of children, which includes (but is not limited to) children of different races, ethnicities, cultures, faiths, orientations, abilities, family structures, and economic backgrounds.
- Provide our children the opportunity to learn to respect and appreciate one another's unique characteristics, while enjoying the things they have in common.
- Help children grow socially, academically, physically, and emotionally, each according to his or her own needs.
- Strengthen self-esteem and help children learn to make good, responsible decisions.
- Promote active parental involvement in this process as it is paramount to children's success in school and life.

Child and Family Outcomes Statement

In researching and developing appropriate Child and Family Outcomes Statements, Friends School depended heavily upon the resources of the Early Childhood Outcomes Center (www.the-eco-center.org). Further, Friends School will use instruments developed by the Early Childhood Outcome Center to measure Child and Family Outcomes.

Friends School will work to help children achieve the following outcomes:

- Positive social emotional development (including positive social relationships)
- Acquisition and use of knowledge and skills (including early language skills and early literacy skills)
- Use of appropriate behaviors to meet their adaptive, social, emotional, and educational needs.

Friends School will work to help families achieve the following outcomes:

- Understand their child's strengths, abilities, and special needs.
- Know their rights and advocate effectively for their children.
- Help their children develop and learn.
- Have support systems.
- Access desired services, programs, and activities within their communities

Friends School is grateful to the Early Childhood Outcomes Center for its permission to use the outcome statements and the surveys to measure the outcomes. (www.the-eco-center.org).

Friends School Curriculum

PRESCHOOL CURRICULUM

The preschool curriculum at Friends was developed to enhance each child's inborn curiosity about the world and his or her place within it. Our creative, hands-on environment allows each child to move at a pace appropriate to that child. Individual, small group and large group activities interweave in an atmosphere that fosters respect for differences, non-competitiveness, and cooperation.

Children’s knowledge and experience is the basis for our curriculum development. There is a balance between teacher-initiated thematic units and units developed from the children’s own interests.

Communication in the form of emails, teacher newsletters, calendars, and flyers will be sent home regularly. The school and individual classrooms have Facebook pages as well. They will communicate general themes and planned areas for exploration, field trip plans, and other school activities.

Children in the preschool program enjoy the following activities:

- **Circle Time** - themes, songs, and special activities introduced and discussed.
- **Small Group Skill Time** - developmental skills introduced or reinforced through planned activities.
- **Snack Time** - nutritious snacks and beverages brought from home.
- **Large Motor Activities** - exercises, games, yoga, outdoor play
- **Center Activities** – Science centers, dramatic play, math and manipulatives, literacy, and more; children have an opportunity to choose centers and activities that meet their interests.
- **Art** - emphasis on self-expression rather than modeled art
- **Music** - singing, rhythm instruments, creative movement.
- **Quiet Time** - books, puzzles, listening centers, writing centers.
- **Sharing** - sharing an item or idea special to the child.

ELEMENTARY / MIDDLE PROGRAM CURRICULUM

The Elementary / Middle years are critical in establishing the love and excitement of learning and inquiry. At Friends School, we strive to light the spark of knowledge and discovery. The Elementary / Middle program is based upon a student-centered approach, whereby the children’s interests are promoted and explored. Through thematic units, the children are given an opportunity to construct their own knowledge with guidance and feedback, as well as the opportunity to learn at their own developmental pace. The Elementary / Middle curriculum focuses on a blend of academics and arts. In language arts, we use a whole language approach which includes phonics and print-rich materials in all aspects of curriculum.

In mathematics, we use manipulatives and problem solving. In science, we use theoretical and empirical methods in our experiments and observations of the world around us. Throughout the curriculum, we interweave field trips, conflict resolution, values, and community service. By teaching concepts and skills through a caring curriculum rich in academics, arts, values, self-understanding, self-discipline, and a genuine respect for community, the teachers at Friends strive to make sure your child’s Elementary / Middle school experiences are challenging, satisfying, and meaningful.

Friends School’s Elementary / Middle goals and objectives are directly tied to the Kentucky Department of Education Standards and Benchmarks. Children at Friends will receive instruction in all core content areas, utilizing published curriculum developed by Sopris West, Houghton Mifflin, Everyday Math, Eureka Math, Touch Math, and FOSS for the formalized instruction of reading, writing, spelling, Social Studies, Math, and Science. All our curriculum products are available for parent review at any time. The unique blend of whole group instruction, small group instruction, and individual instruction has proven successful for learners on all levels. Visit www.friendsschoollouisville.org for detailed curricular map for each of the Elementary / Middle grades and core content.

Friends School also offers “special area” coursework in music, art, Spanish, physical education, technology, and conflict resolution. Field trips and community involvement are also integral pieces to

the Friends School program. These classes and experiences supplement the regular curriculum and promote a well-rounded Elementary / Middle school experience.

ADDITIONAL SERVICES PLAN (ASP)

When students are evaluated for placement at Friends School, they are assessed to determine the level of support necessary to ensure the student's success. In the case of students with special needs, children are assigned to a Tier Placement which corresponds directly to the level of support required to ensure student success.

- **Tier Four** students typically have very minor needs and are likely in the process of transitioning out of the Additional Services Program. These students traditionally benefit from consultative services, minor classroom or behavioral support, and mild accommodations. Coordination, training, and academic assistance are provided by the Friends School Staff.
- **Tier Three** students have mild needs and benefit from one or more onsite therapies while requiring little in the way of outstanding intervention. Coordination, training, and academic assistance are provided by the Friends School Staff.
- **Tier Two** students typically have moderate needs and benefit from two or more onsite therapies. Students requiring a behavior plan or intermittent intervention for significant non-compliance also fall under Tier Two.
- The **Tier One** program is for students with moderate to significant special needs. Tier One students require one-on-one assistance at specific times during the classroom day and typically benefit from speech and behavioral therapy, as well as intensive academic assistance, behavioral plans, and social skills instruction.
- The **Pathways to Inclusion** program is designed for students with significant special needs. Pathways to Inclusion students require one-on-one assistance for most or all the school day and typically benefit from intensive and modified academic instruction, speech and behavioral therapy, behavior plans and social skills instruction.

Students who are invited to participate in Friends School's Additional Services Program pay additional tuition for those services over and above basic tuition. Friends School uses the additional tuition collected to employ our Inclusion Team (Behavioral Therapist, Speech and Language Pathologist, Resource Teachers, Pathways Coordinator and Instructors, inclusion assistants, and Inclusion Coordinators). Most therapies and interventions will be provided through a collaborative model, in which the therapists and specialists are active in the classroom setting, training, and role-releasing to teachers and assistants. In cases where individual, pull-out speech therapy or one-on-one ABA discrete trials are warranted, Friends School will plan for the implementation of that therapy. It is important to note, however, that Friends School is an inclusive program and advocates an inclusive, collaborative approach to onsite therapies. Friends School will not bill insurance for any therapies or interventions.

At the sole discretion of the Head of School, Tier Placements may be changed, or students may be placed on a Tier mid-year. This decision will be made based entirely upon the amount of support necessary to ensure both the success of the student and the classroom. Continued enrollment will be contingent upon the family's agreement to assume the additional costs of an increased Tier placement.

Top-Down Organizational Chart

BOARD OF DIRECTORS – policy, procedures, finances, etc.

HEAD OF SCHOOL – day to day operation

ASSISTANT HEAD OF SCHOOL

ADMINISTRATIVE TEAM – led by the head of school and comprised of the assistant head of school, business manager, director of teaching and learning, and department heads (preschool, elementary / middle, pathways)

INCLUSION TEAM – Speech and Language Pathologist (SLP), Behavior Specialist, and Resource Teachers

LEAD TEACHERS

ASSISTANT TEACHERS (Including Inclusion and Pathways Assistants)

SUBSTITUTE TEACHERS

All staff report to the Head of School and / or the Assistant Head of School and / or the Director of Teaching and Learning and / or Department Heads; when the Head of School is off site, the Assistant Head of School and / or the administrative team, (in keeping with the Head of School's policies and wishes, and at times, in contact with the Head of School via phone) are in charge of day-to-day decision-making.

Job Descriptions

Job Description Head of School

The head of school embodies the mission of the school and articulates the mission for all aspects of the school's program. In keeping with the school's mission, the head of school fosters the traditions, relationships, and practices that determine the school's climate and culture. The head of school is the sole employee of the board of trustees and is responsible for the overall management of the school, in accordance with the board's policies. The head of school is the spokesperson for the school with all its internal and external constituencies including students, parents, faculty, staff, alumni, neighbors, business community, governmental agencies, and local, state, regional and national educational organizations, and accrediting agencies. Though much of the work is properly delegated, the head of school has ultimate and overall responsibility for board relations, curriculum and instruction, student life, business affairs, admission, and advancement.

Board Relations

The head of school advises the board but is not responsible for governance matters just as the board advises the head but is not responsible for management matters. Together, the head of school and board form an equal partnership in running the school, each in their respective spheres of management and governance. The head of school is an ex officio, non-voting, member of the board and all board committees. The head of school:

- Keeps the board informed of all matters relating to the school through reports at board meetings and immediate communication following major school events or happenings.
- Provides data to assist the board in its work.
- Makes recommendations to the board for approval of the operating and capital budgets, including all categories of income and expenditures.
- Seeks direction from the board on new initiatives.
- Assists the board chair and/or executive committee in setting board and committee meeting agendas and discussion topics.
- Staffs the board's strategic planning process.
- Jointly with the board, sets annual goals for his/her performance.
- Provides documentation materials for the board to use in his/her evaluation.
- Sees that board records and minutes are properly filed, and otherwise assists the board in its works as asked.

Curriculum and Instruction

- Upholds the academic and ethical standards of the school.
- Hires, supervises, evaluates, and dismisses all administrators, faculty, and staff members.
- Fosters professionalism, collegiality, and ethical conduct in the faculty.
- Provides for the professional development of the faculty.
- Stimulates and participates in the dialog about teaching and learning at the school.
- Supervises the selection of curricula, class schedules, assessments, graduation requirements, and all aspects of the school's academic program.
- Optimizes the physical learning environment and technology in all instructional areas.

Student Life

- Organizes student activities and extracurricular opportunities.
- Administers the school's discipline policies and standards of conduct.

- Supervises the school's support systems, such as counseling, academic support, before- and after-school programs, college or secondary school counseling, health, and wellness, etc.
- Oversees the school safety programs including building security, emergency procedures, transportation regulations, tornado, and fire drills, etc.
- Promotes a healthy student culture in and out of school.
- Optimizes all-school gatherings including assemblies, sporting events, performances, etc.
- Provides for character education and ethical teachings in keeping with the mission of the school.
- Reports student progress to parents on a timely and helpful basis.

Business, Finance and Plant Operations

- Understands and supervises the business functions of the school, including budgeting; monitoring and reporting income, expenses, investments, and cash flow; maintenance of appropriate records; and assisting the school's auditors.
- Oversees all employment and human relations matters, such as contracts, salaries, benefits, job assignments, job orientation, performance evaluation, retentions and dismissals, personnel records, employee handbooks, etc.
- Oversees the maintenance and cleaning of the buildings, grounds, and all plant operations including vehicles, grounds, etc.
- Plans and executes all major capital purchases, repairs, and building projects.

Admissions, Marketing and Financial Aid

- Supervises and assists the admissions functions of the school, including recruitment programs, internal marketing, external outreach, website development and maintenance, information dissemination, and applicant testing and interviewing.
- Supervises the admissions decision-making process, including administration of the school's financial aid program.

Advancement and Fund-Raising

- Plans and optimizes the school's fund-raising programs such as the annual fund, capital campaigns, planned giving, and major events.
- Supervises the school's development efforts in identifying, cultivating, thanking, and communicating with past and prospective donors.
- Oversees the school's relations with its alumni including development and maintenance of the alumni database, communications programs, and special events.
- Supervises all volunteer efforts such as those donated by individuals or the parents' association, booster clubs, alumni council, etc., all of which report to the head of school or his/her designee.

Qualifications:

- Possess at least a master's degree in Education or a related field.
- Have at least five years of teaching and administrative experience
- Have earned a Director's Credential.
- Have knowledge of licensing/state regulations and NAEYC, ISACS accreditation criteria.
- Ability to work cooperatively with others as part of a team.
- Enjoy spending time with children and families.
- Possess excellent communication skills.
- Have a non-remarkable crime check.
- Commit to ongoing professional development.

Job Description **Inclusion Coordinator / Assistant Head of School**

The Inclusion Coordinator / Assistant Head of School develops, implements, and supervises the Individual Education Plans and behavior plans, assessments, and referrals for children with special needs. This position serves as an advocate for children and families, as well as assisting with general supervision and management of curriculum and the school in general. The IC /Assistant Head of School reports to the Head of School.

Qualifications:

The person selected for this position must:

- Be at least 21 years of age.
- Possess at least a bachelor's degree, masters preferred, in early childhood education, special education, or closely related field
- Have experience in the field of early childhood education.
- Have experience in working with children with special needs.
- Have a non-remarkable crime check.
- Commit to ongoing professional development.
- Must be able to lift at least 50 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Supervise the Additional Services Program (ASP) and all its team members.
- Supervise the implementation of all IEPs, the therapy and teaching teams and the classroom environment.
- In concert with the Head of School, the faculty, and the ASP team, select and purchase relevant curriculum for each grade and /or program.
- In the absence of the Head of School, serve as the Administrator in Charge.
- Plan for the effective transition of children to and from the Friends School Program
- Make appropriate referrals to access additional services for the children and families.
- Conduct both formal and informal evaluations of student progress
- Create Individual Education Plans (IEPs) for each student, in concert with the family and the teaching team.
- Implement IEPs, in concert with the teaching team, including specially designed instruction.
- Modify the regular curriculum to meet the needs of students with challenges.
- Attend all IEP and IFSP meetings, both in-house and in the community
- Lead monthly team meetings for each classroom to ensure regular communication between classroom teachers, families, and therapists.
- Provide regular classroom support to teachers and students (at least 30% of working hours
- Develop and implement (or supervise the development and implementation of) adaptations such as picture schedules, sensory calming strategies, the Picture Exchange Communication System (PECS), Behavior plans, first-then boards, etc....
- Serve as an advocate for families and children.
- Maintain careful records of student progress and development.
- Perform general housekeeping tasks.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.

- Attend staff orientation and all staff meetings.
- Participate in the required 24 hours of professional development per school year.
- Assist with or attend school sponsored events.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to the supervision of the Head of School.
- Meet all applicable licensing regs and accreditation standards.
- Perform other duties as assigned by the Head of School.

Director of Teaching and Learning Job Description

Reporting to: The Head of School

The Director of Teaching and Learning (DTL) is a key member of the Management Team (MT), reporting directly to the Head of School and working closely with the Head, Assistant Head, Business Manager, and other members of the MT, Heads of Department, and the rest of the staff.

Main Responsibilities

The main role is to monitor, evaluate and develop the curriculum, the teaching, the reporting and recording procedures and the assessment practices of the school.

The successful candidate will:

- Share good practice with colleagues, leading by example and promoting high standards in the delivery of the curriculum.
- Be proactive and interested in keeping the school up to date over the latest educational issues by attending courses and conferences as appropriate.
- Keep abreast of educational developments in the independent and state systems and possess a thorough and up-to-date working knowledge of state and accreditation requirements.
- Be fully involved with the life of the school both inside and outside the classroom.
- Believe in and support the school mission and communicate a passion for Friends School education.
- Be a proactive worker that is exceptional with prioritization, workload management, and follow-through skills.
- Demonstrate leadership and effectiveness in developing and accomplishing organizational goals.

Monitoring, Evaluation and the Development of Teaching and Learning:

- Be responsible for Teaching and Learning throughout the school (preschool through 8th grade) and for monitoring the quality of Teaching and Learning in the school, through a systematic program of lesson observations, staff and parent interviews and the examination of children's work.
- Maintain regular contact with families, including but not limited to, calling when students are absent or tardy, notifying parents and Head of School when students are in danger of becoming truant, assisting parents with all office and school tasks.
- Help manage parent satisfaction, including handling initial problems and complaints and informing Head of School of those instances when parents are dissatisfied.

- Work closely with Heads of Department (HoDs) to ensure they observe and monitor the quality of teaching and learning in their own departments; produce and maintain comprehensive and up to date records and ensure that all such documentation is stored in the agreed format on the school's network, offering support and guidance as needed.
- Encourage high teaching standards and to act as a role model to colleagues, in and out of the classroom.
- Monitor and support the Inclusion staff throughout the school.
- Act as a mentor and orientation tutor to new staff and students as necessary together with other senior members of staff.
- Ensure that new staff are provided with appropriate academic documentation and information and be responsible for the induction and mentoring of academic staff.

Curriculum and Assessment:

- Be responsible for Curriculum throughout the whole school.
- Revise and / or create and publish curriculum maps for each subject and each grade across the school.
- Be responsible for Assessment throughout the whole school.
- Manage the administration of standardized assessment tests across the whole school.
- Record and store assessment results appropriately so information can be shared.
- Feed data back to MT so that an overview of students' attainment and potential can be obtained.
- Monitor and track the progress of individual children.
- Oversee the academic reporting system within the school, reviewing effort and attainment grades and providing relevant data to staff for discussion regarding students' progress.
- Liaise with the Assistant Head over the assessment of prospective or new children.
- Conduct assessments of prospective or new children.
- Develop the staff's use of the School Management System (Gradelink) for academic purposes, especially the tracking of students' assessment.
- Be responsible for the ordering of curriculum and assessments as required.
- Support the Head of School in keeping parents informed of school policy, the curriculum, and other matters of importance.
- Ensure that the academic side of the school is prepared properly for observation and assessment by the Division of Regulated Child Care, STARS, NAEYC, ISACS.

Other Areas of Responsibility:

- Work in partnership with the Head of School and other members of the MT sharing the overall management of the school and take a fair and appropriate share of duties.
- Help to effectively market the school by sending information through the mail, through email, giving information over the phone, and conducting tours (either virtually or in person).
- Conduct regular file audits of both student and staff files to ensure that all information is complete and up to date.
- Assist wherever and whenever throughout the school as needed, including in classroom, with problem behaviors, and with facility needs.
- Demonstrate caring for children within and beyond the school.
- Collaborate as a team player with all staff and administrators.

- Teach across the school as appropriate and write the required reports.
- Serve as point-of-contact for formal employee complaints.
- Assist in the appraisal of staff, as necessary.
- Liaise with parents over educational matters as appropriate.
- Ensure that areas of the website relating to academic matters are regularly updated.
- Be actively involved in the appointment of new staff.
- Perform any other task requested reasonably by the Head of School.

This Job Description may be adapted to best fit the skills of the appointed candidate. Over time, the job description may be modified through consultation between the DTL and the Head of School. At Friends School, we recognize that every individual is responsible for promoting and safeguarding the welfare of children.

Job Description Business Manager

The Business Manager reports to the Head of School.

Qualifications:

The person selected for this position must:

- Be at least 21 years of age.
- Have experience in budgeting, accounting, financial record-keeping, payroll, secretarial tasks, office management, etc.
- Have experience in accounting, economics, or business management; associates / bachelors. degree preferred.
- Have a non-remarkable crime check.
- Commit to ongoing professional development, including training in the field of early childhood education

Responsibilities:

- Create budgets in concert with Board and Finance Committee
- Create and distribute weekly cash flow forecasts and updates.
- Complete monthly financial report and reconcile journal.
- Approve and cut payables.
- Run payroll and payroll taxes.
- Accounts Receivable
 1. Create contracts.
 2. Monitor payments
 3. Follow up with past due accounts.
 4. Reconcile contracts to Quickbooks.
- Back up computer Quickbooks on disk or server after each session
- Reconcile monthly bank statements.
- Monitor bank balance to ensure adequate cash on hand.
- Enter payables and deposits.
- Post tuition payments
- File payables, deposits
- File student records
- Enter information into Jackrabbit / EZCare or other online SIS.

- Maintain and update all forms.
- Back up computer Quickbooks on disk or server after each session
- Perform general office duties such as answering the phone, taking messages, etc.
- Assist wherever and whenever throughout the school as needed.
- Demonstrate caring about children within and beyond the school.
- Develop appropriate, cordial relationships with parents.
- Help to effectively market the school by conducting tours, sending information through the mail and giving information over the phone.
- Collaborate as a team player with all staff and administrators.
- Assist in managing fundraising efforts.
- Complete other tasks as assigned.

Department Head Job Description

The Department Heads (preschool and elementary/middle) report to the Head of School and serve as members of the Management Team. Department heads primarily serve as liaisons between the Management Team and the faculty. Department heads ensure effective teaching and learning within their departments; promote positive morale amongst their faculty; and drive organized and thorough communication between and with parents, co-workers, students, and management team.

Responsibilities include:

- Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies.
- Assist teachers with the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in remediating areas for growth as cited by the administrators on observation forms.
- Recommend curriculum offerings and appropriate teachers for instructional assignments, monitor master schedule in the department.
- Review status of department regarding objectives and staff development activities.
- Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders.
- Assist substitute teachers.
- Serve as a communications liaison between the teachers of the department, the head of school, and other MT members.
- Assist in the evaluation, selection, distribution and inventory of textbooks, materials, supplies and equipment.
- Assist teachers in the interpretation of administrative directives.
- Help to administer tests, analyze test results, and develop strategies for improving instruction.
- Meet with school administrators and other department chairperson(s) to facilitate communication and complete school tasks.
- Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.
- Assist in implementation of new programs.

- Make classroom visitations during the school year as deemed necessary by the head of school. When a deficiency is noted, the department head notifies the head of school. The head, assistant head or DTL validates the existence of a deficiency. The department head provides timely support and assistance.
- Coordinate activities to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.
- Share in all decision-making as appropriate.
- Prepare a monthly calendar of team activities to be submitted to the Management Team (MT).
- Conduct regular team meetings. Create and publish minutes of these meetings.
- Prepare an agenda for all team members.
- Delegate duties to team members.
- Maintain positive team attitude.
- Participate and encourage team members to participate in all school wide activities.
- Organize team activities to facilitate cohesiveness.
- Assume responsibility for team bulletin board. Bulletin boards should be regularly changed with timely topics, ideas should be shared with the team, and the displays should feature students.
- Organize and guide conferences and communications with students, parents, support staff, and with other teams.
- Organize a set of team rules and procedures regarding discipline, headings, test, and homework schedule.
- Coordinate at least one full interdisciplinary unit.
- Provide in-service training to team members.

This Job Description may be adapted to best fit the skills of the appointed candidate. Over time, the job description may be modified through consultation between the Department Head and the Head of School. At Friends School, we recognize that every individual is responsible for promoting and safeguarding the welfare of children.

Friends School

JOB DESCRIPTION – Preschool Director

Title: Preschool Director – (*Friends School, Inc.*)

Reports to: Head of School, Friends School

Location: 901 Breckenridge Lane Louisville KY 40207

Job Summary:

The Preschool Director provides and coordinates the necessary support, resources, supervision and leadership to ensure the provision of nurturing care and education to young children in a group setting, in accordance with the goals and curriculum plans of the Preschool, the philosophy and policies of

Friends School, and in strict compliance with both Licensing Regulations and standards set forth by the National Association for the Education of Young Children (NAEYC) and the Independent Schools Association of the Central States (ISACS).

The Preschool Director is a member of the Management Team of the Friends School and reports to the Head of School / Executive Director.

Principle Duties & Responsibilities:

- Ensure and facilitate the smooth functioning of all aspects of the Preschool to best serve children and families.
- Provide supervision, leadership, and support to all Preschool staff.
- Conduct ongoing informal and annual formal performance evaluations of Preschool staff.
- Participate in the recruitment and selection, hiring and orientation of all new staff to the Preschool, within school-approved processes and policies.
- Ensure licensing requirements are always met.
- Maintain operation of the Preschool within the approved budget, in consultation with the Business Manager and the Head of School
- Coordinate staff scheduling within approved teacher-child ratios.
- Ensure the smooth integration of new children into the Preschool.
- Work closely with the school's management team to ensure the efficient administrative operation of the Preschool.
- Consult, support and provide guidance to teaching staff in evaluating and revising children's programming as required.
- Plan, coordinate, schedule, and implement the summer camp program.
- Develop and maintain positive relationships and regular communication with parents; facilitate or directly provide mediation and resolution to parent-program conflicts which arise.
- Ensure regular liaison and communication, as required and applicable, with third parties, including landlord, custodial service, maintenance services, (school administration, school board as applicable to position), etc.
- Ensure appropriate professional development opportunities are made available to Preschool staff, within School budget parameters and in accordance with identified training needs of staff at the Preschool.
- Market the Preschool to prospective client-parents, within School standards

- In collaboration with the teaching team, facilitate the placement, orientation, and evaluation of ECE students on placements at the Preschool.
- Is an active, contributing member of the School's Management Team, providing input to Senior Management (Head of School, Assistant Head of School) on policy and other matters affecting the school. Communicate key messages on decisions made by the Management Team to Preschool staff on an ongoing basis.
- Represent the agency by participation on committees in the childcare community.
- Perform other duties as may be assigned from time to time by the Head of School.

Qualifications:

Minimum: bachelor's degree in IECE or recognized equivalent. Valid Standard First Aid and CPR training. Negative criminal records check. Demonstrated childcare Preschool management/supervisory experience. Tech savvy, proficient in MS Office. Ability to work with diverse and multi-disciplinary teams. Excellent time-management and organizational skills. Outstanding verbal and written communication skills. Detail-oriented and efficient. Superior interpersonal skills; high degree of initiative and dedication; team player; commitment to high quality programming for children and a supportive work environment for staff.

**Job Description
Pathways Coordinator**

The pathways coordinator develops, implements, and supervises the Pathways Program. The pathways coordinator develops, implements, and supervises the Individual Education Plans and behavior plans, assessments, and referrals for students enrolled in the pathways program. This position serves as an advocate for children and families, supervises the pathways instructors / assistants, assists with general supervision and management of curriculum, classrooms, and the school in general. The pathways coordinator reports to the assistant head of school.

Qualifications:

The person selected for this position must:

- Be at least 21 years of age.
- Possess at least a bachelor's degree, masters preferred, in special education, ABA.
- Have experience in the field of special education.
- Have experience in working with children with special needs.
- Have a non-remarkable crime check.
- Commit to ongoing professional development.
- Must be able to lift at least 60 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Plan for the effective transition of children to and from the Friends School Program

- Make appropriate referrals to access additional services for the children and families.
- Conduct both formal and informal evaluations of student progress
- Create Individual Education Plans (IEPs) for each student, in concert with the family and the teaching team.
- Implement IEPs, in concert with the teaching team, including specially designed instruction.
- Modify the regular curriculum to meet the needs of students with challenges.
- Attend all IEP and IFSP (for pathways students) meetings, both in-house and in the community
- Lead pathways team meetings for each classroom to ensure regular communication between classroom teachers, families, and therapists.
- Provide regular classroom support to teachers and students.
- Develop and implement (or plan for the development and implementation of) adaptations such as picture schedules, sensory calming strategies, the Picture Exchange Communication System (PECS), Behavior plans, first-then boards, etc....
- Conduct thorough behavioral analysis, including reinforcement assessments.
- Create functional behavior plans.
- Implement behavior plans, including reward scheduling.
- Collect and accurately record data.
- Analyze data and make appropriate inferences and changes to plans based upon analysis.
- Collaborate and communicate effectively with IC, inclusion assistants, families, outside therapists and director.
- Serve as an advocate for families and children.
- Maintain careful records of student progress and development.
- Supervise the implementation of the IEP, the teaching team, and the classroom environment.
- Perform general housekeeping tasks.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Attend staff orientation and all staff meetings.
- Participate in the required 24 hours of professional development per school year.
- Assist with or attend school sponsored events.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to the supervision of the head of school.
- Meet all applicable licensing regs and accreditation standards.

Job Description
Speech Language Pathologist/ Therapist

The Speech Therapist assists the classroom staff, the special needs coordinator (SNC), and the director in creating and implementing appropriate speech/language goals, meeting the IEP goals of students with special needs through collaboration or small group instruction and assisting with general supervision and management of the children. The Speech Therapist reports to the special needs coordinator / assistant director.

Qualifications:

The person selected for this position must:

- Be at least 21 years of age.

- Have experience in the field of education/ pediatric speech therapy.
- Have experience in working with children with special needs.
- Possess at least a master's degree or higher in Speech Language Pathology
- Have a non-remarkable crime check.
- Commit to ongoing professional development.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Assist in planning and implementing the general program in partnership with the teachers, the SNC, and the director
- Assist in planning and preparing the learning environment, setting up lessons or interest centers, and preparing needed materials and supplies, with respect to children with special needs
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Conduct thorough assessments/screenings to determine specific goals for individual students in the following areas: speech, feeding, voice quality, augmentative, and alternative communication (AAC) or oral mechanics if necessary.
- Create current goals for each student identified with deficits in the above-mentioned areas.
- Document, analyze goals and progress of students to appropriately change goals for each student with language deficits.
- Collaborate and communicate routinely with SNC, special needs assistants, families, outside therapists and director.
- Assist in the modification of the regular curriculum to meet the needs of students with challenges.
- Perform general housekeeping tasks.
- Attend staff orientation and all staff meetings.
- Document and provide services to students at least 75% of working hours.
- Participate in the required 18 hours of professional development per school year.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to the supervision of the director.
- Meet all applicable licensing regs and accreditation standards for state and national Association for Speech and Hearing Association (ASHA).

Job Description

Behavior Specialist

The behavioral specialist works in the Inclusion Program at Friends School and works with students who have behavior problems. The behavioral specialist supervises the case management and development of behavior plans for students receiving special education services.

Position Description

The behavioral specialist is the individual responsible for assessing students with behavior issues, collecting data on the students, working with teachers, therapists, and other professionals to devise a behavior plan for the student, and evaluating the effectiveness of the plan.

Essential Duties and Responsibilities of the Behavioral Specialist

- Compiles and interprets test results to best plan for student success.
- Determines behavior capabilities of students as they function in school.
- Designs behavioral interventions for students.
- Implements behavior support plans.
- Measures goals and objectives of behavior support plans to ensure they are being met.
- Coordinates between teachers and parents to implement behavioral interventions.
- Communicates with parents and teachers regarding students' progress.
- Analyzes the behavioral interventions to determine their success.
- Assists students in identifying inappropriate behaviors and develop better behavior alternatives.
- Creates and executes Behavior Intervention Plans and assessments for children in special education classes.
- Assists caregivers in facilitating behavioral interventions.
- Records the progress of children receiving behavioral support services.
- Monitors and adjusts behavioral support programs designed for each child.
- Maintains records of students' behavioral reports, services provided and behavioral data.

Required Knowledge, Skills and Abilities

- Must have a strong foundation in applied behavior analysis.
- Must have an understanding of behavioral characteristics associated with behavior disorders, autism, intellectual disabilities, traumatic brain injuries and other behavior issues.
- Has good communication skills, both written and verbal, particularly with parents and education professionals.
- Has a basic understanding of instructional methods and education curriculums.
- Must have excellent interpersonal skills.
- Must be able to handle emotionally charged situations.
- Has the ability to train other people to apply behavior management techniques effectively.
- Has knowledge of and knows how to work with various support systems that are available in a community.
- Must know and understand state and federal laws and regulations associated with special education.

Education and Experience

- Bachelor's degree in psychology, social work or human services required.
- Master's degree in psychology, social work, education, or human services or a certificate in ABA highly preferred.
- Experience working with individuals with special needs.
- Ability to lift at least 50lbs.

Job Description

Behavior Assistant

The behavioral assistant works under the supervision of the Behavior Specialist in the Inclusion Program at Friends School. This position works with students who have behavior problems. The behavioral assistant assists in the case management and implementation of behavior plans for students receiving special education services.

Position Description

The behavioral assistant is the individual responsible for working with students with behavioral challenges, implementing behavioral plans, collecting data on the students, and collaborating with teachers, therapists, and other professionals to provide the student with instructional support strategies to reduce the incidences of negative behaviors.

Essential Duties and Responsibilities of the Behavioral Specialist

- Collects and records behavioral data to best plan for student success.
- Determines behavior capabilities of students as they function in school.
- Implements behavioral interventions for students.
- Implements behavior support plans.
- Measures goals and objectives of behavior support plans to ensure they are being met.
- Communicates with parents and teachers regarding students' progress.
- Helps to analyze the behavioral interventions to determine their success.
- Assists students in identifying inappropriate behaviors and develop better behavior alternatives.
- Executes Behavior Intervention Plans and assessments for children in special education classes.
- Assists caregivers in facilitating behavioral interventions.
- Records the progress of children receiving behavioral support services.
- Monitors and adjusts behavioral support programs designed for each child.
- Maintains records of students' behavioral reports, services provided and behavioral data.

Required Knowledge, Skills and Abilities

- Must have a familiarity with applied behavior analysis.
- Must have an understanding of behavioral characteristics associated with behavior disorders, autism, intellectual disabilities, traumatic brain injuries and other behavior issues.
- Must have good communication skills, both written and verbal, particularly with parents and education professionals.
- Must have a basic understanding of instructional methods and education curriculums.
- Must have excellent interpersonal skills.
- Must be able to handle emotionally charged situations.
- Has knowledge of and knows how to work with various support systems that are available in a community.
- Must know and understand state and federal laws and regulations associated with special education.

Education and Experience

- Bachelor's degree in psychology, social work, education, or human services preferred.
- Experience working with individuals with special needs.
- Ability to lift at least 50lbs.

Job Description Inclusion / Pathways Assistant

The inclusion / pathways assistant assists the classroom staff, the inclusion team, and the Assistant Head of School in meeting the IFSP/IEP goals of students with special needs as well as assisting with general supervision and management of a class of children. The inclusion / pathways assistant reports to the Pathways / Inclusion Coordinators and the Assistant Head of School.

Qualifications:

The person selected for this position must:

- Be at least 18 years of age.
- Have experience in the field of early childhood education.
- Have experience in working with children with special needs.
- Possess a high school diploma or equivalent.
- Have a non-remarkable crime check.
- Commit to ongoing professional development.
- Must be able to lift at least 50 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Assist in planning and implementing the general program in partnership with the teachers and the Head of School
- Assist in planning and preparing the learning environment, setting up lessons or interest centers, and preparing needed materials and supplies, with respect to children with special needs
- Plan and prepare items needed for curricular adaptations such as picture schedules, communication books, first/then boards, etc....
- Perform general housekeeping tasks.
- Attend staff orientation and all staff meetings.
- Attend all team meetings.
- Assist in the various classrooms at least 75% of working hours.
- Participate in the required 18 hours of professional development per school year.
- Assist with or attend school sponsored events.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to the supervision of the Head of School.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Meet all applicable licensing regs and accreditation standards.

Job Description Lead Teacher

The lead teacher is responsible for the planning and implementation of a developmentally appropriate curriculum. The teacher is responsible for general supervision and management of a class of children. The teacher reports to the Department Head.

Qualifications:

The person selected for this position must:

- Be at least 21 years of age.
- Possess at least a bachelor's degree in interdisciplinary early childhood education, Elementary / Middle education, special education, or child development
- Have experience in the field of early childhood education.
- Have experience with or knowledge of working with children with special needs.
- Have a non-remarkable crime check.
- Commit to ongoing professional development.
- Must be able to lift at least 50 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Plan and implement a developmentally appropriate program.
- Plan and prepare the learning environment, setting up lessons or interest centers and prepare needed materials and supplies.
- Provide appropriate supervision of the classroom, including the assistant teacher.
- Perform general housekeeping tasks.
- Attend staff orientation and all staff meetings.
- Participate in the required 15 hours of professional development per school year.
- Assist with or attend school sponsored events.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Communicate assessment results to parents during parent-teacher conferences.
- Collaborate as a team player with other staff and administrators.
- Respond appropriately to the supervision of the Head of School.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Create developmentally appropriate lesson plans.
- Turn in developmentally appropriate lessons plans in a timely manner.
- Create and distribute quality parent newsletters at least bi-weekly.
- Turn in newsletters to Head of School in a timely manner (prior to distribution to parents)
- Create and turn in monthly newsletter articles to development coordinator in a timely manner
- Develop and/or maintain a portfolio on each child.
- At least twice yearly, create an accurate and well- written assessment of each child. development in all domains, including areas of strength, concern, and individual goals.
- Participate in all team and IEP/IFSP meetings
- Meet all applicable licensing regs and accreditation standards.

Job Description Assistant Teacher

The assistant teacher assists the lead teacher in general supervision and management of a class of children. The assistant teacher reports to the lead teacher and the Department Head.

Qualifications:

The person selected for this position must:

- Be at least 18 years of age.
- Have experience in the field of early childhood education.
- Possess a Child Development Associates Credential (CDA) or higher or be willing to work toward a CDA
- Have a non-remarkable crime check.
- Commit to ongoing professional development.
- Must be able to lift at least 50 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Assist in planning and implementing the daily program under the direction of the lead teacher
- Assist in planning and preparing the learning environment, setting up lessons or interest centers and preparing needed materials and supplies.
- Supervise the classroom when the lead teacher is out.
- Perform general housekeeping tasks.
- Attend staff orientation and all staff meetings.
- Participate in the required 18 hours of professional development per school year.
- Assist with or attend school sponsored events.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to the supervision of the lead teacher.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Meet all applicable licensing regs and accreditation standards.

Job Description Substitute Teacher

The substitute teacher assists the lead or assistant teacher in general supervision and management of a class of children in the event of a regular staff absence. The substitute teacher reports to the substitute coordinator, the lead teacher, and the Department Head.

Qualifications:

The person selected for this position must:

- Be at least 18 years of age.
- Have experience in the field of early childhood education.

- Possess a high school diploma or equivalent.
- Have a non-remarkable crime check.
- Commit to ongoing professional development (6-hour childcare orientation course and an additional 12 hours each year)
- Must be able to lift at least 50 lbs.

Responsibilities:

- Treat children with dignity and respect.
- Demonstrate professionalism with children, staff, and parents.
- Assist in planning and preparing the learning environment, setting up lessons or interest centers and preparing needed materials and supplies.
- Supervise the children.
- Perform general housekeeping tasks.
- Attend staff orientation.
- Participate in the required 15 hours of professional development per school year.
- Demonstrate caring about children within and beyond the classroom.
- Develop appropriate, cordial relationships with parents.
- Collaborate as a team player with teachers and administrators.
- Respond appropriately to supervision.
- Help meet the needs of individual children with respect for their interests, special needs, talents, and individual style of learning.
- Meet all applicable licensing regs and accreditation standards.
- Adhere to all policies and regulations outlined in the staff handbook.

School Year Calendar

Friends School follows a calendar like that of the Jefferson County Public Schools but not identical. Each Family will be provided a Friends School calendar prior to the start of the school. Friends School typically follows JCPS for closings and delays, however, deviation does occur at times. Families and Faculty will be notified of closings and delays through WAVE 3 TV, www.wave3.com, school-wide notification such as email or text, and on the school’s voicemail.

School Policies and Regulations

A NUT-FREE PROGRAM

Friends School has several students with life threatening allergies! Therefore, the school is a nut-free environment. All food that the children eat is food that the parents provide from home. It is the responsibility of each parent, teacher, and staff member to ensure a safe and healthy snack/lunch for every child.

Parents are instructed to send healthy snacks and lunches to school. Appropriate choices may include applesauce, yogurt, pudding, cheese, and all types of fresh or dried fruits and vegetables. Any prepackaged processed foods such as cereals, rice cakes, crackers, cookies, breakfast bars, etc., should state near their ingredient list the allergy information in bold type if peanuts or tree nuts are in the actual food or if the food was processed on equipment that also processes items with nuts (cross-

contamination). A federal law, in effect January 2006, requires that manufacturers plainly state allergy information on packaging. Remember, Friends School will not allow nut products OR products that have processed in a facility that contain nut products!

Please remember that several children attending Friends have severe, life-threatening allergies to peanuts and tree nuts (walnuts, pecans, cashews, etc.) including nut oils and nut flours found in pre-packaged processed foods. These children must carry an Epi-Pen (shot of epinephrine) with them at all times, as well as Benadryl. These allergies may be so severe that the children may have a reaction not only to ingestion but also from skin contact and inhalation. For example, simply picking up a fallen tree nut on the playground or doing an arts and crafts project that contains food allergens (sunflower seeds, birdseed, etc.) will cause a reaction. Anaphylaxis (severe reactions to the heart, throat, and lungs) can occur within minutes of contact or up to 4 hours later and is life-threatening if medicine is not administered quickly enough.

When it is hard to find nut-free food that you or your children will eat and you are feeling frustrated with this policy, remember that a child could potentially die from exposure to these dangerous foods.

MEALS AND SNACKS

It is Friends School's policy that under no circumstance is there to be sharing of any food. This applies to daily instruction as well as for parties or holidays.

Students provide their own nutritious snack and beverage from home each day. Full-day students also bring a lunch. Children staying for after care should also bring a lunch and an additional snack and beverage. Please use recyclable or reusable containers labeled with the child's name. Soft drinks should not be sent to school. Any items with expired dates will be discarded. Any items containing nuts will be sent home.

Parents must send the following items:

Morning Snack (choose 2 of the following): Milk; meat or meat alternative; fruit, vegetable, or 100% juice; bread or whole grain.

Lunch MUST contain all the following: Milk; meat or meat alternative; vegetable; fruit; Bread or whole grain.

Afternoon Snack (choose 2 of the following): Milk; meat or meat alternative; fruit, vegetable, or 100% juice; bread or whole grain.

Milk should be whole fat, pasteurized milk for children between 12 -24 months and a serving size is 4 oz. For children older than 24 months, skim milk or 1% milk should be sent. A serving size for students between 2 years and 5 years, 6oz is a serving size while school aged children should have 8oz of milk.

Meat or Meat Alternative (acceptable items): Lean meat, poultry, or fish; Tofu; Soy product; Cheese (must be natural – no processed cheeses); Eggs: Cooked, dry beans; Soy nut butter; Yogurt (plain or flavored and must not contain more than 23 grams of sugar per 6 oz); Soy nuts or seeds.

Juice should be 100% juice with no added sugar and only served / provided once per day.

Here is an example of what you could send for a day's meals / snacks:

Morning snack: Cheese stick and whole grain goldfish

Lunch: Milk, ham and cheese slices, whole grain crackers, carrot sticks and dip, a banana.

Afternoon snack: Soy nut butter, apple slices.

Other ideas include fresh fruits, cheese cubes and crackers, hard boiled eggs, celery with cream cheese, rice cakes, applesauce, pretzels, lunch meat, bread, soy butter, etc. Please be sure that food requiring refrigeration is placed in a refrigerator or use an ice pack.

Faculty and staff are required by the Division of Regulated Child Care to monitor and record what each child brings to school for snacks and lunches. Friends School will supplement any snack or lunch that does not meet the requirements listed above with appropriate foods and the family will be charged for the food provided by the school. If your child has food allergies, a special diet, or you do not wish for Friends School to provide any food or supplement any snacks / meals, you will need to provide a written and signed notice to this effect.

Preschool and kindergarten students may not use microwaves and food brought from home must be ready to eat. Friends School provides refrigerators and microwaves for elementary / middle school students to utilize. Space and time are limited for elementary / middle school students so food warm-ups should be restricted to 45 seconds or less. For example, if you are sending your child a Kraft Macaroni and Cheese individual meal for lunch, you should make that at home, and we will simply re-heat at school. Otherwise, your child will not have enough time to cook the mac-n-cheese, wait for it to cool and eat it. Further, other students in the class will also be heating food up, further impacting the amount of time for lunch. Send food that requires a warm-up – not preparation.

All children and teachers, parents or co-ops must wash hands before and after preparing or eating foods.

PARKING/ARRIVAL AND DISMISSAL

Parents are strongly encouraged to utilize carpool for both arrival and dismissal.

All persons dropping off or picking up students must park in a designated parking spot. You may not create your own space – parking spots are defined by painted lines on the asphalt. When you neglect this rule, you put children at risk due to decreased visibility.

All persons dropping off or picking up children must have physical custody of that child(ren). Just because a child is within view does not mean that child is safe. Parents/guardians must walk with a child(ren) into the building and escort them to a classroom. Until parents/guardians make eye contact and verbal contact with a Friends School staff member within the child's classroom, the parent/guardian is responsible for the child. DO NOT leave children unattended in a vehicle. DO NOT leave children unattended in the bathrooms or hallways. Please do not leave vehicles on and /or running in the parking lot as this poses both a safety and an environmental hazard.

CHILD TRACKING FORMS

Each classroom teacher is responsible for maintaining the Child Tracking Form. When parents arrive at school and transfer custody of the child over to the teacher, the teacher signs the child into the tracking form. At every transition throughout the day, the teacher counts the children and records each child's whereabouts. When transitioning a student from one class to another (e.g., preschool to aftercare), the teacher signs the child out of her tracking form and the receiving teacher signs the child onto the new

form. In this manner, children are tracked throughout the building and throughout the school day. At dismissal, teachers record to whom they release each child. Teachers should always position themselves to supervise children by sight and sound and should also be diligent in positioning themselves close to equipment (e.g., the climbing equipment on the playground) that may cause injury to children. Ratios and maximum group sizes do NOT change during gross motor time.

BUILDING SECURITY/ACCESS

Friends School has a security system. Staff members may be issued fobs at the discretion of the Head of School. Fobs work to open the doors of the school 24/7. At all times, the doors will be locked and anyone desiring to enter the building will need to press the intercom button outside the doors and request entrance. Please do NOT hold the door for anyone, especially people you do not know. Families will never be denied access to their child or their child's classroom or the school itself unless a court order has been issued or unless the situation presents a risk-of-harm threat to the program/teaching staff or the children. In the case of a credible safety threat, upon the advice of the local authorities and at the discretion of the Head of School, the school will be locked down and no one will be allowed to enter or leave the building, save for medical emergencies.

THE SCHOOL DAY

Morning Preschool...

begins at 9 a.m. Teachers and assistant teachers will be in the building, with rooms prepared and ready to meet the children, at 8:45 a.m. Carpool is available free of charge from 8:45am – 9am. Parents should make every effort to arrive between 8:45 – 9am. Preschool ends at 12 p.m. If a child has not been picked up by 12:05, the child will be brought to the office or to after care. This will allow teachers also teaching in the afternoon the time they need to eat lunch and prepare for their afternoon classes. Friends School recognizes that infrequently, issues will arise that will cause parents to be late in picking up their children. A phone call from the parent is expected. Families who have an issue of chronic lateness will be charged the daily late fee.

Junior Kindergarten...

begins at 9 a.m. Teachers and assistant teachers will be in the building, with rooms prepared and ready to meet the children, at 8:45 a.m. Carpool is available free of charge from 8:45am – 9am. Parents should make every effort to arrive between 8:45 – 9am. JK ends at 3 p.m. If a child has not been picked up by 2:05, the child will be brought to the office or to after care. Friends School recognizes that infrequently, issues will arise that will cause parents to be late in picking up their children. A phone call from the parent is expected. Families who have an issue of chronic lateness will be charged the daily late fee.

Half-Day Kindergarten...

begins at 8:00 a.m. and ends at 12:00 p.m. Teachers and assistant teachers will be in the building, with room prepared and ready to meet the children, at 7:55 a.m. Carpool is available (free of charge) from 7:30am – 7:50am. Students should arrive for the day at or before 7:55am. If a child has not been picked up by 12:05, the child will be brought to the office or to after care. This will allow teachers also teaching in the afternoon the time they need to eat lunch and prepare for their afternoon classes. Friends School recognizes that infrequently, issues will arise that will cause parents to be late in picking up their children. A phone call from the parent is expected. Families who have an issue of chronic lateness will be charged the daily fee.

Full-Day Kindergarten/Elementary / Middle...

begins at 8:00 a.m. and ends at 3:00 p.m. Teachers and assistant teachers will be in the building, with room prepared and ready to meet the children, at 7:55 a.m. Carpool is available (free of charge) from 7:30am – 7:50am. Students should arrive for the day at or before 7:55am. Students are considered tardy at 8:00am. If a child has not been picked up by 3:05, the child will be brought to the office or to after care. Friends School recognizes that infrequently, issues will arise that will cause parents to be late in picking up their children. A phone call from the parent is expected. Families who have an issue of chronic lateness will be charged the daily late fee.

TRUANCY POLICY

What should I do if my Elementary / Middle child is absent from school?

Any day your child is absent, you, as parent or guardian, must notify the school office of the absence of your child. When your child returns to school, you must send a note explaining the reason for the absence. If your child saw a medical professional when absent, please send an excuse note from the professional. Tardiness can be excused with a medical statement as well.

In keeping with JCPS policy:

- Excused absences and tardiness include such circumstances and occasions as a death or severe illness in a student's immediate family, an illness of the student, religious holidays and practices, and other valid reasons as determined by the principal.
- After a total of 10 cumulative full day absences due to illness, parents are required to present a written statement from a medical professional (doctor, dentist, psychologist, etc.) for additional absences during the school year for the student to be excused.
- Missing the bus, car trouble, oversleeping, parent illness, parent medical appointments, and family vacations are examples of absences that cannot be excused.

In keeping with Kentucky State Law, Statute 159.150:

- Any student who has been absent from school without a valid excuse for 3 or more days is a truant.
- Any student who has been reported as a truant 2 or more times is a habitual truant.

What happens at Friends School when an Elementary / Middle child has unexcused absences or tardiness?

- 1) The office will notify the family for up to three unexcused absences or tardiness.
- 2) With additional unexcused absences or tardiness, the Head of School will contact the family.
- 3) After six unexcused absences or tardiness, the Head of School will contact Pupil Personnel at JCPS and make a truancy referral.
- 4) Further unexcused absences and tardiness will be reported to Pupil Personnel and could trigger additional action that may include a PRE-CPS or Final Truancy Notice, and/or a referral to Child Protective Services or Juvenile Court.
- 5) JCPS may also file a criminal complaint against parents whose children accumulate excessive unexcused absences.

Please make every effort to have your child at school on time every day. Please feel free to contact the office if you have questions or concerns.

EXTENDED CARE PROGRAM

Friends School is open from 7am until 5:30pm on school days. Extended care is available on both a regular schedule and on a drop-in basis. Please see the business manager or other office personnel for a list of pricing and availability.

Preschool children will be placed according to parental instructions in one of two groups – nappers or non-nappers. If a child is a “napper,” parents will be asked to provide a blanket and a lovey of some kind, as well as a Tupperware container labeled with the child’s name. The school will provide a cot and to be used by that child only. Cots will be placed at least 36 inches apart from one another or a barrier such as a shelf will be placed between the cots to reduce the chance of spreading germs. After nap each day, all the child’s nap-related items (sheet, blanket, lovey) will be placed in the Tupperware container and sealed. Each cot will be cleaned and sanitized. At least once per week, or more often if the items become soiled, the items in each child’s Tupperware container will be sent home to be laundered.

If the child is a “non-napper,” no additional items need to be sent to school. A rest period will occur after lunch, during which time children may listen to a book being read, or a book on tape, or soft music. Should children fall asleep during this time, every effort will be made to allow the child to sleep unless otherwise directed by the parent.

CARPOOL

Elementary and Middle students may be dropped off in the carpool line from 7:30am – 7:50am. Preschool students arriving for 9am preschool may be dropped off through the carpool line between 8:45am – 9am. Carpool closes at 7:50am and again at 9am sharp and after that, all students must be walked into the building by their parent and delivered to class. Afternoon carpool will happen from 2:50pm – 3:05pm for all elementary / middle (back parking lot) and preschool (front parking lot) students. Carpool is a privilege and students who do not demonstrate appropriate behavior may be prohibited from attending carpool.

Extended Care carpool will be offered from 7am-7:30am and 5:15pm – 5:30pm in the front of the building.

CLASS SIZES AND RATIOS

Friends School believes that small classes and low student-to-teacher ratios are crucial to the success of children. At Friends, the following group sizes and ratios are the maximum allowed:

Yellow and Pink Classes (Infants): No more than 10 children with 2 teaching staff

Purple, Red, and Green classes: No more than 12 children with 2 teaching staff

Maroon, Orange, Turquoise, and Blue classes: No more than 14 students with 2 teaching staff

Kindergarten and Elementary / Middle: no more than 20 students with 2 teaching staff

DAILY SCHEDULES

The daily schedules for the class (by day of the week if it varies) should be posted somewhere in the classroom and given to the parents at the beginning of the school year. Shared areas, such as the playground, library, and gym will have a shared schedule. Please refrain from using these facilities unless it is your time to do so. It is dangerous to have the children over-crowded or to have widely divergent age groups using these facilities at the same time.

TRANSITION POLICIES AND PRACTICES

Transitions within the school day:

Teachers in individual classrooms handle transitions in their own way. Transitions may be signaled, are always warned, visual cues may or may not be used, and picture schedules may or may not be used. Teachers and assistants are required to count their children after each transition, even when those occur in the classroom, to ensure that all children are present and safe.

With certain children who remain in the program all day, transitions to different classrooms may be necessary. Though we try to maintain continuity of care, some children must move rooms and teachers. Morning staff members personally escort children to their afternoon classrooms and sign them into their afternoon room. Morning staff and afternoon staff can exchange information about children during the transition time.

Transitions from year to year within the building:

As children move from class to class as they get older, staff work together to ensure smooth transitions. In May / August, transition meetings are held. During these meetings, the promoting teacher provides information, developmental assessments, and children's portfolios to the receiving teacher. Also, parents are asked to complete an "About my Child" form prior to the start of every school year so that receiving teachers may have information about the child at home. Occasionally, children will shadow in the receiving classroom or receiving teachers may observe the child in his/her current classroom prior to the start of the school year.

Transitions out of the program:

As children leave the program, they are provided with their complete developmental portfolio, the results of all the assessments conducted while attending Friends, and a narrative piece addressing the child's development in each of the domains. Frequently, and at the request of the parent, Friends staff members (the Head of School, teacher, Assistant Head of School) attend transition meetings with the receiving school. Many times, additional requests for the release of records arrive and if signed releases are present, Friends will release all records to receiving schools. Also, once the child has left the program, Friends staff continue to follow up with former students, attending meetings and making suggestions to the receiving school.

Transitions into the program:

Friends requires that all interested parents take a tour of the facility, submit an application (including an "About My Child" form) and any supporting documentation (progress reports, evaluations, etc.) and schedule a shadow day for their student prior to enrollment. During the Shadow Day, a formal

screening, as well as an observation is conducted by the Inclusion Coordinators, SLP, Behaviorist, classroom teachers, and others to ensure the correct placement and the necessary supports for each individual student. Following the Shadow Day, the Assistant Head of School meets with the family to share the results of the screening and observation, and share plans for additional supports, if needed. Should enrollment be offered and accepted, the entire application / shadow packet is shared with the classroom teachers? Parent Orientation is conducted before the first day of school. Team meetings begin in August / September.

INDIVIDUAL EDUCATION PLANS

Although all students at Friends are recognized as individuals and receive individual instruction, students with special needs understandably require additional support. When students with previously identified special needs are admitted to Friends School, program staff request all information and plans from current and past schools, therapists, and physicians. A multidisciplinary team, comprised of the Inclusion Coordinators (specific to their departments), Resource Teachers, SLP, Behaviorist, Inclusion / Pathways assistants, Lead Teacher, Assistant Teacher, Parents/Guardians, any other therapists, or persons the parents wish to be involved, and at times, the Assistant Head and / or Head of School, meet to review the child's present level of performance. An Individual Education Plan is drafted by the Inclusion Coordinator, with the guidance of the team. Measurable objectives are drafted to target areas of need. With parent approval, specially designed instruction is implemented to support the student. Data is collected on each of the child's goals and objectives. Regular team meetings (occurring about every 8 weeks) and parent / teacher conferences (offered three times per school year) provide forums for the review of the IEP and the modification of the goals. At the discretion of the Head of School, private therapists are welcome to provide services to students at Friends School, if those services are in keeping with the rules, regulations, and philosophies of Friends School.

When students have Individual Family Service Plans (IFSPs) through First Steps or IEPs through any other agency, Friends School will send a representative (IC and/or Lead Teacher) to the ARC/ IFSP/IEP Meeting to serve as an advocate for the student and family and to share relevant information as the family desires.

ASSESSMENT AND EVALUATION OF STUDENTS' PROGRESS

Friends School teachers use a variety of methods to assess the development of children in each of the developmental areas. First, children are screened at admission or very early on in their enrollment at Friends. Parents are asked to complete the Ages and Stages Questionnaire (ASQ) so that Friends' staff has some insight as to what the child is doing at home. It also allows staff to note areas of concern and provides a vehicle for sharing those concerns with the parents.

Each teaching team is responsible for maintaining an individual portfolio on each child. Portfolios should reflect a child's experiences at Friends and entries should be organized and uniform. Meaning, the teacher will select ahead of time the activity that will be an entry. Then, regardless of the "quality," every child will have that activity as an entry. In this way, the portfolio will reflect ongoing progress and "real-life" activities. As the year progresses, teachers create units of study based on the interests and needs of their students. For each unit or theme, teachers select a portfolio entry for each child, to catalog their development. Portfolio entries can include any of the following:

- An observation conducted by the teacher, assistant teacher, or other staff member.
- A short, informal assessment piece such as “What color is this?” or “What does the cow say?” or “Can you tell me the name of these letters?”.
- Artwork, such as a self-portrait, or other work reflecting knowledge of vocabulary, theme, or skill.
- Scissor work, pasting, drawing, etc. to document fine motor skills.
- Video or audio tapes of children singing songs or telling stories in their own words.
- Reading, math, science, social studies assessments.
- Research projects or reports.
- Formalized assessments such as the DRA, the Dibels, MAP Growth, or others administered by the special needs team.

Three times per year, in October, February, and May, preschool teachers complete a progress report assessing each child’s development in each of the developmental domains (such as social/emotional, cognitive, motor development). These progress reports are completed based upon the ASQ, the portfolio entries, and each teacher’s direct knowledge of his / her students. Other staff such as the Inclusion Coordinators, Assistant Head of School or the Head of School contribute their expertise to the assessment as well. These reports are shared with the families during a Parent Teacher Conference and are placed in the child’s portfolio.

As the teachers create the portfolios and complete the bi-weekly assessments, they form goals for the class to accomplish as well as individual goals for each child. Their lesson planning reflects those goals as do their individual plans for each child.

Children who may have special needs are assessed in all the above listed ways. In addition, Friends School staff may conduct an additional assessment, utilizing The Assessment for Basic Language and Learning Skills, Revised (ABLLS-R), or Developmental Profiles. This enables our staff to create more individualized goals for children who show more pronounced areas of weakness than do their same-aged peers. Friends School Teaching Teams, consisting of the Head of School, Assistant Head of School, the SLP, the behaviorist, teacher, assistant teacher, inclusion assistants, parents, outside therapists and other mental health or behavioral consultants meet regularly to create and then review each child’s individual education plan (IEP) and progress toward meeting goals.

As children are preparing for kindergarten, the Assistant Head of School, the Head of School, and several Friends teachers, host kindergarten assessment days. With parent permission, the Dial-4 assessment tool is administered to measure kindergarten readiness.

Finally, in the Elementary / Middle program, children are assessed both formally and informally on a regular basis, usually at the conclusion of units of study. Regular reading assessments, math assessments, science, and social studies journals, writing journals, and observations are all documented in the child’s portfolio. Further, Friends School staff complete a DIBELS assessment three times per year and a DRA assessment once per year on each child so that the public school system will have a measurement of each child’s reading ability utilizing their same assessment tool. Report cards are sent home 4 times per year in the Elementary / Middle program (October, December, February, and May). Finally, annually, each elementary / middle school student participates in the Terra Nova standardized test.

All the methods used to assess children are in keeping with our philosophy. Friends does not believe that formalized, standardized testing is right for any child all the time. Indeed, Friends believes that to really assess the whole child, a variety of methods must be used. Most importantly, teachers and staff

must get to know each child as an individual, playing and talking with them, both individually and in a group.

Progress is viewed in terms of the continuous development of the whole child in non-comparative ways. Each child's progress is to be documented in a continual fashion through anecdotal records, observations, journaling, etc. The documentation should address all areas of the child's development: social, physical, emotional, and cognitive. We recommend that each lead teacher be responsible for implementing an ongoing anecdotal record system for each student. This progress, along with goal setting, will be documented and discussed with parents at conferences.

All assessment information is discussed with parents in person during team meetings, conferences, and other scheduled meetings. Assessment information may be used in-house without a release to plan for each child's individual education, to plan for transitions, and for the development of intervention plans. No information will be shared with anyone outside of Friends School without expressed, written permission. Parents have full access to their own child's records at any time.

ASSESSMENT TIMELINE

	Ages and Stages Questionnaire (ASQ)	Portfolio Entry (formal or informal assessment)	Progress Report for preschool	Report Card for Elementary / Middle	Dial-4 Assessment tool	Other assessments as needed	DIBELS / DRA / MAP Growth 3x per year (Elementary / Middle)	Terra Nova
Upon Admission or within 30 days of enrollment	X						X	
Every unit of study		X						
Thrice each year (Oct & Feb, May)	X		X	X			X	
During the Four-year-old preschool year					X			
As needed – when there is a concern or a diagnosis						X		
At end of year or upon leaving the program	X			X			X	X

The Assessment Timeline details the order and frequency in which we conduct assessments. Our procedures include the following:

Ages and Stages Questionnaire (ASQ - Screening Tool) – Upon admission or within 30 days of enrollment, parents are given the ASQ to complete and return. At the first Parent/Teacher Conference or at the first available Team Meeting, teachers share the results with the parents. The ASQ pinpoints areas of concern and helps teachers to be aware of individual needs as they plan their curriculum, both for the whole class and for individual children. In addition, teachers send home the ASQ again, up to three times per year to monitor development.

Portfolio Entry - As the year progresses, teachers create units of study based on the interests and needs of their students. For each unit or theme, teachers select a portfolio entry for each child to catalog their development. Portfolios are shared with parents at each Parent/Teacher Conference and at each Team Meeting. Portfolios are given to parents when their child leaves Friends. Portfolio entries help teachers learn how each child is progressing and if their lessons and units are successful. From entries, teachers can survey the class as well as examine the development of individual children to determine if there needs to be a change in schedule, or in the modality of instruction, allow for more individualized or supported instruction for certain children. It also lets us know what works!

Preschool Progress Reports – Three times (October, February, May) each year, teachers review all the documentation surrounding each child’s development. Together with their own knowledge of each child, they create progress reports for each child. This allows teachers to catalog what they know into a concise, thorough document. They then create goals for each child and for the class.

Dial – 4 Assessment Tool – When children are in their four-year-old preschool year and preparing for kindergarten, Friends offers a kindergarten readiness assessment. Parents who want their child to be assessed first sign a permission slip. The parents are asked to fill out a parent questionnaire and the child is assessed in a fun, friendly manner. Complete results, including a copy of the entire assessment form, are given to parents during a private meeting with the Head of School or the Assistant Head of School.

ABLLS, Developmental Profiles, other specialized assessments - All are given to children on an as needed basis with written parent permission required before administration. Complete results are shared with parents in a private meeting with school personnel. Individual goals for education plans are developed based upon the results of these individual assessments.

DIBELS – Given to children in the Elementary / Middle grades three times per year to assess reading ability.

DRA – Given to children in the Elementary / Middle grades at the end of the year, the DRA is a formalized assessment that ascertains each child’s reading and reading instructional levels.

MAP Growth – Administered to Elementary / Middle three times per year to assess levels and progress in Reading and Math.

Report Cards – For elementary / middle school students, report cards are completed and distributed to the parents four times per year – October, December, February, and May.

Terra Nova – A standardized assessment, all elementary / middle school students take this test in April of each school year.

CLOTHING AND PERSONAL POSSESSIONS

Parents are instructed to send their child to school prepared to play outside, even in the winter months. Families are told that all children should wear comfortable and durable clothing suited to classroom work as we use many different art materials, and play with many different materials, all of which can get on clothing! We warn parents that they should be prepared for their child to come home covered in a healthy mess, evidence of their fun times at school! Every child should always have a season appropriate change of clothing at school.

DRESS CODE

Children should arrive to school clean, wearing clean clothing, and wearing appropriate clothing. Clothing that depicts violence, has inappropriate language or scenes, clothing that does not appropriately cover the body or clothing that is deemed inappropriate by the administration will not be allowed. Closed-toe shoes are highly recommended, and sneakers are required for daily gross motor play. Parents should ensure that their older children are showering regularly and using deodorant when it becomes necessary. If at any time clothing or hygiene are deemed inappropriate by the administration, the parents will be called to school to remedy the situation.

FIELD TRIPS

Lead Teachers are encouraged to coordinate with parents to plan novel, hands-on experiences away from school. When a field trip is confirmed, the teacher notifies the office.

When a teacher informs parents that the class is taking a trip, they send a note home in advance that states the destination, the date of the trip, and how many chaperones are needed. Permission slips should be distributed and collected by the classroom teacher. Each child **MUST** have a parent-signed permission slip before attending any field trip.

All field trips must be taken using a bus and a bus driver contracted for the specific purpose of transportation to and from the field trip.

Child Tracking Forms must also be completed throughout the field trip as during the school day. Classroom teachers are responsible for carrying their classroom papers (Child Information Sheets, Medical Forms, Release Authorization Forms, Allergy/Health Action Plans) and a first aid kit along on the field trip. At least one of the staff members on the field trip must be carrying a cell phone to make emergency calls. Should any problems arise during the field trip, the lead or assistant teacher is to alert the school office immediately for instructions.

HEALTH AND MEDICINE

If a child becomes ill at school, bring the child to the office, or isolate the child away from the classroom with an adult staff member or co-op. Office staff will try to contact parents and request that they pick up the child. If the parent(s) cannot be reached, keep the child isolated from the other children until someone comes for the child or until you are relieved by another staff worker.

Please note that students are not allowed to return to the classroom until they have been free of fever, vomiting, diarrhea, or other symptoms for at least 24 hours. Children must be well and fully able to participate in all parts of the program day to be at school. If a child does not feel well enough to play

outside, for example, the child should not come to school. A doctor's note will be required to return to classroom following covid 19 symptoms.

Medication should not be given to students at school unless necessary. Medication will be administered only if the medication has been prescribed by a physician and if **the original prescription label correctly names the student, the dosage, the date the prescription was written, the expiration date and instructions on how and when to administer** the medication. Please only provide a one-week supply of medication at a time. Medicine should be delivered to the office by the parent or other responsible adult (grandparent, nanny, etc.). Medicine should never be placed in a child's backpack or handed off to a teacher. Should over-the-counter medicine need to be administered, a doctor's note must describe the appropriate dosage. The appropriate medicine sheet must be filled out and signed by a parent DAILY. Only members of the administrative team (head of school, assistant head of school, business manager, dean of students, preschool director, etc.) or the teacher in charge should dispense medicine. After dispensing medicine, the staff member must record the drug, amount given, date and time, and the staff member's initials. Another staff member must witness and sign that the proper medication was given to the appropriate student at the correct dosage and time. When a child requires medical procedures (such as nebulizer treatments, g-tube feedings, insulin monitoring, etc.) all teaching and administrative staff working with that child must be trained in how to administer those treatments. This ensures that there is always a trained adult onsite when the student is present. Only trained adults may administer those procedures.

As a general policy and precautionary measure, all medications (even those of staff members), including over the counter medicines, must be kept in the locked boxes marked "MEDICINE" in the office or the refrigerator. DO NOT leave any medicines in purses or desks.

If a child has contracted a contagious disease, the office should be notified immediately. The office will help classroom staff to appropriately notify the parents of the other children in the classroom to advise them of potential exposure to the disease. Please see the attached chart (in Appendix A) on contagious diseases for specific signs and symptoms.

Covid 19 Vaccination Policy

Friends School strongly encourages everyone who is eligible to get vaccinated.

- Should a fully vaccinated faculty / staff member need to quarantine due to symptoms or a positive test, the vaccinated faculty / staff member will receive paid leave.
- Should an unvaccinated faculty / staff member have an exposure to Covid 19, they will be required to quarantine and that quarantine time will be *unpaid*.
- Should an unvaccinated faculty / staff member contract Covid 19, they will be permitted to use / exhaust their paid leave hours before moving to unpaid time.
- Fully vaccinated students and staff do not need to quarantine after exposure to Covid 19 **unless** symptoms develop.

Universal Masking Policy

The school, at the sole discretion of the Head of School, may institute a Mask Requirement, in the event of high community incidence or spread of a contagious disease, such as Covid 19. In the event of a Mask Requirement, all faculty / staff must wear a mask, covering the mouth and nose. All children ages 2 years and up must wear a mask during camp / school. Individual exemptions allowed only at the discretion of the inclusion and / or administrative teams due to medical, developmental, or behavioral

barriers. Children can be given socially distanced breaks from masks as needed. Outdoors, masks are not required.

CONTAGIOUS DISEASE ALERTS

When Friends School has an outbreak of a contagious disease, staff do the following:

- Contact our nurse consultant through the Healthy Child Program at the Louisville Metro Health Department
- Request information on the disease and instructions on how to handle the outbreak.
- Post a notice on the classroom door and the front doors, if applicable, letting parents know that an outbreak has occurred.
- Provide all parents in the infected classroom with detailed information about the outbreak, including symptoms, incubation period, and when to call the doctor.
- Have available for every parent in the building the above information.
- Immediately quarantine students who are under-immunized if a vaccine-preventable disease occurs in the program.

IMMUNIZATION POLICY

The Cabinet for Health and Family Services (Licensing) requires Friends School to maintain on site an up-to-date immunization certificate for each enrolled child. Failure to provide an up-to-date immunization certificate could result in a suspension from attending Friends until the certificate is received. If you do not have an up-to-date immunization certificate, you must obtain either a Medical Exemption or a Religious Exemption certificate from your pediatrician or the local health department. Failure to provide a Medical / Religious Exemption Certificate in the absence of an up-to-date immunization certificate will result in a suspension of attendance until the proper forms are received in the office. Should you have any questions about this policy or obtaining the correct certificates, please call / visit the office at your earliest convenience.

Friends School strongly encourages all individuals to receive all required and recommended vaccines, including the Covid 19 vaccines and boosters.

FIRST AID

A first aid box is kept in the office and in the gym. (Please confirm the exact location of these boxes early in the year so that you will be prepared in the event of an emergency.) Classrooms have individual first aid kits as well. Wounds may be cleaned **only** with soap and water. No medications may be used. If blood is involved, staff should wear protective gloves, which are in every classroom. Lead and assistant teachers are responsible for maintaining a ready supply of gloves in their rooms. New boxes of gloves will be available in the office. Any time a child is injured, a form must be filled out, copied, and filed, with one copy being sent home to the parent or guardian. An additional first aid kit is on the playground.

Staff members in each class have first aid training. They apply first aid when they consider it necessary and appropriate. When an injured student needs immediate medical attention, they are taken to the local emergency room by the Rescue Squad. The school makes every effort to contact parents (or the emergency contact person designated on the emergency form) at once. Standard precautions must always be implemented.

MEDICAL EMERGENCIES

In the event of a medical emergency, staff will immediately call 911 and will comply with all recommendations of the emergency medical personnel. Should transport to a local hospital be required, Friends School will send an accompanying staff person with the child. Every attempt will be made to contact the parents and/or the emergency contact listed on the Child Information Sheet.

If a staff person experiences a medical emergency, other staff will immediately call 911 and will comply with all recommendations of the emergency medical personnel. Should transport to a local hospital be required, Friends School will send an accompanying person with the staff member in crisis. Every attempt will be made to reach the emergency contact listed on the Staff Information Sheet. Additional Friends School staff will be immediately assigned to ensure appropriate ratio and continuity of care for the children.

DIAPERING POLICY

- At least every two hours, awake children are checked for signs of soiled diaper (wet or feces).
- Upon awakening from nap, children are checked for signs of soiled diaper.
- Staff change diapers in designated changing areas only.
- Changing tables/stations must be partially separated by a wall or kept at least three feet from areas that children use.
- Each station is designated for a specific group of children (i.e., 2s use changing area only in 2s classroom).
- Changing tables/stations are solely for the use of diaper changing. They are not to be used as a table or to place objects, especially food items.
- Staff must post the 14-step diapering procedure above changing stations.
- Staff must follow all steps according to 14-step procedure when changing diapers.
- Staff must always have hand on child during changing.
- Waste containers that hold soiled diapers and diapering materials must have a lid that opens and closes tightly by using a hands-free device.
- Containers are always kept closed and are not to be accessible to children.
- All staff are evaluated on their job performance. Following these procedures is part of job performance.

It is the responsibility of the family to provide Friends School with appropriate diapers and wipes for their child(ren). Should diaper ointment need to be applied, it should be handled as a medicine and clearance should be obtained through the office.

DIAPERING AND TOILETING PROCEDURES

Staff should always wear protective gloves when diapering a child. Diapers are to be tied in a plastic bag before being discarded. Be sure to wash your hands and to disinfect the changing table after each diapering. In addition, a state licensing regulation requires that the child's hands also be washed after diapering or toileting. There is now a 14-step procedure to changing a diaper while adhering to licensing regulations. It is strongly recommended that each teacher post the procedure above every changing table.

TOILET (POTTY) TRAINING POLICY

Here is what you should know:

The initiation of toilet training should always be based on the child's developmental level rather than on the child's age. Initiating toilet training before the child is developmentally ready can create stress and anxiety for the child and the family and increase length of time it takes to train the child. Toilet training is best started when the child is not experiencing any other changes (moving, new baby, new school). When you feel your child is ready for potty training, we ask that you begin training at home during a weekend or vacation. **If you are not sure if your child is ready for Toilet Training, read the Potty-Training Readiness Checklist.

Here is what we will do:

We will be happy to begin working with your child, after they have begun the process at home for at least 1 week. We will follow through and encourage your child while in care. Potty training will be done in a relaxed manner helping the child develop self-esteem and independence with the cooperation of the family. Please note: Positive reinforcements and consistency must be continued at home as well as at school; we will partner with you during the process.

Proper Clothing:

The child must be kept in pull-ups/diapers until the child demonstrates readiness / success. Please keep in mind that the activity level here at school can distract your child from responding to an urge to use the potty, more so than at your home.

Please notify your child's teacher when your child has not had any accidents (urine/bowel movements) for one week at home. At that time, you may begin having your child wear underwear to school. During potty training your child needs to be dressed in "user friendly" clothing as much as possible. The best items are shorts, pants, or skirts with an elastic waist.

Please avoid dressing your child in the following:

- Shirts that snap in the crotch
- Overalls or bib type clothing
- Belts
- One-piece outfits

(The clothes listed above can make it difficult for your child to reach the potty in time. Your child also needs to be able to pull his/her pants up and down and these items will hinder your child's ability to do so).

Required Supplies:

The following items are to be left at school and replaced as needed. Soiled clothes will be returned in a plastic bag at the end of the day. For the first month of wearing underwear, please send in diapers/pull-ups to school for your child since we may need to use them if they have two consecutive accidents in a day.

- Three (3) changes of clothing including socks and an extra pair of shoes
- Diapers/ pull-ups – you will be notified when the supply is running low

****Potty Training Readiness Checklist****

Verbal Stages of Readiness:

- Stage 1 The child tells you they have a wet diaper, recognizes when they are wet.
 - Stage 2 The child tells you they are wetting (recognizes sensation of urination).
 - Stage 3 The child tells you they will wet, can control themselves and uses the potty.
- **Children with limited verbal skills can use picture cards or gestures to complete stages.

Physical and Psychological signs of readiness:

1. Stays dry for a long period of time. (The child can “hold” their urine and bowel movement)
2. Can recognize when diaper is wet or soiled.
3. Has bowel movement at regular times. (Child chooses when to move the bowels)
4. Adult can recognize when child is moving his/her bowels. (Child is deliberately moving bowels)
5. Can undress and pull up own pants. (Important because this is the work of the child not the caregiver)
6. Initiates interest in using the potty and asks to wear underwear.
7. Wants to be independent, which is especially important for the learning process.
8. Child is emotionally ready and is open to learning. (Is child generally cooperative?)
9. Child has an awareness and knowledge of the world beyond himself. (This sign may seem unrelated to Potty training, but it is a behavior that has been seen in children ready to use the Potty)
10. Can follow three and four step instructions. (This is critical for learning to urinate or move bowels, wipe himself and wash hands)
11. Can use consistent words or gestures to communicate.
12. Can physically get to the potty and sit on it without help.
13. Must show a willingness to want to sit on the potty and understand its function.

(This resource was created by the Preschool Team at Friends School, using information from the American Academy of Pediatrics, and information obtained from other Child Care Centers.)

HAND-WASHING

Handwashing is essential to ensure the health and safety of all the members of the Friends School Community. Handwashing is REQUIRED:

- Upon entering the building.
- Upon leaving the building.
- After diapering a child or using the toilet.

- After handling any bodily fluids (e.g., blowing or wiping a nose, coughing, or touching any blood, mucous, vomit, etc.)
- Before meals or snacks.
- Before preparing or serving any food.
- After water play.
- After handling any animals or dirt (e.g., sand, dirt, surfaces that may be contaminated by animals.
- When moving from one group to another (e.g., when a teacher moves from one classroom to the next giving breaks.)
- Before and after feeding a child.
- Before and after administering medication.
- After assisting a child with toileting.
- After handling garbage or cleaning.
- When soiled.
- After touching high-touch items.

Handwashing should be completely properly each time by using liquid soap and running water. Wash hands thoroughly for at least 20 seconds with soap and warm water. Clean the wrists, between the fingers, under the fingernails, the top of the hands and the palm of the hands, as well as underneath any jewelry. Rinse well. Dry hands with a paper towel and use the towel to turn off the water. Avoid touching the faucet with clean hands. All faculty members MUST comply with hand-washing rules and regulations. Handwashing will be assessed as part of the twice annual formal classroom observations that inform the formal performance reviews of all faculty. Faculty are responsible for teaching the students how to wash hands appropriately and thoroughly. When developmentally appropriate, faculty may either:

- Assist students in washing hands thoroughly and appropriately and described above OR
- Supervise the students as they wash hands thoroughly and appropriately as described above.

Faculty must wear gloves when:

- Changing diapers.
- When handling blood or body fluids that may contain blood (including vomit, feces, diarrhea, blood, etc.)
- When cleaning.
- When feeding an infant.
- When assisting with opening snacks and lunches.

Sinks are NOT to be used for bathing children or removing smeared fecal material.

Sinks MUST be sprayed with GS Neutral Disinfectant Cleaner (cleanser plus disinfectant) before and after use.

Hand sanitizer may ONLY be used in children over 24 months when soap and water are not an option and when hands are not visibly soiled.

STANDARD PRECAUTIONS

Standard precautions are based on the principle that all blood, body fluids, secretions, excretions except sweat, nonintact skin, and mucous membranes may contain transmissible infectious agents.

Standard Precautions include:

Hand hygiene - always - following any contact with bodily fluids.

Wash hands for 20 seconds with soap and warm water – especially if visibly soiled. Clean hands with alcohol-based hand rub if not visibly soiled and if a sink is not readily available.

Gloves

Wear clean, non-sterile gloves when touching or encountering blood, body fluids, secretions, or excretions.

Apply gloves just before touching mucous membranes or contacting blood, body fluids, secretions, or excretions.

Remove gloves promptly after use and discard before touching non-contaminated items or environmental surfaces, and before providing care to another patient.

Wash hands immediately after removing gloves.

Soiled clothing, waste, or other contaminated items

Avoid contamination of clothing and the transfer of microorganisms to other patients, surfaces, and environments.

Bag and label contaminated clothing or other personal items to be sent home with the family.

Clean, disinfect or reprocess non-disposable equipment before reintroduction into the classroom environment.

Discard single-use items properly, in a plastic bag. Label bag as a “Biohazard” if blood is present.

ANIMAL AND PET POLICY

Occasionally, during study, animals and pets are invited by Friends School staff into the school building. Prior to entering the building, staff will ensure that:

- Documentation is provided to prove that the animal has been fully vaccinated.
- All families in the class have been informed of the visit.
- All families in the class have been asked to report children’s allergies to animals.
- Plans for dealing with children’s allergies are developed and approved by parents.
- All families in the class have been asked to report children’s fear of animals.
- Plans for dealing with children’s fears have been discussed with and approved by parents.

If necessary, staff will provide an alternate space and activity for allergic or highly fearful children.

ORAL HEALTH

Children who attend school for more than 6 hours will be provided with an opportunity to brush their teeth after lunch. Parents are asked to provide a toothbrush and toothpaste.

A POSITIVE APPROACH TO DISCIPLINE

Friends School teachers demonstrate that love is unconditional. Simple rules are established for the safety and well-being of everyone. We set up an environment to build self-esteem and to develop learning skills. We attempt to redirect children before conflict begins. Cooperative activities are offered to reinforce having fun and working together. Lots of attention is given to positive behavior. We give children the opportunity to make positive choices to empower them.

It is never acceptable to withhold food, yell, threaten or use physical punishment at Friends. Our goal is to avoid punitive methods of discipline, understanding that children do not act out because they are “bad” or want to annoy us, but as part of the developmental process. Discipline is calm, consistent, and administered in a way that avoids shaming a child.

At Friends, we help children understand their feelings and emotions, both positive and negative, and teach them to deal with them in constructive ways. Conflict resolution is an important part of our curriculum, so children have the tools necessary to deal with anger, disappointment, sadness, differences of opinion, as well as joy, excitement, and happiness. For all children in the school, we use logical and natural consequences, and redirection as the first forms of “discipline.” For younger children, we help them begin to find words for their feelings and for conflict resolution, so that as they grow, they can find their own words to use when problem-solving with a friend. We find that the children at Friends School become particularly good at resolving conflict using words!

Every child will demonstrate inappropriate behavior at times and Friends School uses those instances as opportunities for instruction. But when behavior is frequently inappropriate, non-compliant, disruptive, or developmentally inconsistent, the inclusion team and the administrative team will be called in to observe, evaluate, and offer support. Families will be notified, and regular communication will be required. After a child has had three serious incidents of disrupting the classroom or one incident of engaging in behavior that is harmful or potentially harmful to others, families will be required to meet face-to-face with the inclusion and administrative teams to discuss behavioral expectations, discipline at home, and next steps.

For children who have behavioral issues that result in harm to another person, or if a child is continuously disruptive, steps are taken to resolve the situation. An intervention plan is put into action with the child, the child’s teacher, the parents, the inclusion team, and the Head of School. The plan will be as follows:

- Describe the unacceptable behavior.
- Describe the targeted acceptable behavior.
- Define the process for eliminating the unacceptable behavior.

- Define the role and responsibilities of the child, teacher, and parent and other important adults.
- Outline the method and frequency of communication between child, school, and parent.
- Establish a date for evaluation of progress.

After creating and implementing a Behavior Intervention Plan (BIP) Friends School expects to collect data to support that progress is being made in reducing or eliminating harmful, non-compliant or inappropriate behavior. If the data collected does not show that progress is being made, the school may decide to take other measures such as revising the BIP, calling in outside therapists / specialists at the expense of the family, referring the student for outside counseling and therapy, recommending, or requiring further evaluation by a clinical psychologist / psychiatrist for diagnosis or treatment including pharmacological intervention. If necessary, the child's Tier placement will be revised at the expense of the family to better support the required interventions.

If every attempt to facilitate the improvement of the situation proves to be unsuccessful, or if the child threatens the safety of others by aggressive and violent behavior, as a last resort, temporary or permanent dismissal from the school may result. If expulsion occurs, Friends School will make every effort to assist the family in finding an alternative placement. Friends School adheres to and *complies* with federal and state civil rights laws in all program areas.

A Respectful Community

At Friends School, we call each other by our first names. This practice stems from a long held Quaker belief that all people are "spiritual equals" and that traditional titles can distort this equality. We show respect for one another with kind words and actions.

Friends School has high expectations of all its community members. Staff members, family members, and children must treat each other with respect. We must all maintain appropriate confidentiality and we must all agree to resolve problems peacefully. To that end, Friends School has a confidentiality policy, detailed ethical guidelines for parents and staff, problem resolution guidelines, and a conflict resolution policy for children.

FRIENDS SCHOOL CONFIDENTIALITY POLICY

Friends School is committed to maintaining the highest degree of privacy for our students. To this end, Friends School keeps student files in a locked filing cabinet in the office. Only office staff and specific teaching staff with a need to know will have access to student files. No information will be shared outside the Friends School teaching team, unless a release is signed by the parents, authorizing the exchange of information. All persons who participate in any aspect of Friends School must agree to keep all information regarding staff and children confidential. Staff, parents, co-ops, observers, and therapists are not allowed to reveal the names of children, nor any information regarding the individual needs of any or all children at Friends School without expressed, written permission.

Parents, legal guardians, and regulatory authorities may have access to student files immediately upon request.

Any concern about parent-student, student-student or teacher-student situations should be brought directly to the Head of School and only discussed there within the privacy of his/her office. Please note that revealing any information about the children attending Friends School without appropriate written

authorization will result in consequences up to and including the termination of employment, dismissal from Friends School, and/or criminal penalties.

PERSONAL RESPONSIBILITY

Friends School passionately believes that each child should be expected to assume responsibility for themselves, their belongings, and their areas. Therefore, we strongly encourage and at times require the following:

- Students should walk into the building, especially students in our pre-k and older classrooms. Students that can walk, should walk!
- Students should carry their own belongings such as backpacks and lunch boxes.
- Students should care for their own areas and belongings such as opening their own snacks, cleaning up their area from snack or lunch, washing their own hands, etc.
- At times, students will be expected to clean / maintain common areas of the building including cleaning the classrooms, bathrooms, and cubbies.

When children (even very young children) are afforded the opportunity to independently care for themselves, their belongings, and their areas, they feel accomplished, confident, and strong. They begin to show more respect for their environment. Our goal is to teach children that they ARE capable and strong individuals. We also want to teach our students life skills! Caring for yourself, your belongings, and your environment is essential to healthy, happy living.

STUDENT RECORDS:

You have the right of access to your child's entire cumulative record kept by the school. (Children do not have access to these records while they are minors.) Ask an office staff member to assist you in accessing your child's file. Access is available to both parents regardless of their present marital status unless the school is otherwise directed by a court order. Regulatory authorities may also have access to student files upon request. Only you (as parents), regulatory authorities, and staff with a need to know have access; no one else is given this information.

PRIVACY POLICY

Your privacy is important to us. To better protect your privacy, we provide this notice explaining our information practices. Our privacy policy is simple: we collect no information about you unless you choose to provide that information to us. In addition, we do not give, sell, share, or transfer any personal information about you to any third parties. To prevent unauthorized access, maintain accuracy, and ensure the correct use of information, we have put into place appropriate physical, electronic, and managerial procedures to safeguard and secure any information that we collect. If you have questions about our privacy practices, please inquire in the office.

PARENT CO-OP POLICY

Friends School encourages each family to work in service to the school. There are many opportunities to co-op both during working hours and on evenings / weekends. The Co-op Fair during Parent Orientation is a great way to view the various areas where co-oping can be beneficial to the school and the family.

As part of the enrollment contract, families are required to “buy-in” to the co-op with a \$240 annual fee. That fee will provide families with two tickets to the annual auction / gala and free admission to the Friends School Friendship Breakfast. For families who wish to work the auction / gala, rather than attend, a portion of the cost of the co-op fee may be refunded to the family, after the service hours have been recorded and verified.

PARENT CODE OF ETHICS

At Friends School, families are to respect the confidentiality and individuality of all students. Families must maintain Friends School as a safe zone for all community members, recognizing the value of all people and the importance of the peaceful resolution of conflict. Friends School respectfully requires that parents:

- **Respect the confidentiality of all students and staff members.** Parents should not discuss other children or staff members or request information of staff or families that is confidential in nature.
- **Refrain from discussing any child but their own with fellow parents.** Oftentimes, parents may have concerns about another child’s special needs or behavioral issues in the classroom. Other parents will not be able to address concerns or give answers. Should a parent have questions, they are encouraged to first talk to the teacher, and then the Head of School. All staff will respect the confidentiality of each student, but the explanation of policies and procedures may alleviate worries.
- **Adhere to the Problem Resolution Policy outlined in this handbook.** If a parent has a concern, they should first address the teacher, followed by the Head of School, and if a positive resolution cannot be reached, the President of the Board.
- **Recognize that all children, families, and staff deserve a peaceful, pleasant school atmosphere.** Friends School asks that concerns be addressed in a respectful, appropriate manner and place. Ask to speak to the teacher or Head of School in private, rather than in the hallway or in front of other parents. Conflict should be handled with careful consideration, peaceful discussion, and in a manner that respects the dignity and feelings of all involved parties.
- **Make a commitment to your child’s education!** Get involved with the school. Have your child at school *on time* so that they may fully participate in the school day with their peers. Participate in the community activities, form positive relationships with other parents and staff, help in the classroom or the office. Take responsibility to read what comes home from the school.

STAFF CODE FOR ETHICAL INTERACTIONS

At Friends School, staff must respect the confidentiality and individuality of all students, parents, and fellow staff members. Staff must make Friends School a safe zone for all community members, recognizing the value of all people and the importance of the peaceful resolution of conflict. Friends School respectfully requires that staff:

- **Always respect the confidentiality of all students.** When needing to discuss a child and their needs, do so in an appropriate place, at an appropriate time, and in an appropriate, positive, manner.

- **Always maintain professionalism.** Do not gossip about other staff members, parents, or children. Staff set the tone for interactions in the building. Remain positive, refer to the Head of School as needed. Remain above reproach.
- **Have respect for your fellow staff members.** If a staff person shares something in confidence, make sure it remains confidential.
- **Instructional time should be devoted entirely to the children.** Your focus in the classroom should always be on your students. Remember that children can hear your conversations and will tune into them more readily than when you are addressing them.
- **Remember that parents are clients first and foremost, not friends.** When a parent has a child in your care, regardless of how close your relationship may be, remember that that parent is first, your employer and only secondly, your friend.

SCHOOL WIDE BEHAVIORAL EXPECTATIONS

Aggressive behavior is not acceptable at any time and will result in immediate consequences. The following behavior will result in consequences and students will be required to participate in restorative practices to make amends with teachers and classmates:

- Demonstrating aggressive behavior toward a faculty member (hitting, kicking, spitting, throwing items at a teacher, using one's body to physically threaten a teacher, etc.)
- Demonstrating aggressive behavior toward peers (more than what is considered developmentally appropriate)
- Making threatening statements towards peers or faculty regarding aggressive intentions ("I'm going to kill you!")
- Destruction of property including but not limited to throwing desks or chairs, tearing up books, throwing or otherwise hurting other school property (lamps, pencils, carpets, whiteboards, computers, etc.)
- Engaging in any other behavior perceived by faculty to be aggressive, harmful, threatening, or destructive.

Field trips, special events, and community social events may be prohibited for students who are consistently demonstrating inappropriate behavior.

Friends School is (overall) opposed to sending students home from school for the following reasons:

- Children may engage in aggressive or destructive behavior with the *intention* of being sent home if that is the stated consequence. If task avoidance or school avoidance is the function of the behavior, we will be reinforcing that behavior by sending the student home.
- Friends School cannot control the consequences delivered at home. While parents are encouraged to reinforce the behavioral expectations of school, we certainly cannot make them do so. Further, we will not allow parents to dictate the consequence / reward system at school and would not expect to be able to dictate the consequence / reward system at home.

Nevertheless, if a student is out of control to the point that they must be restrained, parents will be called to come to the school immediately to restrain and / or remove their child from the premises. Friends School will not restrain students and will only put hands on children if they are in danger of hurting themselves or others, and even then, will only block, defend, or redirect student's aggressive or destructive behavior. If a student becomes that out of control, parents will be required to take their child home.

Friends School reserves the right to change a child's Tier Placement at any time, call in outside experts to consult, remove a child from the classroom, send a student home, suspend, or expel a student at any time – all at the sole expense of the family.

Each child's individual Behavior Intervention Plan will address more specifically the problem behaviors for each child and the planned consequences for those actions.

KINDNESS CODE

Friends School is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our school works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community.

At Friends, we expect every member of our school community to treat one another with kindness and respect. Kind bodies, kind words, and caring communication is expected.

Each student at Friends School has a right to:

- Learn in a safe and friendly place.
- Be treated with respect.
- Receive the help and support of caring adults.

Should a student be a victim of or a witness to bullying (defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated and that disrupts the education process for any student) that individual should report it to the teacher or other school officials immediately. The incident(s) should be documented in writing and reported to the administrative team and the parents of involved students within one school day. Consequences for the student engaged in bullying will be at the sole discretion of the head of school and may involve loss of privileges, suspension, or expulsion.

Should a teacher or other school official witness an incident of bullying, as an employee of the school, that individual should immediately interrupt the bullying behavior. The incident(s) should be documented in writing and reported to the administrative team and the parents of involved students within one school day. Consequences for the student engaged in bullying will be at the sole discretion of the head of school and may involve loss of privileges, suspension, or expulsion.

Friends School does not discriminate based on race, religion, faith, ethnicity, culture, color, national origin, creed, sex, gender, gender expression, age, sexual orientation, family structure, economic

background, or handicapping condition in any of its programs or policies. It is essential to our community that everyone feels safe in this school space. Bullying will not be tolerated.

Problem Resolution

Friends School suggests that if parents have a concern about their child's classroom, that they approach the teacher and work together to reach a solution. Most concerns can be resolved with the classroom teacher. However, if parents are not satisfied, the next step is to contact the Head of School. The Head of School will make every effort to mediate and resolve the issue. The Head of School's decision on matters brought to him/her is final. Should the conflict still be present, and the parent have concerns regarding the way the head of school handled the issue, the family may write a letter to the Board of Directors, filing a formal complaint with the Board regarding the Head of School and their execution of duties. The Board of Directors is the entity responsible for supervising the head of school; and for the governance of the school, including policy issues, strategic planning, and financial planning and policy. The Board is **not** responsible for the day-to-day operation of the school and will not render decisions about other school personnel. Parents and staff are always welcome to attend all Board meetings but may not address the board without first being placed on the agenda. If you wish to address the board, you may contact the Board Secretary no less than one week prior to the upcoming meeting.

INTERNET STUDENT USER AGREEMENT

Access to the Internet and Electronic Mail will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages. To that end, the Friends School has set the following standards for using the online sources:

1. Students are responsible for good behavior on school computer networks, just as they are in the classrooms. Communications on the network are often public in nature. The network is provided for students who agree to act in a responsible manner. Parent permission is required, and access is a privilege—not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage area may be treated like school lockers—while generally private, they may be searched under certain circumstances. While students have individual logins and separate folders, users should not expect that files stored on school servers will always be private.
3. Access to information will be honored within reason. During school hours, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility as they would when guiding their children with information sources such as books, periodicals, television, telephones, movies, radio, and other potentially offensive media.
4. The following are not permitted:
 - a. Revealing personal information online (name, address, phone number)
 - b. Sending, receiving, or displaying offensive messages or pictures
 - c. Harassing, insulting, or threatening others.
 - d. Damaging computer systems or computer networks

- e. Changing network or system settings
 - f. Violating copyright laws
 - g. Submitting documents from the Internet as personal work
 - h. Using another's password.
 - i. Trespassing in someone else's folder, work, or files
 - j. Intentionally wasting limited resources
 - k. Using the network for commercial purposes
 - l. Propagating chain messages
 - m. Making unauthorized downloads
 - n. Participating in personal chat or instant messaging
5. Violations may result in loss of access as well as other disciplinary action.

A WORD ABOUT SOCIAL NETWORKING / FACEBOOK / TWITTER

At Friends School, teachers, students, staff, and other school community members use social networking/media (Twitter, Facebook, blogs, etc.) to connect with others, share educational resources, create educational content, enhance the classroom experience, and network within and outside of the school community. While social networking is fun and valuable, there are some risks we need to keep in mind when using these tools. In the social media world, the lines are often blurred between what is public or private, personal, or professional.

Social media refers to online tools and services that allow any Internet user to create and publish content. Many of these sites use personal profiles where users post information about themselves. Social media allows those with common interests to share content easily, expanding the reach of their ideas and work. Popular social media tools include Facebook, Twitter, LinkedIn, blogs, YouTube, and Flickr to name a few.

Below are guidelines to follow when members of the school community (students, faculty, administrators, and staff) are representing Friends School in social media spaces, regardless of whether these are considered professional or personal spaces.

Use good judgment

- We expect good judgment in all situations. Behave in a way that will make you and others proud and reflect well on the school.
- Know and follow the school's A Respectful Community Guidelines.
- Regardless of your privacy settings, assume that all the information you have shared on your social network is public information.

Be respectful

- Always treat others in a respectful, positive, and considerate manner.

Be responsible and ethical

- Because you represent the school, please stick to discussing only those school-related matters that are within your area of responsibility.
- Adults should be open about their affiliation with the school and the role/position they hold.
- If you are someone's peer, interact with them online if you are so inclined. If you are an employee thinking about interacting with a student, consider the following questions before proceeding. What is the purpose of my interaction with a student? (If it is not related to your classroom activities, reconsider using a social network.) What is the social network in which I propose to interact with a student? (If the social network in question has limited professional applications – Facebook, for instance – reconsider using that social network.) If you are uncertain how to proceed, consult your department head, assistant head of school, or head of school.
- Share and interact in a way that will enhance your reputation, the reputation of others, and the reputation of the school, rather than damage them.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly, and share feedback.
- Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.

Be accurate and appropriate

- Check all work for correct use of grammar and spelling before posting.
- A significant part of the interaction on blogs, Twitter, Facebook, and other social networks involves passing on interesting content or sharing links to helpful resources. However, never blindly repost a link without looking at the content first.

And if you do not get it right ...

- Be sure to correct any mistake you make immediately, and make it clear what you have done to fix the mistake.
- Apologize for the mistake if the situation warrants it.
- If it is a major mistake (e.g., exposing private information or reporting confidential information), please let your department head or supervisor know immediately so the school can take the proper steps to help minimize the impact it may have.

Be confidential

- Do not publish, post, or release information that is considered confidential or private. Online “conversations” are never private.
- Use caution if asked to share your birth date, address, and cell phone number on any website.

Respect private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide.
- Avoid talking about personal schedules or situations.
- Never share or transmit personal information of students, parents, faculty, staff, or colleagues online.
- While taking care when posting to safeguard people’s privacy, be sure – as necessary and appropriate – to give proper credit to sources. In cases of doubt, privacy should be the default.
- Generally, use only first names of students. There may be special circumstances where a student is widely known for a particular achievement, in which case the use of the full name may be appropriate. If there is any doubt, use only first names or ask the head of school for guidance.
- Always respect the privacy of school community members.

Post images with care

- Respect brand, trademark, copyright information and/or images of the school.
- Do not caption photos with the names of current students.
- Do not post photos of students who are on the “Do Not Photo” list. (Ask the office for a list of students on the Do Not Photo list.)

Friends School respectfully requires that you refrain from posting negative comments about Friends School staff, families, policies, and procedures on any social networking page. All issues, comments, and concerns should be addressed with the individual or with the Head of School as soon as possible. Posting comments on a social networking page does not promote problem resolution and instead causes gossip, half-truths, and demoralization. Friends School encourages open, reciprocal communication between all the members of our community in a respectful, supportive environment.

CONFLICT RESOLUTION POLICY (FOR CHILDREN)

Friends School recognizes that conflict is a typical part of everyday life. In preschool and Elementary / Middle school, children will often hit or push when words are not readily available or sufficient to express their discontent. Friends strives to teach all children to resolve such conflicts peacefully, using words, signs, pictures, or gestures to communicate their feelings. Conflict between children is typically handled in the following manner:

- A staff person will mediate disputes.
- Each child will be asked and assisted in expressing their feelings over the incident.
- The “victim” will be assisted in standing up for him/herself (i.e., “Stop!” or “It’s not okay to take my toy.”)
- The aggressor will be assisted in stating their request or feelings with words (i.e., “Can I have a turn?” or “It hurt my feelings when you ran away from me.”)
- Staff will attempt to reach a resolution with the children.
- At times, children will need to be removed from a center, area, activity, or classroom to calm down. Whenever possible, conflict will be resolved at the site of the dispute.

Beginning in kindergarten, classes receive weekly instruction on Conflict Resolution. Staff utilize the Second Step curriculum for this important “special” area.

WEAPONS

It is our policy not to allow weapons of any kind on school premises. No faculty, staff, students, or parents should bring weapons of any kind onto school grounds. Further, Friends School does not allow “toy weapons” or weapon play at school. Please keep all weapon toys at home.

HOMEWORK

For Kindergarten and Elementary / Middle students, homework is seen as an extension of the learning process that takes place at school. It helps children with organizational skills and self-discipline. The amount of homework varies depending upon the unit of study and the ability of the students. However, Friends School believes that children should have time to engage in extracurricular activities, family life, and independent play at home. Time spent on homework may range from about 10 minutes a night (kindergarten) to about 30-45 minutes per night in 8th grade, in addition to the occasional project.

ENVIRONMENTAL PRACTICES AND STANDARDS

Friends School is committed to providing a healthful and safe environment for all children. To that end, Friends will do the following:

- Perform and document monthly evacuation drills.
- Perform and document regular fire, weather, earthquake, and emergency drills.
- log reports about safety hazards and environmental problems, pests and maintenance and repair needs
- Encourage St. John Lutheran to properly maintain the Heating, Ventilation, and Air Conditioning (HVAC) system and report any problems for repair immediately.
- Encourage St. John Lutheran to perform HVAC maintenance and inspections regularly.
- Install and monitor carbon monoxide detectors in each classroom.
- Enforce a strict no-smoking policy.
- Utilize Green Solutions Cleaning supplies, an environmental and healthful solution for industrial cleaning.

- Maintain an Integrated Pest Management System, ensuring that no pesticides are used on school grounds unless deemed necessary by an Integrated Pest Management contractor and unless all members of the Friends Community are notified prior to their use.

INTEGRATED PEST MANAGEMENT (IPM)

An effective and environmentally sensitive approach to pest management that seeks to minimize the use of chemical pesticides by avoiding, monitoring, preventing, and suppressing pests through a combination of control methods designed to protect people and the environment from unnecessary use of chemicals.

Friends School has developed an Integrated Pest Management (IPM) Program:

- has contracted with our Integrated Pest Management Contractor to perform a comprehensive inspection of our building and provide the school with a detailed plan for corrective action at any "areas of concern".
- will not apply pesticides inside or outside the school while children are on the property, unless the pesticides being utilized are...
 - applied by a certified or licensed pesticide applicator.
 - rodenticides placed in tamper resistant bait stations and are placed in areas that are inaccessible to the children and the public.
 - ready to use dust(s) powder(s) or gel(s) of insecticides that are applied in areas that are inaccessible to children and the public.
 - insecticidal baits placed in tamper resistant bait stations and are placed in areas that are inaccessible to the children and the public.
 - termiticides used only in the presence of an active termite infestation and when non-chemical pesticide alternatives have been determined to be ineffective.
 - Pesticides classified by the United States Environmental Protection Agency as exempt materials under 40 CFR 152.25.
- will issue **standard written notification** to employees, pupils or supervised children and their parents at least two (2) working days prior to the application of pesticides to **outdoor** school property.
- No pesticide application shall commence prior to the approximate dates set forth on the standard written notification and shall not conclude later than seventy-two (72) hours after such approximate dates.
- The **standard written notification** must be posted in a common area of the school at least two (2) working days before and three (3) days after the **outdoor** pesticide application.
- Friends School is not required to make the notifications if classes are not scheduled, or the facilities are not scheduled to be open for at least five (5) days after the pesticide application date.

- shall post conspicuous warning signs near the treated site prior to, and for at least 72 hours after application.
- The treated areas will be posted with clear and conspicuous warning signs (see Environmental Health & Safety or the Integrated Pest Management Contractor) along the perimeter of the treated area.
- shall maintain a written or electronic record of any pesticide application at Friends School.

Reporting Procedures

The Integrated Pest Management Contractor shall report the following to the Friends School:

Action Plan

The Integrated Pest Control Contractor shall provide the Friends School with a plan. The plan shall be an all-inclusive inspection with identified corrective action for the buildings, the grounds, and other areas of play accessible to the children while on the grounds of Friends School.

Activity Report

The Integrated Pest Management Contractor shall provide Friends School with periodic reports of the contractor's activities. The reports shall contain recommendations and areas of corrective action, including date, names of pesticides utilized, licensed, or certified applicator(s) and the facilities treated.

Inspection Report

The Integrated Pest Management Contractor shall utilize their own comprehensive Inspection Report Forms and shall provide the school with a copy of this report, as well as the Action and Activity Reports.

Monitoring Reports

Any monitoring Reports shall be forwarded to Friends School for review, documentation, and record-keeping purposes.

WEATHER AND EMERGENCY SITUATIONS

Most of the time, our school delay and cancellation policy follow the same as Jefferson County Public Schools. If JCPS closes, we will usually also be closed. If JCPS is on a one-hour delay, our Preschool and Elementary / Middle Programs will open at 9:00am with dismissal at normal time. If JCPS is on a two-hour delay, both the preschool and Elementary / Middle programs will open at 10:00am, with dismissal at normal time. There will be NO before school care on days when there is a delay.

If Jefferson County has early dismissal, so will Friends School *but we may dismiss at a different time!* We will notify all families in that event. Aftercare will be cancelled in the case of early dismissal.

Closing and delay information specific to Friends School will be delivered by email to all families and staff prior to 6:30am. In addition, closing and delay information will be posted on WAVE 3 TV and

wave3.com, and Facebook. If you are unsure about a possible closing or delay, check your email, WAVE 3 TV and the Friends School Facebook page.

EMERGENCY AND EMERGENCY DRILL PROCEDURES

Friends School posts in every classroom and office of the building narrative and picture explanations of the evacuation and safety procedures of the school. In the event of a building evacuation, the plans state in writing and visually the route necessary to leave the building and the gathering place. For the front classrooms, we gather in the side parking lot and in the back classrooms, we gather in the grassy area next to the playground. If we cannot return to the building, we will gather at 4001 Kresge Way, the office building just behind our building. Should it be necessary, Friends School will evacuate to Our Lady of Lourdes Preschool, located at 508 Breckenridge Lane, 40207.

Teachers are required to always carry with them the Child Tracking Sheet (this is our record of who is present, and we use it to frequently count children during transitions), the Child Information Sheet, the Release Authorization sheet (this lets us know who has the authority to pick up children from school), the Child Medical Form, and the Allergy / Health Action Plan. In the case of evacuation, teachers and staff will have with them all the necessary contact information and medical information for each child.

Friends School serves children with a variety of special needs. Our staff receive intensive training on how to best serve children with special needs, especially during an emergency. Each child is an individual, however, and blanket plans are not always effective. Each child has an individual plan. For example, one child on a walker may not be able get out of the building quickly, and a wagon will be used for transport while another child on a walker may be able to quickly navigate out. Some children with autism need their headphones while others do not. It is impossible to outline each child's plan in this document, but Friends School is better equipped than most to handle this situation.

Faculty and Staff, as well as children, participate in monthly fire drills and quarterly earthquake and tornado drills. We practice evacuating the building monthly.

In the event of a utility failure or other disaster that renders the building uninhabitable, families will be contacted to pick up their children. In the same manner as a delay or a closing, families will be contacted through a school wide email, Facebook, WAVE3 alerts, and personal phone calls. In the event of a natural disaster, Friends School will follow the plans outlined below according to the disaster at hand.

Fire Plan

Each classroom will have a fire escape plan posted. From August through May, the school will have monthly all-school fire drills. Teachers are to follow the posted escape route and take the Child Tracking Form to check that all students are present. Teachers are also responsible for bringing the emergency sheets along in any emergency, emergency drill, or field trip. The fire alarm will sound during fire drills, and it is very, very loud. The security drills can be scary, too. Children need to know that we are here to keep them safe, that the sound will not hurt them, and that they CAN do these drills!

Tornado Drills

Each classroom will have a tornado plan posted. Each class has an assigned inside wall or an assigned interior bathroom to go to in case of tornado warning. Children are to crouch down, facing the wall, with hands covering their heads. The idea is to have children line up in the preschool hallway or the bathrooms, which are enclosed with strong cinder block walls rather than drywall.

Earthquake Procedure

Each classroom will have an earthquake plan posted. In case of an earthquake, or earthquake drill, the teacher is to instruct the children to stand or crouch in a strong supported doorway or under a sturdy table or desk. If neither of these are available, the child is to brace him/herself in an inside corner of the building.

Lockdown / Shelter in Place / Security Drills –

The Division of Regulated Child Care is now requiring that all centers practice security drills at least quarterly. Friends School will notify parents on the days that these drills occur. Each class will have a plan to lock the door (even barricading it in some instances), turn out the lights, and hide from sight. Discuss these procedures with your children, as much as is possible considering their age before drills take place so that they may have an idea of what to do when the alarm comes. Please be supportive of and empowering for your children when discussing these drills. Security drills can be scary. Children need to know that we are here to keep them safe and that they CAN do these drills!

Security

Friends School has a security system. At all times, the doors will be locked and anyone desiring to enter the building will need to press the intercom button outside the doors and request entrance. There are screens in the office that allow office personnel to view the individual(s) requesting entrance. The office will decide when to allow a person entrance into the building. Please do NOT hold the door for anyone, especially someone you do not know. Families will never be denied access to their child or their child's classroom or the school itself unless a court order has been issued or unless the situation presents a risk-of-harm threat to the program/teaching staff or the children. In the case of a credible safety threat, upon the advice of the local authorities and at the discretion of the Head of School, the school will be locked down and no one will be allowed to enter or leave the building, save for medical emergencies.

Preparedness

Friends School orients all faculty, staff, and administration to the emergency plans annually through Staff Orientation and the distribution of the Policies and Procedures Manual. Further, drills are conducted monthly or quarterly.

In the event of a natural disaster, a security threat, an environmental hazard, or any other incident in which children are at risk, Friends School will contact the appropriate local authorities with all haste and will work in conjunction with them and their directives to ensure the well-being of all children and faculty members.

Should an actual event occur, it will be necessary to ensure the reunification of children and their families. Once it is deemed safe and appropriate to do so, the families of children and staff members will be contacted through a school-wide email, WAVE3, Facebook, and personal phone calls. The site of evacuation (whether on or offsite) will be described, and families will be notified to pick up their children. Parents or their designated officers (as noted in the Release Authorization Form) will be allowed to pick up their children when presenting appropriate identification.

CHILD ABUSE

Child abuse is defined as the mistreatment or neglect of a child by a parent or guardian or other adult who causes them injury or harm. Abuse can be physical, verbal, emotional or sexual in nature. Kentucky

law requires guardians, including teachers, to report known or suspected child abuse or neglect occurring in the home or other surroundings. Every employee of the school is responsible to report suspected child abuse; however, it is not the employee's responsibility to verify the facts.

When abuse or neglect is suspected, the staff member is required to make a report to Child Protective Services. It is strongly encouraged that the employee and the Head of School make the report together, although it is not required by law that the faculty member consult with the Head of School. Teachers should document the child's injuries, explanations, or behavior, keeping all such information strictly confidential, except for the disclosure of such information to the Head of School. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation, or any other disciplinary action related to the report, unless it is proven that the report is malicious.

If there is suspected child abuse, authorities at the Child Abuse Center in Louisville will be notified. If abuse is suspected, we are required to make a call-in order to let abuse professionals decide whether abuse has occurred.

SMOKING AND SUBSTANCE ABUSE

Friends School is a smoke-free environment. St. John Lutheran Church is a smoke-free building. Because of these facts and in line with being a positive example for the children, smoking is prohibited on school grounds for all community members.

Employees are not permitted to work while under the influence of drugs or alcohol. Any employee found to have or be under the influence of illegal substances or alcohol during work hours is subject to immediate dismissal. Family members and other community visitors may be asked to leave the premises if suspected or found to be under the influence of drugs or alcohol.

IMPAIRED DRIVER POLICY:

Friends School is dedicated to ensuring the safety of all enrolled children. Should a parent/guardian appear impaired at the time of pick-up, a Friends School Faculty Member will encourage the parent/guardian to take a cab or contact an alternate person to drive the children / family home. If the parent/guardian is unwilling to do this, the Faculty Member is required by Friends Policy to contact the police and Child Protective Services so that an objective determination may be made by those individuals / agencies. If a parent / guardian arrives to the school exhibiting the following behaviors, the Impaired Driver Policy will be immediately put into action:

- Smelling of alcohol, marijuana, or other illicit drugs.
- Slurred speech.
- Gross motor impairment.
- Other signs of intoxication, including but not limited to inappropriate behavior, staggering, or drowsiness.
- In any way appears too unhealthy to drive home or care for children.

Please understand that the safety of children is our priority.

ADMISSION POLICY:

Admission to Friends School is at the sole discretion of the head of school and is in keeping with the best interests of the child, the family, the classroom, and the school.

Procedure:

Registration for current families begins in January, shortly after the winter break. Children of current families will receive an application, tuition costs, and a statement of the admissions policy. Applications and registration fees are due back in the office in mid-January. Public registration begins the day following.

Openings for children with special needs:

If an opening for a child with special needs is not filled by March 1, the following agencies will be notified to fill vacant spots: KIDS Center, Child Evaluation Center, First Steps, and Carriage House. These spots remain open until May 1, and after all agencies have been notified. After this point, a child with typical needs may fill vacant slots.

Registration Policies:

Friends School reserves at least 30% of its available slots for children with special needs. Friends School feels very strongly that placements should be age appropriate with developmentally appropriate curriculum. The request to repeat a year will be reviewed by the parents and teachers involved, along with the Head of School. Friends School reserves the right to place children in the class best suited to each individual child's needs, as well as the needs of the other students, the classroom, and the needs and strengths of the teachers.

Placement Criteria - Current students and their families

Friends School make placement decisions based upon each child's individual needs, the needs of other students, the needs of the classroom, and the needs and strengths of teachers. In making placement decisions, Friends School considers the following criteria:

- Currently enrolled children and families in good standing with the School who have submitted registration applications on time.
- Children of current teachers and staff.
- Siblings of current students
- Number of years sibling enrolled.
- Number of siblings enrolled.
- Order in which application was submitted to the office.

Placement Criteria – Wait listed families

Friends School make placement decisions based upon each child's individual needs, the needs of other students, the needs of the classroom, and the needs and strengths of teachers. In making placement decisions, Friends School considers the following criteria:

- Currently enrolled students who did not get an enrollment spot for the upcoming year.

- Siblings of current students; siblings of former students
- Annual public waiting list at discretion of Head of School. Consideration will be given to the educational needs of the classroom and cultural diversity of the school.

If enrollment spots are not filled by current enrolled students and those on the waiting list, spots will be open to the community.

Friends School Enrollment Policy

Friends School believes that a positive and constructive working relationship between Friends School, its students, and their families is essential to fulfillment of the school's mission. Student enrollment is conditioned and dependent on student and parent participation at Friends School in a manner consistent with the school's mission. If, in the sole discretion of the Head of School, students or their families do not abide by the school's philosophy or policies, interfere with the school's pursuit of its educational mission, or act or fail to act in such a way that a positive and constructive relationship is not possible, then the student may be refused enrollment or admission to classes, suspended, expelled, or asked to withdraw. Enrollment is subject to completion of the prior school year in a manner deemed satisfactory to Friends School.

Friends School Payment Policy

Friends School requires that each family enrolling a child or children sign an enrollment contract. In the contract, the family agrees to pay the entirety of the tuition for the whole of the school year. Should the family need to withdraw the student for any reason, a request must be made to the Friends School Board of Directors regarding the continuation or release of the contract. Payment may be made in full or by monthly payment. Failure to remain current on tuition payments may result in the child being suspended or expelled from school. Friends School utilizes a collection agency when tuition falls into serious arrears. If families are concerned about their ability to remain current on their payment schedule, they must contact the school accountant or the Head of School immediately.

Annual Review Policy

Several times each year, parents and staff are surveyed anonymously concerning the strengths and weaknesses of the Friends School programs. A group of parents, staff, and community members review these surveys and make suggestions accordingly. An improvement plan is drafted in response to these annual surveys and shared with the community.

Financial Aid Policy

Limited financial aid is available for qualifying families. Financial Aid Applications are handed out with applications for the upcoming school year or families may pick up a financial aid application from the office. To be considered, applications must be completed in full. Make sure to include proof of income (W2s and / or a tax return for the last, completed calendar year is required). All financial aid applications are due to the office no later than March 15 for the upcoming school year.

Once received, all financial aid applications are sent to the financial aid committee, comprised of two former parents / former faculty member of the school. The financial aid committee reviews applications

and makes decisions about aid. The Committee compiles those awards and provides them to the head of school and the business manager, who review and approve the final awards. The process is approved by the Board of Directors and the financial aid awards are provided to families prior to receiving the enrollment contract.

The St. John Lutheran and Friends School Relationship

The positive relationship between Friends School and the St. John Lutheran Church is critical for the smooth operation of the school on a day-to-day basis. The church recognizes Friends School's various needs for operating the school programs, and they strive to help us meet these needs. In our contract with St. John Lutheran, there are certain restrictions and limitations on our use of the space, which are there to protect the church and allow them the necessary access to the classrooms when school is not in session. This section is devoted to explaining the relationship between St. John Lutheran and Friends School, including all such restrictions and limitations.

Friends School maintains total continual control over only three spaces in the entire school: The main office, room 18 and the storage room. Beyond this, all rooms have the potential to be used by both school and church. Friends School may have access and use of all classrooms and offices between the hours of 7am – 5:30pm. During the evenings and on Saturdays, we may have access to classrooms if the church is not using them. Please refrain from being in the building on Sundays, if possible, to allow St. John easy use of the facilities on their worship day. As a result of our shared space, we must be good stewards of the property and maintain the classrooms, hallways, gym, library, etc., with the care we would want our own borrowed property to be treated.

To help us share this space amicably, all teachers and staff are expected to obey the following guidelines:

1. Please Park only on the side of the building next to the Friends School entrance. This allows parents, and church members, to have access to parking nearer to the entrances of the school and church.
2. Please use only the Friends School entrance on the side of the building facing Breckenridge Lane.
3. Please clear off the tops of the cubbies each night.
4. Please leave the library clear of books and school items.
5. Please have children wear suitable gym shoes when in the gym. It is not acceptable for our students or teachers to leave scuff marks or other damage on the gym floor.
6. At the end of the day, all gym toys should be neatly stored. The hallways should also be free of toys and clutter.
7. If you need to use Diehl Hall or the kitchen for class activities, please schedule use of this room well in advance of the event through the school office. These rooms are only to be used with prior permission from the church, which requires some time to obtain.
8. The faculty lounge is for faculty lunches, meetings, and other teacher work. Since there is no one person in charge of maintaining storage rooms and the faculty lounge, all teachers must help in taking care of these areas. Please leave these areas better than you found them! Concerning storing items, please seek advice from the main office to obtain a proper placement for stored goods.
9. All classrooms are considered shared space. The Church uses the classrooms in the evenings and on weekends, so be respectful of the fact that "we all live together!"
10. The storage rooms MUST be kept clean and organized. It is each individual teacher's responsibility to put things back where they belong.
11. Occasionally strangers looking for the church offices or help of some kind will enter the building, sometimes through the church entrance. Please be aware of all persons in the school areas and ask

them if they need help if they are unfamiliar to you. All people picking up children who are on the list but not known to teachers must be asked for ID. **No child will be released to an adult who is not on the family's approved list.** It is up to every member of the Friends School community to monitor the safety of our children.

12. **Do not prop open outside doors at any time!** These doors are locked for safety purposes, with the intent that all visitors must request admission to the building. Any doors found open will be closed promptly by church or school personnel.
13. From time-to-time new rules pertaining to the maintenance and upkeep of the premises will be added to those already existing. Teachers and staff will be notified of these changes in writing with an effective date. After such an effective date, all teachers and staff are expected to comply with the new regulations for the building's use.
14. St. John Lutheran Church is a smoke-free building.

School Policies and Regulations for Staff

THE ORIENTATION PLAN

Prior to starting employment and annually thereafter:

- All staff must participate in an Orientation conducted by the Head of School.
- All staff must receive an Orientation to the Kids NOW project and the Early Childhood Professional Development Scholarship Program.

Within 30 days of employment:

- All staff must participate in the ECOOL Child Care Orientation Course required by the Commonwealth of Kentucky.
- All staff must have or be working toward CPR/First Aid Certification.

On the first day of full employment:

- All new staff are assigned an experienced staff member as a mentor. The mentor is responsible for orienting the new staff member to the building, serving as a resource for specific job-related tasks, and generally befriending and reassuring the new staff member.
- New staff may not work alone with children until the school has non-remarkable crime checks in hand and until the new staff member has been fully oriented to the school and the position.

On the first day of full employment and every day thereafter:

- Each employee is responsible for implementing all the policies and procedures that were taught during the Orientation Period, and all prescribed professional development.

Orientation Plan for Volunteers

Prior to starting volunteering:

- All volunteers must participate in an Orientation conducted by the director.
- NO volunteers may ever work alone with children.

Within 30 days of regular volunteering:

- All volunteers must participate in the Child Care Orientation Course required by the Commonwealth of Kentucky.

Parent Volunteers must:

- Participate in an Orientation conducted by the director, prior to the start of the school year or individually, prior to the start of co-oping.

THE SCHOOL DAY**Morning Preschool...**

begins at 9 a.m. Teachers and assistant teachers need to be in the building, with room prepared and ready to meet the children, at 8:45 a.m. Preschool ends at 12 p.m. It is important to remain with your children until they are picked up. However, if a child has not been picked up by 12:10, please bring the child to the office or to after care. This will allow teachers also teaching in the afternoon the time they need to eat lunch and prepare for aftercare.

Half-Day Kindergarten...

begins at 8:00 a.m. and ends at 12:00 p.m. Teachers and assistant teachers need to be in the building, with room prepared and ready to meet the children, at 7:55 a.m. If a child has not been picked up by 12:10, please take the child to the aftercare room.

Full-Day Kindergarten/Elementary/ Middle...

begins at 8:00 a.m. and ends at 3:00 p.m. Teachers and assistant teachers need to be in the building, with room prepared and ready to meet the children, at 7:55am a.m. If a child has not been picked up by 3:10 p.m., please take the child to the aftercare room.

LESSON PLANNING

All Lead Teachers are required to plan units of study that appropriately address development in the areas of cognitive, motor, and social/emotional development. It is required that preschool teachers plan two-week thematic based units, attending to three overarching goals (addressing cognitive development, motor development, and social/emotional development) and aligned with the Kentucky Department of Education Early Childhood Standards and including center play, small group, and large group activities. Lesson Plans are to be turned in to the Preschool Director and the Head of School for approval on at least a bi-weekly basis. Lesson plans should take children's individual interests and strengths into consideration, as well as areas of concern. Teachers should consult the Individual

Education Plans for guidance when planning lessons or when adapting the regular curriculum to meet the needs of children with special needs.

Elementary and Middle school teachers are required to create regular lesson plans for all educational domains (Language Arts, Math, Science, Social Studies, Writing, and special areas), aligned with approved curricular sources and the Friends School Curriculum Maps. Lesson Plans must be submitted to the Department Head and the Assistant Head of School for approval.

GENERAL SCHOOL SUPPLIES

Teachers need to provide parents with a list of necessary school supplies before school starts. Class lists are made available in the office by the beginning of August. All consumable materials, such as notebooks, crayons, markers, pencils, etc., may be placed on the list. As necessary, the school orders art supplies for use by the entire school. These supplies include colored art paper, paint, glitter, glue, tissue paper, large mural paper, and any other bulk items. Teachers should tell the office when any of these items are running low, as orders will then be placed for the entire school.

In the past, parents have sometimes felt that they were asked to provide too much for the classrooms. While it is okay to ask for items such as film, paper towels, tissues, etc. on occasion, please be considerate of the parents in asking.

CLASSROOM BUDGETS

Each classroom has an annual budget for supplies, which is based on the current financial standing of the school. Anything not on the lists above would be included in the classroom budget. These amounts are part of our overall annual budget, so we cannot adjust the budget allotted to a class in the middle of an academic year. Please check with the business manager to determine what your current budget is before requesting supplies or equipment. All ordering will be done through the main office, except by written permission of the Head of School. The Head of School must approve all expenditures that are more than the classroom budget prior to purchase.

CLASSROOM MAINTENANCE

Our classrooms are used jointly by Friends School and St. John Lutheran Church. After regular hours, the church may use the rooms for meetings and church school. Therefore, any materials you might not want to share with the church should be stored whenever Friends School is not in session. It is the responsibility of each classroom teacher to close classrooms at the end of the year and to store supplies. It is acceptable to turn shelving against walls with materials in them, or to cover shelves with mural paper or sheets. All overflow supplies should be stored in the storage room or as designated in the end of the year staff meeting. At no time can classroom materials be stored in the office.

PARENT CO-OPS

Please give your families guidance as to what you expect when they are in the classroom. No parent co-op is allowed to be left alone in a room with a child. A clear crime check must be on file in the office if a parent wishes to fulfill co-op hours in the classroom.

COMMUNICATION WITH FAMILIES AND CONFERENCES

Parents need regular feedback about what is happening in their child's class. To that end, preschool teachers must create and/or fill out a form on every child each day, to ensure better communication between parents and teachers. This daily sheet should include information about meals and snacks, diapering / toileting, activities, and mood during the school day. Preschool parents will be told to expect that form every day.

Current policy is to send home weekly newsletters that include such information as themes for the week, planned activities, scheduled field trips, and opportunities for family involvement. For documentation purposes, one copy of these newsletters must be turned in to the Head of School **before** it is photocopied for distribution. This allows the Head of School to peruse the letter and make sure it is in line with school policies before distributing it.

Once each week, Friends School puts out newsletter which is sent to all families and staff.

In addition to written correspondence, all teaching staff are expected to be present for team meetings and thrice yearly conferences. Teaching staff are also expected to provide families with their email address so that communication can occur outside of the school when necessary.

Should families who speak English as a second language (or not at all) be enrolled, the office will consult the family and provide an interpreter as desired. All information will be provided in a language the family understands or in a manner the family requests.

ATTENDANCE

Attendance is to be taken daily and logged into Gradelink. Licensing has a **requirement** that teachers document the child's arrival time and departure time. Families must sign their students in and out and teachers must use the Daily Tracking Sheet to log the arrival time, dismissal time, and to whom the student was released.

SUPERVISION POLICY

Infants, toddlers, and two-year-olds must be always supervised by sight and sound. Teachers should position themselves in the classroom, in the gym, in the hallways, and on the playground in such a way to provide appropriate supervision (by sight and sound) 100% of the time. Our classrooms are open, but it is important to note that sleeping children must always be supervised by sight and sound 100% of the time.

Preschool children must be supervised by sight and sound as well. However, preschool children may be supervised by sound alone for a few moments (e.g., while in the stall in the bathrooms) if teaching staff are frequently checking on the children.

Kindergarteners and school aged children may be permitted to step out of the teacher's supervision for brief periods of time (e.g., to place something in their cubby or to go to the bathroom), but for no more than 10 minutes. Teaching staff should frequently check on students who are outside of their supervision.

INFANT SLEEP POLICY

Infants (children younger than 12 months) must always be placed on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician. If an infant arrives to school asleep or falls asleep in equipment not specifically designed for infant sleep, the infant will be removed and placed in

appropriate infant sleep equipment. No soft items (blankets, pillows, stuffed animals, or toys) are allowed in infant cribs.

INFANT FEEDING POLICY

Infant feeding must be carefully documented. Infant Teachers should carefully record on the Daily Sheet what, when and how much an infant (children younger than 12 months) eats during the day. Breast milk should be labeled with the child's full name and the date that the milk was expressed. Teaching staff should discard any unfinished and unrefrigerated breast milk or formula after one hour. Bottles containing breast milk or formula should **never** be heated in a microwave. Only bottle-warmers should be used to warm breast milk or formula.

MISSING CHILD PROCEDURE

This will hopefully never occur as an ounce of prevention is worth a pound of cure! The following procedures should be implemented:

- As soon as you notice that a child is gone, the classroom teacher or assistant should report it to the office. The office person will alert other staff to help look for the child. **Important: One teacher needs to remain with the class!**
- The child's teacher or assistant will search the school area including bathrooms, storage, and library.
- The office person will search outside the building, going around the entire building checking all parking areas and the playground.
- The other person will look in the church and office areas including bathrooms and Diehl Hall.
- When the child is found return him/her to class, then inform the two other people looking as well as the Head of School.
- Together with the Head of School and immediately following the incident, the parents of the child will be notified.

Remember – Prevention is the best medicine! Count your children every time you transition to another activity, even if it is in your own classroom. Keep your door always closed. If a child tends to wander off, you should assign an adult to “shadow” that child, especially during times that you are outside of the classroom.

Personnel Policies and Procedures

PERSONNEL FILES

The following items must be on file in the office:

- Negative TB test (renewed every year)
- Criminal Records Check
- W-4 Tax form
- Copy of your diploma and transcripts.
- Employment eligibility form (which verifies citizenship or green card status)
- CPR certification
- First aid certification
- Friends School Information Sheet

- Certification of in-service hours completed.
- Current Resume
- Conflict of Interest Reporting Form

PROBATIONARY PERIOD

All new employees are subject to a three-month probationary period. Contracts are offered and signed annually, and the school is under no obligation to renew contracts. Kentucky is an “at-will” state, which means that if termination is not due to a discriminatory policy, employers can terminate at will. In November, each employee is evaluated. At this time, all new employees will reach the end of their probationary period. Employment may continue or the employee’s contract may be terminated at the discretion of the Head of School.

ABSENCE OR LATENESS

Friends School recognizes that, from time to time, it may be necessary for teachers and staff to be absent from or late to work, due to emergencies, illness, or pressing personal business that cannot be scheduled outside school hours. In case of absence, it is the teacher’s responsibility to notify the substitute coordinator and a substitute will be called. Teachers and assistants who will be absent should follow the procedures listed below:

- If you are sick, call or text the substitute coordinator as soon as possible.
- The Sub Coordinator will arrange for a sub and notify the office of absences and coverage.

To schedule a planned day off, staff members are required to fill out a “Leave of Absence Request Form” and turn it in to the Head of School and the substitute coordinator at least one week before the planned absence. Because it is especially important to have consistency in the classroom, lengthy personal vacations should not be scheduled during the school year.

If you need to request days in advance:

- Fill out a leave request form and have the Head of School sign and approve it.
- Make 3 copies of the Leave request form.
- Keep a copy for yourself.
- Give a copy to the Head of School.
- Give a copy to finance / business manager.
- Give a copy to the sub coordinator.
- Coordinator will arrange a sub.
- Coordinator will confirm the sub with the person requesting leave and the person who approved the leave.

It is vital that all teaching staff call the coordinator when they are sick and fill out leave request forms for planned leave. **Substitute Teachers**, if you are scheduled to sub and cannot make it, please follow the procedures listed above.

If a staff member is going to be late to school, please notify the office and indicate an expected time of arrival, so that all classroom responsibilities will be covered until you arrive. Staff are urged to make every possible effort to be at work on time.

BREAKS

Employees who work 3-4.5 hours per day need to notify the office if they require a break. Employees who work 4.5-7.5 hours *in direct supervision of students* each day will be provided a 30-minute lunch break and additional breaks, as necessary. Employees who work *in direct supervision of students* 7.75 hours or more per day will be provided a one-hour lunch break and additional breaks, as necessary.

VACATION PAY

The salary reflects the annual pay for each employee. Thanksgiving Break, Winter Break, Spring Break, and other days off are considered when planning the salary but no deductions are made to the stated salary for these scheduled times off. Six paid holidays are included in the salary of each employee.

SICK AND PERSONAL DAYS

Each employee receives five paid personal days per year. Teachers will not receive monetary compensation for unused personal days in any situation. Additional personal or sick days are taken as leave without pay. Because of the many natural breaks in the school year (Fall Break, Thanksgiving, Winter Break, Spring Break, and various other days throughout the year), teachers are encouraged not to plan lengthy vacations during the school year. Unused personal days may be rolled over to the next school year, up to an accumulation of 20 days.

PAY PERIODS

Teachers and assistant teachers may choose to be paid on a ten-month schedule or a twelve-month schedule. Employees must decide before August 1, or within two weeks after being employed (whichever is later), which of these payment plans they will enroll in for the year. Document your choice in writing and submit it to the Head of School, keeping a copy for yourself. Hourly teachers need to log their hours on the sign in sheet in the office to be paid for their time of service.

Pay periods are twice each month, on the 15th of each month and on the last day of the month. If the payday falls on a weekend or holiday, paychecks will be issued the last working day before the holiday or weekend.

STAFF MEETINGS

All staff are expected to attend the monthly department head meetings and quarterly all-staff meetings. Tier and Team Meetings are also required.

IN-SERVICE POLICIES

All employees must have a minimum of 15 hours of state approved in-service training per year. Lead teachers are encouraged to participate in up to 24 hours (beyond 15, none must be credentialed) total. Assistant teachers are encouraged to earn a total of 18 hours of in-service training per year (only 15 hours must be credentialed). All staff must complete a six-hour childcare orientation in-service (ECOOL) and a Pediatric Abusive Head Trauma course (PAHT) within 30 days of hire, to be renewed at least every five years. These are the minimum requirements for Kentucky State Licensing and are necessary for our association with the National Association for the Education of Young Children (hereafter NAEYC) and our association with the STARS program. Every effort will be made to send faculty to additional professional development.

In-services may be held at Friends School on days when the children are not in school. Participation in training is mandatory. Teachers, together with the Head of School, decide what training sessions are worthwhile and of benefit to Friends School.

All staff are required to be current in CPR and First Aid training. Friends School will offer a CPR and First Aid Training course at teacher orientation in August. Attendance is mandatory. As with all required training, Friends School will pay for this training.

PHOTOCOPYING

Please use the copy machine in the main office but use it sparingly as the machine is costly to run.

PHONE USE

Office phone lines are needed to conduct school business. We request that you keep personal calls to a minimum. However, should you need to use the phone, use those in the office, or a cell phone, not phones that are the property of the church. Conversations should NOT take place in front of the children, nor should teachers leave their class unattended. If it is necessary to leave the room, notify the office so that appropriate coverage can be arranged.

BENEFITS PACKAGE

Health Insurance

Friends School offers a group Health Insurance plan through the Kentucky Association of Independent Schools (KAIS). KAIS schools offer 5 different options for coverage through United Healthcare, ranging from high deductible plans to a co-pay plan. For the 2023-2024 school year, Friends School will contribute \$400 per month to each employee who is eligible for and elects coverage through the group health plan. Employees who earned at least Silver Status in the 22-23 school year will be granted \$450 per month. Employee contributions per paycheck are determined by the plan that the employee selects. Only full-time employees (37.5 hours + per week) are eligible to access this group health plan. Open enrollment happens at the end of May / beginning of June and new coverage elections take effect on July 1. New employees are eligible for coverage on the first day of the month following the first full month of employment. Please see the business office for further information.

Short Term Disability / Long Term Disability / Life Insurance

Friends School provides coverage for short term and long-term disability for regular or contracted staff who work at least 30 hours per week. In addition, a small life insurance policy (\$25,000) is also provided for those who regularly work at least 30 hours per week.

Retirement Benefits

All full-time and part-time (10 or more regular hours per week) employees of Friends School will have the opportunity to contribute to a 403 (b), a personal retirement account. Personal contributions to this account are made in the form of pre-tax deductions from the employee's paycheck.

Worker's Compensation

The Kentucky Worker's Compensation Law is supervised by the state. This fund was designed to provide employees with benefits for any injury they may suffer in connection with their employment. Friends School contributes to this fund so that our employees are protected by it. If you are injured on the job, you must notify the office immediately and document your injuries as soon as possible to take advantage of this benefit.

Dependent Child Tuition Discount

For employees with biological or adopted children or guardianship of a child or children, Friends School offers a significant discount on tuition and free extended care. Staff with preschool children receive 25% off preschool tuition plus free extended care. Staff with elementary / middle children receive 50% off typical tuition rate plus free extended care. Staff with preschool / elementary / middle children on Tiers will receive a 50% discount on Tier Tuition. Staff with Pathways children will receive a 25% discount on pathways tuition.

Continuing Education

Friends School recognizes and applauds staff who seek continuing education in the field of Early Childhood. To that end, Friends School participates in the STARS program, Kentucky's initiative to improve quality in preschools and childcare centers. Friends School's voluntary participation allows staff who work 20 hours a week or more to become eligible for scholarships at a variety of local colleges and institutions. Scholarships may be used to take courses leading to a CDA (Child Development Associates Credential), Associates degree in ECE, Bachelor's degree in IECE, Director's Credential, and Trainer's Credential.

Critically Ill Policy

In the event of serious illness of self or close family member, employees of Friends School will be granted a leave of absence in keeping with the Family Medical Leave Act (FMLA). Pay issues for these employees will be subject to approval by the Head of School.

Faculty In Need Policy

Faculty who are in financial, emotional, or medical need are encouraged to seek out the Head of School or another member of the administrative team for support. Resources are available to assist faculty – just as those resources are available for families. Referrals will be made to assist faculty in dealing with depression, anxiety, stress management, and to encourage overall wellness.

Staff Recruitment Policy

Friends School does not discriminate based on race, color, national origin, creed, sex, gender, gender expression, age, sexual orientation, or handicapping condition in any of its programs or policies. Friends School posts employment opportunities both in-house and in the community at-large, to find the most qualified candidate.

Friends School offers the following benefits to help recruit and retain employees:

- Small class size and low student-to-teacher ratio.

- Classroom support in the manner of an inclusion coordinator, SLP, Behavioral Specialist, Resource Teachers, inclusion assistants, and other available office staff to aid in the classrooms.
- Flexible schedules including half-time, ¾ time, and full-time employment.
- Long winter, spring, and summer breaks.
- Paid lunch breaks.
- Paid planning time.
- A salary scale rewarding education and experience.
- Challenging and interesting professional development opportunities.
- Access to a scholarship program to earn the CDA/ECE Associate degree or IECE bachelor’s degree.
- Group Health Insurance
- Short-Term and Long-Term Disability Coverage.
- Life Insurance Policy.
- Tuition discount for dependent children.
- 5 paid days off upon the first day of employment.
- Fun and happy work environment.

**Pay Scale
2023-2024 School Year**

Assistants with no education:	\$15 - 17 an hour
Assistants with CDA:	\$16.83 – 17.51 an hour
Assistants with CDA+:	\$16.83 – 19.64 an hour
Teachers not certified but degreed:	\$19.29 – 23.69 an hour
Teachers with certification:	\$27.47 – 36.62 an hour

Aftercare (for those that work morning shift plus aftercare):

- 12-3 \$17.06 an hour
- 3-5:30 \$17.84 an hour

Summer Camp pay for the Summer of 2024

- \$17 an hour for all regular summer camp employees

Education, experience, years of service to the school, and merit are all factors when determining pay. Hourly rate reflects how salaries are figured. All employees of Friends School are salaried.

CONFLICT OF INTEREST POLICY FOR FACULTY

The existence of boundaries between personal and business interactions for Friends School employees, (including those between Friend’s School employees and non-employees) staff, administration and the Board of Directors are necessary to achieve a productive and comfortable work environment. This policy encourages fair treatment in the workplace and the avoidance of actual, potential, or perceived favoritism, conflicts of interest and opportunities for collusion.

Friends School permits the hiring of individuals of the same family or those who have a personal relationship. Additionally, this policy does not prevent the development of friendships or romantic relationships between Friends School staff, including relationships between Friends School staff and non-staff. However, Friends School staff and employees have an obligation to be objective and impartial in making decisions on behalf of the school and its student community. To ensure this objectivity, Friends School employees and staff are expected to:

- Avoid actual, individual, or institutional conflicts of interest.
- Disclose potential conflicts of interest in writing on the Conflict-of-Interest Disclosure Form every year (at the signing of annual employment contracts) and as needed (as new potential conflicts of interest arise) and adhere to any administration plans created to eliminate any conflicts of interest; and
- Ensure personal relationships do not interfere with objective judgment and decisions affecting Friends School employment or the academic or behavioral progress of any student.

Employees who fail to disclose potential conflicts of interest and/or fail to adhere to administrative plans created to eliminate conflicts of interest will be in violation of this policy and may be subject to consequences up to and including termination of employment.

If an employee believes that a conflict of interest exists and has not been reported, the employee is directed to follow the grievance procedures outlined in the Policies and Procedures Manual.

GRIEVANCE PROCEDURES

Sometimes, during the year, conflicts arise. In all cases, Friends School encourages those with complaints or concerns to talk with the person at issue. Many times, a face-to-face conversation will

produce resolution. In all cases, when a staff person has a grievance, all staff must follow the guidelines listed below.

Teachers and Teacher Assistants

- First, anyone having a complaint should go to the person with whom they have a conflict or about whom they have a concern. Address concerns with the individual in the moment or later to try to resolve concerns.
- If talking with the person does not adequately address the concern, or if you feel the concern merits additional oversight, please bring your concerns to the preschool director, elementary / middle department head, assistant head of school or the head of school. You may do this by completing a complaint form (see addendum) and delivering it to one of the individuals above or you may schedule a meeting with one of them. During the meeting, the admin team member receiving your complaint may complete the form in your presence or you may be asked to complete it and return it. Any information listed on the form may be disclosed in the interest of solving the issue.
- The department heads or administrative team members will conduct mediations, conduct investigations, if necessary, document witness reports, consult with other members of the admin team and ultimately decide upon a course of action.
- It is important to note that individuals filing a complaint may not always know the outcome of that complaint. Disciplinary action taken against employees of the school is confidential and will not be shared with the complainant.
- The Head of School may consult with the Board Chair or with members of the Executive Committee regarding personnel issues (particularly when a conflict of interest or potential conflict of interest is present) but that consultation is not required nor is it necessary. The Board does not have purview over the day-to-day operations of the school. The Head of School, or (when delegated) the assistant head of school is the court of last appeal in independent schools.
- If, at the end of the process, the complainant is not satisfied with the outcome of this process, the complainant may send a letter to the Chair of the Friends School Board, lodging a formal complaint against the Head of School for failure to fulfill the duties of his / her position.

Head of School

- The Head of School will state any questions or doubts about Board Directives at Board meetings during discussion.
- The Head of School will bring any questions or misunderstandings to the attention of the Board President at the first possible opportunity.
- The Head of School will present a detailed complaint in writing to be discussed and resolved at the next Board meeting. Friends School Board

The Friends School Board, in concert, having a complaint against any employee of the school will:

- In the case of the Head of School, have a member of the Board voice that complaint and thereby seek resolution or failing that, present a detailed complaint in writing for explanation and resolution at the next Board meeting.
- In the case of another staff member, have a member of the Board voice that complaint to the Head of School. The Head of School (or another admin team member) will seek resolution with the staff member and present an account to the Board, during executive session.

EMPLOYMENT CONTRACTS

Contracts are offered by the Head of School annually and are considered “at will” contracts. Meaning, at any time, the Head of School or the employee may terminate the contract. If an employee decides to end the contract, the employee should submit notice in writing to the Head of School no less than two weeks prior to the last day in which the employee plans to work.

At the end of the school/contract year, if the Head of School decides not to offer a contract renewal, the Head of School will inform the employee in writing.

Dismissal

In rare instances, the Head of School must decide to terminate the employment of a staff member immediately. If the employee engages in any of the following behaviors, immediate dismissal may occur:

- The use of cigarettes, alcohol, or illegal drugs on school property.
- The possession or use of firearms on school property.
- Working while intoxicated or under the influence of alcohol or illegal drugs.
- Engaging in behavior that is harmful or potentially harmful to the children including but not limited to emotional, physical, or sexual abuse; the use of inappropriate language in the presence of the children; threatening the children with emotional or physical violence; unsafe driving practices on field trips, and neglect.
- Failure to always supervise children by sight and sound.
- Breaching the confidentiality policy of the school without written permission.
- Clear violations of contractual obligations, including failure to adhere to all school policies and procedures.

If a staff person is under investigation by Child Protective Services, or the Cabinet for Health and Family Services, Friends School has the following options:

- The staff person may remain employed and working but must do so under the supervision of a qualified staff member. The staff person under investigation shall not be left alone with children.
- The staff person under investigation may be placed on unpaid leave until the results of the investigation are complete.
- The staff person may be dismissed from employment for cause.

Friends School commits to keeping all supervisory or personnel issues confidential between the employee and the supervisor, assistant head, and head of school only.

PERFORMANCE EVALUATIONS

Performance evaluations are conducted twice during each school year. Copies of the evaluation forms are handed out at Teacher Orientation, along with job descriptions. The first evaluation is an informal meeting between the staff member and the supervisor to discuss performance, necessary improvements, and progress. The meeting is documented in a narrative format and is signed by the employee and the Head of School. Employees may indicate disagreement with the review by adding a response or a caveat along with their signature. All documentation is placed in the employee’s confidential file.

During the second evaluation, both the employee and the supervisor will fill out an evaluation form. The employee is responsible for completing the self-evaluation prior to the performance review with the supervisor. During the review, both the employee and the supervisor will evaluate and rate the

performance of the employee throughout the year. Both parties will sign both reviews and both will be placed in the employee's file.

At the April review, the employee and the supervisor will draft an annual professional growth plan, including goals for the coming year and long-term goals. Contract renewal will also be offered at the April review, if deemed appropriate by the Head of School.

Failure on the part of the employee to attend either of these reviews may result in termination.

Preschool teachers and preschool assistants will be evaluated by their direct supervisor, the Preschool Head. Elementary teachers and assistants will be evaluated by their direct supervisor, the Elementary / Middle Department Head. Pathway's assistants will be evaluated by their direct supervisor, the Pathways Coordinator. Inclusion Team Members (Inclusion Coordinators, Resource Teachers, SLP, Behaviorist, and Inclusion Assistants) will be evaluated by their direct supervisor, the assistant head of school. Administrative Team Members (assistant head of school, business manager, preschool director, elementary / middle department head, program coordinator, development / advancement director) will be evaluated by their direct supervisor, the head of school. At times and especially in cases of potential conflict of interest, the head of school may delegate a review or supervision of a particular admin team member to the assistant head of school.

SALARY INCREASES

Friends School has developed a salary scale which considers the educational background of the teacher as well as the years of teaching experience. The salary scale is used to ensure fairness in pay. Friends School raises salaries annually as experience and education increase. Salary increases may also be provided for merit, at the discretion of the Head of School. Salaries include the following:

- Pay for actual time spent working directly with children.
- Pay for set-up and clean-up of classrooms, without children present.
- Parent and Staff Orientations.
- Staff, Division, Tier and Team Meetings.
- Professional Development.
- If applicable, pay for lunch break.
- For Lead Teachers, pay for 5 hours of planning per week.
- Pay for five holidays.

It is the hope of the Friends School Board to gradually increase salaries to be in line with industry standards.

ADDENDA



At Friends School, we take all complaints seriously. We strive to respond quickly to complaints regarding acts of discrimination, harassment, and all other forms of misconduct.

This form is to be completed by an employee who has a complaint about another employee or by a member of the administrative team who has received a complaint from another employee. Use this form to record and track information about the complaint, the complainant, and the accused.

Include as many details as possible and use additional sheets of paper as required.

Please note that, should the complainant ask, Friends School may be required to disclose the information recorded in this form on a need-to-know basis.

Thank you.

HR Employee Complaint Form

1. Complainant information:

Name _____

Job title _____

Department _____

Phone no. _____

Supervisor _____

2. Incident type:

Discrimination

Harassment

Assault

Other _____

3. Information about the incident(s) *including* the policies or procedures which were violated. Please site the page number and category of the violation from the Policies and Procedures Manual.

4. Date and time of incident(s): _____

5. Information about the subject of the complaint:

Name _____

Classroom _____

Job title _____

Phone no. _____

Department _____

Supervisor _____

6. Witnesses to the incident(s):

Name _____

Contact information _____

Name _____

Contact information _____

Name _____

Contact information _____

7. Effort made to resolve the incident:

8. Proposed action or desired resolution:

9. Date and time complaint received: _____

10. Administration involved: _____

11. Immediate reactions required? Circle one: Y / N

12. If yes, please indicate below:

13. Investigation necessary? Circle one: Y / N

14. If yes, name investigator assigned: _____

** By signing below, I certify that all information provided above is true and correct to the best of my knowledge. I give permission to disclose any information in this complaint on a need-to-know basis and will cooperate fully with investigations.*

Complainant signature: _____

Representative signature: _____

Date: _____