1. Timesheets, pay/raises, pay periods, paychecks

The treasurer/payroll coordinator will have you fill out the necessary paperwork, indicate your pay rate and how you fill out your timesheet and receive your pay (usually by automated deposit).

2. Knee High e-mail lists

Workstudies need to join the knee-high-staff mailing list. In most cases you will already be signed up for this list by the staffing coordinator.

3. Working your shift/subbing

Always get a sub when you need to miss a shift. Remember if the shift is short-handed, it could be the kids who suffer! Workstudies are responsible for finding their own subs for any shift they need to miss. Make sure you plan ahead for times such as mid-terms and finals, when many workstudies will be looking for time off. Use the mailing list or call individual workstudies to see who can cover your shift. If you cannot find an assistant to cover your shift, contact the parents. Make sure you let the parents know if you will be late or have to miss a shift due to illness or an emergency.

4. Work studies and parents - co-workers

Student helpers play a crucial and integral role at Knee High. While on shift, parents and work-studies work side by side. They should be treated as equal child care providers. We do not expect work-study students to change all the diapers or wash all the dishes. Remember, however, that if a problem with a work-study student arises, the parents on shift will be expected to handle it and/or report it to the work-study coordinator. If the assistant is overwhelmed by a situation they should ask for help from the parents of shift. If a assistant has any questions or concerns while on shift, look to the parents on shift for guidance.

What we look for in our work-study helpers:

A genuine interest in children.

Dependability, showing up when scheduled, ready to work. Our childrens safety and happiness depend on our having reliable staffing.

A willingness to chip in and share in the work.
5. Philosophy of Care

Perhaps one of the greatest benefits of belonging to a day care cooperative is that we strive as a group to provide our children with the same level of care and attention that we give them at home. Knee High's atmosphere is informal, warm, caring, sometimes chaotic, sometimes organized, sometimes quiet, sometimes loud. Sometimes, most of the children are involved in a single activity - out on a walk, reading together, eating lunch or snacks, singing and playing music, etc. At other times, a few children may be eating breakfast, some may be reading, others may be exploring, doing puzzles or drawing.

The children at Knee High span a broad range of developmental stages. However, we only separate the children when specific activities are not suited to some children. For example, babies do not participate in crafts until they prefer drawing or painting to eating crayons. Most of the time, the children are free to move about the play areas, and to choose who and what they play with. Activities like going for a walk, doing a craft, learning a song or playing a game, are often suggested, but not usually imposed. We do not have a formal teaching mission. Children at these ages learn all day long through play and exploration, at their own pace, with our encouragement and support. Whether or not Knee High provides any more formal instruction for its children depends on the desires of the children and on the current membership.

Of course, we must impose some structure and guidelines. Play activities fit into a daily routine of meals, snacks and naps. We also try to teach the children to respect each other and the adults around them. We encourage the children to share toys, take turns, resolve disputes verbally, and prevent the children from hurting or endangering themselves or each other.

MAXIMS OF CARE

* Positive reinforcement: It's better to congratulate a child for doing something well (and thus encourage her to repeat the behavior) than to wait for her to err and then punish her for doing something wrong.

* Creative Interaction: Our goal is to stop quarrels before they begin. Be on the look-out for potential trouble, and provide a variety of interesting activities at suitable intervals to keep boredom from erupting.

* Physical Affection: We all need hugs and kisses! Besides, they do a lot to encourage the positive atmosphere between adult and child that naturally leads to good behavior on the child's part.

* Individual Attention: Children need to know that they're special. Ignoring this need can lead to misbehavior in order to get attention, which is undesirable in any group situation.

* Firm, Quiet Discipline: Children can be guided calmly down the paths of good behavior.

* Responsibility: Even at an early age, children can begin to learn responsibility. We can teach them to pick up after themselves and to share in the general cleaning; we can teach the older ones
to help take care of the younger ones. The children often seem to take pride in simple 
accomplishments like putting something in the trash or carrying their own plate to the kitchen.

6. Child Disciplinary Policy

Throughout a child's development, he or she will inevitably behave in ways that are not 
acceptable, either because they are dangerous, hurtful, or otherwise socially unacceptable. In 
order to help our children develop appropriate social behaviors, we guide them by the most 
positive means available towards good behavior.

The following constitutes our formal disciplinary policy:

1. Redirection: By keeping the children involved in activities that they are interested in, we 
can often prevent situations from arising that require further intervention. Also, by ensuring that 
the children are adequately supervised, situations can be dissipated before they escalate.

2. Teachable moments: We can teach the children to resolve their own disputes by taking 
advantage of opportunities that arise in which we can guide them to peaceful cooperation. If a 
baby is trying to take a toy away from an older child, ask the older child to get a different toy for 
the baby. This helps show the child that he is entitled to hold on to the toy that he was playing 
with, but that he can also help the other child to accept this.

3. Separation and Information: Unacceptable behavior sometimes occurs. When it does, the 
adult's action should be appropriate to the age of the child and follow these guidelines: The most 
common behaviors requiring intervention are hitting and pushing. When this occurs, the child 
should first be stopped from inflicting harm to others. If one child is hitting another, stop the 
child non-violently. For example, you could pick up the child being hit, make sure they're OK, 
and remove them from the reach of the child who hit them. This is often preferable to removing 
the child who is hitting, because it does not reinforce the negative behavior with special 
attention. Tell the child who hit that what they did is not acceptable. Refrain from judging the 
child (i.e. don't ever tell a child that he or she is bad - only that their behavior is not allowed). If 
you know what brought about the hitting, or can find out from the kids, suggest an alternative 
behavior that would have been acceptable. For example, we encourage the children to use their 
words to tell other children to stop their offending behavior instead of hitting them. We also 
encourage children who are fighting over a toy to take turns or share. As soon as the incident is 
over, all is quickly forgiven. However, if a particular toy is repeatedly fought over, the object can 
be temporarily removed to prevent further problems.

4. Corporal punishment and verbal abuse (including yelling/screaming) are never options. 
Formal time-outs and removal of privileges are also not used as disciplinary tools at Knee High. 
We believe that at these ages, children can only understand immediate and direct consequences 
of inappropriate behaviors. Food is also never used as punishment (or reward).

Remember also that children learn primarily by example. Try to remain calm and respectful at all 
times, and impose any discipline consistently. The key to any long-term improvement in a child's 
behavior is for the parents to be informed of problems and to participate in their solution.
Informally (when the child is picked up) and formally (at meetings) we need to talk to each other about our children and how they are developing. Also keep in mind that all families are different. Use corrective discipline primarily for behaviors that are harmful to others or dangerous for the child.

7. Charts

* **Sign in:** Children are signed in by circling the child's name. A time for pickup is put down. Parents also indicate any other special need/request there. This is a good place to start when arriving on shift.

* **Potty chart:** any special needs for diapering are on the potty chart. Parent writes down the time they last changed the child's diaper. Workers write down when a diaper was changed. (see diapering, below)

* **Food chart:** documents the meals/snacks the children have had for the day. It is very important to fill out this chart, especially for infants (6 months-1 year old).

8. **Daily schedule: morning**

7:30 Opening duties are posted in the kitchen and include: Unlocking back and front doors, posting new sign-in and potty charts, putting liners in kitchen and bathroom trash cans, putting liners in diaper pails, replacing all bleach water solutions (kitchen tub, spray bottles from kitchen and bathroom), removing old drink cups from the refrigerator (dump contents and wash cups if you find any), putting away clean dishes.

7:30 - 9:30am Most children arrive during this period. This is often a period of free play. Offer short duration activities, like puzzles, or book reading. A structured activity can also be planned during this period if enough children have arrived early enough.

9:30am - Morning Snack

* Get the kids to wash their hands before eating. * Offer snack and drinks. Use high chairs or tables or both. Some of the youngest children may need to be spoon fed, or need one on one attention while eating. All of the kids generally eat in the snack room. Someone should always be in the room and supervising while children are eating. Encourage the children to remain seated while eating.

* Food is usually microwaved unless specifically noted by parents. Stir microwaved foods to dissipate hot spots and always check to make sure food isn't scalding.

* Food and drinks are only allowed in the kitchen and the snack room (except for bottles used to help babies get to sleep in nap room). Remind the kids of the rule if they stray into carpeted areas.

* Involving kids in cleanup is a fun way to get the kids helping and having fun, too. Ask them to bring their lunches to the kitchen and put their drinks in the refrigerator. Even the younger ones enjoy carrying their plates to the kitchen.

* Wash dishes, clean and put away tables and high chairs and sweep or mop floor as needed.
* Check all diapers, change as needed and record changes on diaper chart.
* Try to get older kids to go potty. Write down their times, too.

**9:50 - 11:30am**

* This is a good time for a structured activity, such as a craft, walk, circle time, or other special activity. Morning and afternoon shifts should always have an activity planned for their shift.
* Depending on when children arrive and what is planned for the day, it may be possible to do a major planned craft or activity before snack time. Otherwise, offer any number of possible "mini-activities" available to you: puzzles, music, organized play (hide-and-seek, ring-around-the-rosy, etc.).
* Some children, especially the youngest, will be getting tired by mid-morning. Check diapers before naps.
* Prepare bedding for naps when an adult is free.
* Before lunch time comes clean-up time. Children should be encouraged to help pick up whatever has been used. One parent can supervise hand-washing in the bathroom.
* Someone should begin preparing lunches 10-15 minutes before serving time. It is easiest to have all of the lunches ready to serve before getting the kids seated.

**11:30am - Lunch Time**

* Lunch is a sit-down, social affair. Children should be encouraged to remain at the table for a reasonable length of time (10 minutes minimum?) to ensure that they eat and that they do not distract others from doing so. "Inside voices" are suggested, as is a general dinner table conversation.
* Wash dishes, clean and put away tables and high chairs and sweep or mop floor as needed.
* Check all diapers, change as needed and record changes on diaper chart. Wash kids' hands.
* Try to get older kids to go potty. Write down their times, too.
* This is also shift-time change for parents. They should try to leave Knee High in reasonable order, though this isn't always possible. Inform your replacements of any special instructions or irregularities. Afternoon people should also check the sign-in sheet for special instructions. Morning shift parents should not leave Knee High until their replacement has arrived - two parents must be present at all times.

**12:15 - 3:00pm Naps and afternoon activities:**

* Offer naps to the early afternoon nappers. Check diapers or encourage potty use before naps. Almost every child has a particular nap time routine. Find out what or who works best for each child. Look over AChild information sheets@ in the file cabinet for tips on each kid's nap time routine.
* Naps are hard so don't be discouraged if you don't always (or ever!) succeed with some of the kids. If you're getting impatient with the child you're trying to get to sleep, ask another adult to take over for a while.
* Our kids' napping needs are constantly changing. During some periods, most of the kids go down for naps soon after lunch. At other times, more kids take mid- to late-afternoon naps. Use their schedule to determine when to structure afternoon activities. If most of the kids are awake now, this is a good time for a structured activity, such as a walk or craft.
  * Check diapers as kids wake up from their naps.
  * Quiet time is usually a good chance for at least one of the shift-parents to begin the afternoon cleaning.

### 3:00pm - Afternoon Snack

* Get the kids to wash their hands before eating.
* Offer snacks following the same guidelines as for morning snack.
* Wash dishes, clean and put away tables and high chairs and sweep or mop floor as needed.
* Check all diapers, change as needed and record changes on diaper chart. Wash kids' hands.
* Try to get older kids to go potty. Write down their times, too.

### 3:20 - 5:30pm: Afternoon activities and cleanup

* Kids and grownups are free to choose activities: free play, crafts, something organized, play outside, etc.
* Also, use this time to begin end of the day cleaning, if possible.
* Offer snacks to children who have napped through meal time.
* Shift parents should be sure to check pick-up times on the sign-in chart before starting a field trip at this time. Otherwise, all other crafts and activities used for morning shift are appropriate here.
* Afternoon cleaning duties are also posted in the lunch room and include: Putting away toys and books, and generally straightening up, taking out kitchen and bathroom trash, mopping vinyl floors, vacuuming carpeted rooms, emptying left-over cups and washing all dishes, bathroom cleaning (sink, toilet, bathroom mirror), turning off A/C or lowering thermostat to 55, straightening up yard, storing cart and strollers in shed, turning off the lights, closing the windows and locking the doors.

### 9. Diapering

We try to follow the guideline of changing cloth diapers every two hours and disposables every three hours. Poopy diapers are of course changed as soon as they are noticed. Dirty cloth diapers are placed in individually labeled, plastic bag-lined pails in the bathroom, and taken home by parents at the end of each day. It is not necessary to rinse out soiled cloth diapers before putting them in pails. Disposable diapers are bundled up using adhesive tapes and placed in the trash. After each diaper change, the changing mat must be sprayed clean and wiped down. We are currently using a mild soap solution for this purpose. A 10% bleach solution has been recommended to us by the public health nurse. However, we have found that this is a very strong solution to expose our children to several times a day. We are still looking for the perfect disinfectant to use between diaper changes. Finally, as mentioned above, children and adults should wash their hands thoroughly before leaving the bathroom.
Wash your hands before changing diapers and immediately after. Use gloves, especially when changing poopy diapers.

11. Cleaning zones chart

There is a chart on the wall in the kitchen which gives cleaning duties for each shift.

12. Safety, Medications, health cards

Childhood, according to one definition, is one potential major catastrophe after another. Children aren't born knowing what is and is not safe; they need guidance, and one of our prime responsibilities to each other is to watch out for these accidents-waiting-to-happen. All caregivers share responsibility for the children's safety. If any toy, furniture or activity seems potentially hazardous, take action: remove it, fix it, talk about it! Any member can and should remove any item that they feel is dangerous. Remember also that a key to accident prevention is good supervision. Follow general guidelines set by the parents as to which temperature their children should be allowed to go out, etc. Never administer medications to children; this is the parents' on shift responsibility.

13. Picking up kids (by when, by who, etc.)

The only people authorized to pick up a knee high child are the parents of that child. If someone other than the parent is to pick up the child, the parent will leave a message giving permission for this to happen.

14. Health standards/Illness:

Children and adults can be at Knee High with common illnesses like colds and ear infections (as long as there is no accompanying fever). However, if both shift parents feel that a child is too sick to be at Knee High, the parents will be called and must pick their child up. This usually happens when a child is inconsolable, or requires levels of attention that make it too difficult to take care of the rest of the children.

Fever Policy: Any child or adult with a fever over 100 degrees must leave Knee High and may not return for 24 hours after the fever has been lower than 100 degrees without the use of fever reducing medicine.

Vomiting: If a child vomits while at Knee High, the parents should be contacted and generally, they will be asked to pick up their child from Knee High. There may be cases where the adults on shift and the parents agree that the incident probably was not related to illness, and in these cases, the child may be allowed to remain at Knee High. If your child is vomiting due to illness, he or she should not return to Knee High until 24 hours after the last episode.

Contagious Illnesses: If an adult or a child has been exposed to a highly contagious illness, it is common sense and good manners to inform the rest of us, and to stay away from Knee High if the adult or child is contagious.
Medication: Only parents can administer medication to children, if specifically instructed to do so. Any medication should be clearly labeled and parents should make sure the shift parents understand the instructions. The instructions should be written down on both the sign-in sheet and on the child's medicine. If you are working at Knee High and a child needs to be given medication, ask one of the parents on shift; they should write down the time they gave it and their initials, so that the child's parents can contact the shift parents if they have any questions.

Hand Washing: Proper hand washing is a simple and effective means of decreasing the spread of germs. Adults and children should wash their hands frequently throughout the day at Knee High. It is especially important to wash hands after using the bathroom, after every diaper change (adults and children), before handling food, and before and after eating. Hands should be carefully washed with warm soapy lather for at least ten seconds. After rinsing, it is important to be aware of minimizing contact with potentially soiled surfaces (e.g. the trash can in the bathroom) before returning to other activities. Each of the children have their own towel hung in the bathroom. Adults presently share a single towel. All towels should be laundered daily.

15. Assistant Discipline policy

1. What constitutes an infraction needing discipline? The following behaviors are unacceptable to Knee High parents on shift, and will be considered infractions worthy of possible disciplinary action:
   a. Lateness of greater than 5 minutes -- student employees who come in more than 5 minutes after their shift is scheduled to begin.
   b. Consistent lateness -- student employees who consistently come in 1-5 minutes after their shift is scheduled to begin.
   c. Missed shifts without proper shift coverage -- student employees who fail to cover (or attempt to cover) their shifts when they are unable to come to Knee-High, whether due to illness or other commitments.
   d. Inappropriate behavior -- student employees who use their time on shift to do personal business, who spend their time on shift chatting rather than working, who yell at children or otherwise express anger inappropriately toward children, who act overly aggressively toward children, or who refuse a request made by a parent on shift without discussing the nature of the refusal. Parents on shift have the ultimate discretion as to whether a particular infraction will or won't be disciplined. But any infraction, regardless of the cause, CAN be considered a discipline-worthy infraction.

2. How are infractions disciplined? Knee High has established the following discipline schedule:
   a. Verbal warning -- a parent on shift will confront the student employee, explain the gravity of the infraction and its effects on the rest of the staff, and issue a verbal warning (guidelines attached)
b. Write-Up -- a parent on shift will complete a disciplinary write-up form. One copy of the form will be given to the student employee, and the other copy of the form will go to the assistant coordinators.

c. Probation -- student employees who exhibit consistent discipline problems such as tardiness or missed shifts, but who are otherwise excellent employees while on shift, will be given the opportunity to work under a one-month probation if that student receives 3 or more verbal warnings or 2 or more write-ups.

d. Dismissal -- student employees who receive 3 or more verbal warnings for the same infraction (e.g., tardiness, absence, inappropriate behavior) can be dismissed from employment at Knee High. Student employees who show inappropriate violence (striking a child, exerting unnecessary force on a child, etc.) will be dismissed from employment immediately.

3. What is the procedure for issuing disciplinary action? Parents on shift are solely responsible for initiating disciplinary action when a student employee commits an infraction. The suggested method of disciplinary actions is as follows:

a. Parent on shift confronts the student employee and issues the disciplinary action (verbal warning, write-up, or dismissal).

b. Parent on shift contacts the assistant coordinators regarding the nature of the infraction, the student employee involved, and the type of disciplinary action taken. (THIS IS MANDATORY)

c. (OPTIONAL but Preferred) Parent on shift posts information about the infraction to the Knee-High-Parents mailing list.

d. The assistant coordinator follows up with the student employee, discussing the nature of the infraction and possible strategies to avoid further disciplinary problems. If probation is in order, the assistant coordinator draw up a contract outlining the causes for the probation, terms of the probation, and terms for dismissal if probationary issues fail. The assistant coordinator signs the contract, as does the student employee (and possibly a shift parent involved in the situation). The assistant coordinator will make every effort to keep student employees on staff. Strategies for solving disciplinary problems can include change of schedule, specific training sessions, mediation between student employees and parents (in the event of serious personal conflict), etc. Except in the case of excessive violence, no student employee will be dismissed without warning.

**Kneehigh Assistant Illness Procedure**

If you have a fever of 100°F or higher, diarrhea or vomiting less than 24 hours before your next scheduled shift, you cannot work your shift. You must:

1) **Call the Assistant Coordinator** – try their home phone number, e-mail and cell phone. If there is no reply:
2) (Between 7:30-5:30 M-F) **CALL Kneehigh (855-0150)** and let a parent on shift know that you will be missing your shift. You should do this even if you get sick the day before your scheduled shift.

3) **Ask the parent to suggest potential subs** that you should call based on the class schedules that are included in the daily schedule on the board over the phone. **Call them ASAP!** Get their phone numbers from the parent, from your roster, or from the roster on the web.

4) If you are unable to find someone by calling or if KH is closed, send an email to the assistant coordinator and the scheduler.
   - Note the day and hours of the shift you will miss and your phone number
   - Request that any available assistant or parent call you if they can cover part or all of your shift
   - If you can’t send an email, call the family who is doing the scheduling (check your current roster.)
   - If KH is closed, call KH ASAP after 7:30 AM the next day (see step 1).
   - Note that you may also be able to download the schedule from the web if you want to see who might be available to cover your shift and call them on your own, especially if KH is closed.

5) When you get your shift covered or 1 hour before your shift starts (whichever comes first):
   - Call KH and let a parent on shift know whether you got it covered and by whom.
   - If KH is closed email the info, then call when KH opens next.
   - If you are calling to say you couldn’t find anyone, **the parent will ask you who you SPOKE with** and will decide whether to call any available assistants you couldn’t get in touch with or to call the shift crisis parent to look for a parent to cover your shift (based on current kid and staff levels).

5) Decide whether to go to the Health Center to get a doctor’s note.

**IF YOU FOLLOW ALL OF THE ABOVE INSTRUCTIONS, you can miss 2 shifts per semester due to illness without such an excuse.** If you miss more than 2 shifts due to illness, you must get a physician’s excuse. There will be a chart in the kitchen where parents will keep a record of missed shifts (and who covered them).

**Thank you** for taking the extra effort it takes to do everything in your power to get your shift covered. We realize that this is a lot to ask (especially when you’re sick).