

BUILDING BRIDGES CHILD DEVELOPMENT



CENTER

EMPLOYEE HANDBOOK

Quality childcare for all ages!

6 weeks to 12 years old

Open 6:30 AM to 7 PM M-F

2400 Bridge Blvd. SW

505-243-6639

Just West of Atrisco on the South side of Bridge

ORGANIZATIONAL CHART

Chief Operating Officer: Ilene Marchant (505)573-0918 email: mimplene@aol.com

Chief Financial Officer: Teena Dehne (505)459-3294 email: easterncdc@gmail.com

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Director: Rosemarie Martinez - 505-730-5405

Administrator: Wynee Sanchez - 505-620-4028

Updated or revised information is always available on our website! www.tlcdevelopmentcenters.org

Mission Statement

Our mission at Building Bridges Child Development Center is to provide high quality child care, incorporating the best research and knowledge of child development and health education. It is also our **mission** to support parents by providing their children with a loving, nurturing environment; by being accessible to discuss their children's needs; and by offering these services at reasonable prices. The center's goals are for the children served by the center are to develop to their full potential, to exhibit healthy social, emotional, and physical growth and development; for the parents to feel confident that their children are being cared for in the best possible manner, to promote the natural bonding and friendship among young siblings; to prepare children emotionally, socially, and scholastically for life, to find the center personnel open and easy to communicate with, and to be satisfied with the cost and quality of care their children receive.

The Center's objectives are as follows:

- To carefully screen potential employees and to train employees thoroughly in good child development and health and safety practices.
- To staff the center so that each child's individual needs will be met.
- To develop a policy of frequent parent conferences, newsletters, and other means of communication.
- To instruct teachers to always welcome parent questions and comments cheerfully - to give serious attention to each comment, and to try to address each comment promptly.
- To develop a budget that reflects prudent expenditures and accurate forecasts of income and to place a priority on careful financial management.

The Center's goals are:

- To see that every child is fed a well balanced diet - and then some. Children will be fed when they are hungry. We will never force a child to eat when they are not hungry. Doing so can develop into life long bad eating habits.
- Children must feel unique and be allowed to express their feelings openly whether it be anger, sadness, joy, or any other emotions.
- When they are hurt, they will receive hugs and sympathy. We will never tell a child they aren't hurt.
- Each child is a very special human being. **A Miracle.** The most important child in the world to their parents and family, and they will be treated as such here.

Our Motto: "For Quality Care When You Can't Be There"

We are growing with your children from a new center to their home away from home. They are teaching us new things every day! *Thank you!*

Philosophy Statement

We believe that every child can accomplish any thing that any other human has ever accomplished. Every child is a blank slate, and we aspire to fill that slate with the knowledge and social skills that will help them to achieve their goals in life. Our children will learn social, emotional, and cognitive skills through play and group activities. They will have many choices during the day to do activities that best fit their needs and interests on an individual basis. Our care givers use the shadowing approach to guidance by trying to guide the child's choices rather than force choices upon the child. Our preschool rooms are divided into centers such as library, home living, art center, block center, and circle time. We have an area for dramatic play and a science area. The different areas within the classrooms promote a variety of interests for children to choose from throughout the day. The centers promote social and emotional development, cognitive learning skills, and gross and fine motor skills development.

At BBCDC we educate the whole child. That means that we will consider every child a unique individual; socially, emotionally, culturally, physically, and intellectually. Each teacher is responsible for individualizing their planning in order to promote the unique growth of each child.

Curriculum Statement

Our curriculum:

- Fosters a knowledge and appreciation of a variety of cultures through the respectful introduction of art, music, foods, clothing, literature, and customs.
- Reflects the pluralistic nature of New Mexican society.
- Involves children in learning experiences within the community.
- Bases daily activities on the continuous observation, guidance, and assessment of individual children and their interactions with others.
- Encourages children to actively engage in a variety of developmentally appropriate experiences which will:
 - Foster each child's positive self-concept
 - Respect cultural diversity of themselves and others
 - Enhance social skills
 - Nurture communication and language development
 - Stimulate creative expression
 - Extend each child's capacity for thinking, reasoning, questioning, and experimenting
 - Provide sound health, safety, and nutritional practices
 - Develop physical competence and coordination
 - Foster each child's development of self-control
 - Foster in children a respect for the natural environment and encourage environmentally sound principles
- Recognizes the importance of sensory experiences in early development

- Uses care giving as an opportunity to deepen relationships with infants and supports their development through sensitivity to the child while performing routine tasks
- Recognizes and attends to the individual rhythms of each child
- Attends to the effective needs of those present
- Provides a predictable daily routine to instill a sense of security, which flexibility allows for individual preferences and independent choices. Each day will incorporate a balance of:
 - Indoor and outdoor play
 - Quiet and active times
 - Large group, small group, and individual activities
 - Activities using both large and small muscles
 - Child-directed activities as well as teacher-directed activities
- Activities provide learning opportunities through:
 - The many types of play
 - Familiar day-to-day routines
 - Opportunities for social interaction with peers and adults
 - Opportunities which are challenging both physically and intellectually
 - Transition times
- Ensure that the daily plan is designed to encourage positive behaviors
- Respects the child's first language and encourages it as much as possible
- Provides opportunities for spontaneous play each day
- Encourages children to assert their rights in socially acceptable ways
- Nurtures children's understanding and respect of the rights of others
- Develops and facilitates policies of guiding children's behavior
- Recognizes that **play** is the primary mode of learning



About our Curriculum

We follow the New Mexico Early Learning Guidelines when developing our curriculum, and offer a wide variety of activities. The children will participate in art, science, cooking, music, library, etc. on a daily basis.

Infants: An infant's day would include music, reading, bubbles, tummy time, and more to ensure physical and intellectual development.

Toddlers: The toddler curriculum is designed to teach your child a wide variety of items. However, curriculum has an emphasis on language and physical development. Their day would include art, music, shapes, circle time, etc.

Preschool: This program is designed to allow your child to explore and learn through themes, arts & crafts, cooking, science, numbers, letters, shapes, cutting skills and all other areas of life skills readiness. A solid foundation is formed for your child's continued success!

School Age: The school age children are encouraged to explore their social growth and development. Peer interaction through social activities; field trips and special events will help to encourage strong social skills. This age group also participates in cooking, science, arts & crafts, and many other engaging activities.

Job Descriptions

All employees must meet all the requirements set forth in the job description for their individual jobs.

Job titles include the following:

Director
Co-Director
Administrator
Teacher
Assistant Teacher
Maintenance
Cook

***Please see the back of this book for detailed descriptions of each job title.
You may have other jobs which can follow this same format.***

Compensation / Benefits Philosophy Statement

Our center philosophy is to compensate our employees on their performance in the classroom and further education through workshops as well as college courses. We want to challenge and motivate our employees through providing advancement within the center as well as personal growth through offering classes and workshops. It is our goal to have a quality staff, and a quality program for the children in this center. We believe each employee is a valuable asset, and important to the children's lives, the center, and the community. Our compensation philosophy is designed to reflect the importance of our staff, children, and the community in which we all live.

It is the philosophy of our Board of Directors that:

1. Our compensation will be consistently administered throughout our organization.
2. The employee compensation will reflect the value of each employee and the position they hold.
3. Our pay scale will be according to work ethic, job performance, and professional development.
4. We will provide on-going trainings and workshops for our employees so they will continue to meet NM State Licensing Department Regulations, as well as benefiting themselves, and the children they care for.

Other employee benefits apply to persons that have been employed for more than one year. Professional in-service days will be scheduled two weeks in advance, and are mandatory. Employees will receive their regular hourly rate for attending these workshops. However, individuals who are not eligible for employment under the current licensing rules and regulations must be sure to complete their education **within six months of their date of hire at their own expense.**

Breaks:

- 10 min break every 2.5 hours worked
- One half hour lunch break for every six hours worked
- ***ALL EMPLOYEES MUST CLOCK OUT FOR EVERY BREAK***

Holidays and Vacation pay:

After one consecutive year of employment and completion of 24 hour of continuing education, employees are entitled to one week of paid vacation, and paid holidays. Employees are eligible for two weeks vacation when TLC Development Centers are at Star Level 2 and they have been employed for two consecutive years, and all above requirements have been met. A 'week' is based on your average hours worked during the year prior to

earning your vacation hours. Employees who have not completed their 24 hours of training BEFORE their anniversary date will not receive vacation or holiday pay until their NEXT anniversary date (48 total training hours must be completed by this time).

Our scheduled Closings are as follows:

- ❖ New Year's Day, or the closest weekday (New Years Eve we will close at 6:00 pm)
- ❖ Memorial Day
- ❖ July 4th & 5th - Independence Day, or closest weekday
- ❖ Labor Day
- ❖ Thanksgiving Weekend (Thursday, Friday, Saturday, and Sunday)
- ❖ Christmas Eve and Christmas Day, or closest weekday
- ❖ Occasional Saturdays for in service training.

*Employees eligible for holiday pay will receive only one paid day per closing.

*Employees who are not regularly scheduled for the day the holiday falls on will NOT receive pay for that day. Employees who 'call in sick' the day before or the day after the holiday, will NOT receive holiday pay.

Monthly in-service days and other meetings will be posted in the employee lounge as needed.

Standards of Conduct

Courtesy, honesty, and a pleasant demeanor are important at all times. Your actions help to determine the reputation of the business. All Building Bridges Child Development Center employees are employees at will, and as such are free to resign at any time with or without notice or reason. Building Bridges Child Development Center, likewise, retains the right to terminate employment at any time without reason or notice. This policy may not be changed by anyone. The following are examples of policy violations that may result in disciplinary action such as verbal reprimand, suspension without pay, or immediate discharge:

- Failure to follow Building Bridges Child Development Center's Standards of Conduct
- Sexual, racial, or other unlawful harassment of another person.
- **Leaving children unattended - Staff may never leave a child unattended for any reason at any time! This includes hallways, adjoining classrooms, restrooms (when appropriate), and diapering tables. Children are not allowed in the kitchen at any time, attended or not!**
- Negligence or carelessness in caring for children
- Inappropriate discipline of a child, including isolation, verbal abuse, spanking, pulling hair, or any other rough or inappropriate handling or inappropriate use of restraint. Refer to our discipline policy.
- ANY act that endangers the children
- Allowing personal visitors to have contact with the children
- Consuming or being under the influence of alcohol or drugs while working, or on Company business, or reporting to work under the influence of such substances.
- Fighting or assault on a co-worker or any other person on Company premises. This includes things such as yelling or throwing rocks from the parking lot, or any such behavior.
- Reckless conduct which threatens the life, safety or health of customers or employees including actual or THREATENED violence toward ANYONE.
- Threatening, harassing, or intimidating customers, guests, co-worker, or children.
- Insubordination (refusing to follow a manager's directions) or other disrespectful conduct when dealing with management or personnel designee.
- Illegal conduct on Center property
- Possession of firearms, weapons, illegal drugs, or chemicals on Building Bridges Child Development Center premises.

- Unauthorized removal or use of equipment, supplies, food, Building Bridges Child Development Center property or any other materials.
- Falsifying forms, records, reports, time sheets or time cards, employment application forms or other information.
- Falsifying time records in any manner, including clocking in/out for another employee or having another employee clock in/out for you.
- Willful abuse of Building Bridges Child Development Center's building, equipment, or other property
- Violating safety or health rules.
- Sleeping while on duty
- Excessive tardiness or absenteeism.
- Conduct that causes repeated customer complaints.
- Smoking on premises
- Refusal to conform to dress code standards.
- Unexcused absence for more than 3 consecutive working days (voluntary resignation)
- Frequent or multiple documented 'write-ups'.

The above list is not all-inclusive and should not be construed as representing all causes for disciplinary action. When necessary, Building Bridges Child Development Center shall establish additional policies and managers may set up specific rules to govern employee actions when deemed necessary by business needs.

Employee Discipline Policy

TLC Development Centers expects all employees to be aware of and to follow workplace policies and rules for the well-being of our students, employees and business operations. There are many policies and rules at TLC Development Centers. Employees are expected to comply with these internal requirements as well as requirements from federal, state, and local laws, and accreditation agencies. Additionally, many areas have guiding principles, such as our Mission Statement, and adherence to these principles is also expected.

This policy defines the process for correcting single and repeat episodes of employee failure to comply with rules and/or to meet specific workplace expectations for conduct. Corrections to unacceptable behavior may be addressed under this policy.

Our Employee Discipline Policy is a step-by-step process designed to modify unacceptable employee behaviors, which also allows for discipline to start at a higher step based on the severity and circumstances of the situation. For example, one incident of profanity overheard by others is different from profanity in anger directed at others; poor judgment in wearing inappropriate clothing in the workplace is different from overlooking key safety protocol that ensures the safety and well-being of the children in our care. The supervisor should assess the employee's understanding of the rules and expectations, their willingness to follow them, any systems failures and workplace obstacles interfering with compliance, such as equipment malfunctions, and whether the action was the result of an excusable mistake, an inexcusable error or deliberate action.

Examples of performance and conduct covered by this policy

- Violations of protocols, regulations and procedures governing safety or compliance for students or employees
- Misuse of fiscal or electronic resources or center facilities
- Inappropriate and unprofessional behavior, such as profanity, insults or solicitation
- Attendance and absenteeism

An employee is expected to have sustained improvement while on progressive discipline. Should an employee be away from work for an extended and continuous period of time for any reason, the disciplinary action step may be

extended by the time the employee was away from work and the employee would be given the opportunity to demonstrate improved behavior once the employee returns to work.

Discipline Steps

The purpose of progressive discipline is to assist employees by being clear and precise about problems and the consequences if the same or other mistakes or misconduct reoccur. It is important that discipline is applied in a fair and consistent manner. The supervisor has a critical role in conducting a fair and objective investigation of a situation. An investigation may be as simple as confirming a late arrival through a time clock or more complex with interviewing many employees and reviewing documents. More complex investigations should be conducted in coordination with the Chief Operating Officer, Chief Financial Officer or other appointed upper management officer. The supervisor should review all relevant documents, review how the employee was notified of the expectation that has been violated, speak with any witnesses (and obtain written statements, if appropriate) and ask the employee about the situation. The conversation with the employee should include asking if any extenuating or mitigating circumstances exist.

The supervisor must have an understanding of the facts and circumstances before assessing appropriate discipline. The supervisor should discuss the situation with upper management to determine the appropriate level of disciplinary action. Many situations should be able to be resolved through verbal counseling or discussion with the employee; however, some one-time incidents may be severe enough to merit a formal written warning, suspension (without pay), final warning or termination. The seriousness of the offense and the employee's disciplinary and performance history will be considered when determining the level of discipline to be applied. All decisions to escalate disciplinary action to a higher level of discipline should be made in consultation with upper management.

Step 1- Verbal Warning:

In many situations a verbal warning/counseling is sufficient. The purpose of a verbal warning is to clarify policies and expectations. The impact of the incident or violation should also be taken into consideration. The supervisor should document for his or her records that the conversation occurred, keeping in mind the significance of the impact of the act or omission.

Step 2 - Written Warning:

If the conduct addressed by a verbal warning is repeated or additional problems occur within 12 months of a verbal warning, the supervisor should follow up with a written warning in the form of an Administrative Action Form. On the other hand, if a single incident is more serious than is appropriate for a verbal warning, the supervisor should issue a written warning in the form of an Administrative Action Form. This should describe the unacceptable conduct, outline expectations, and state that further disciplinary action will occur if the behavior is repeated within 12 months.

Step 3 - Final Written Warning (which may include a suspension without pay):

If the conduct addressed by the written warning is repeated or additional problems occur within a 12-month period, discipline may progress to a final written warning, which may include an unpaid suspension. However, a single incident may be so severe as to merit an immediate final warning and suspension without pay. As noted above, the supervisor should work in consultation with upper management prior to taking disciplinary actions at higher levels, such as written warnings, final written warnings (with or without unpaid suspension) and termination.

Step 4 - Termination of Employment:

Employment may be terminated based on progressive discipline within a 12-month period or based on the severity of a single incident. Misconduct that involves dishonesty, violation of the law, or significant risks to center operations or to the safety or well-being of oneself or others is grounds for immediate termination of employment. However, the facts and circumstances of each case will determine what action, up to and including discharge from employment, is appropriate. Decisions to terminate employment should be made in consultation with upper management.

The following are examples of conduct that is not permitted and can subject employees to immediate dismissal upon completion of an investigation that confirms the employee engaged in the conduct. Engaging in any of the following types of conduct is considered such a serious breach of responsibility to TLC Development Centers that no prior warning is required for involuntary separation:

- 1 Leaving a child unattended
- 2 Negligence or carelessness in caring for children.
- 3 Inappropriate discipline of a child; including isolation, verbal abuse, spanking, pulling hair, or any other rough or inappropriate handling or inappropriate use of restraints.
- 4 Possession, sale, or use of alcohol or illegal drugs while on TLC Development Centers property or reporting to work while under the influence of intoxicating beverages or illegal drugs.
- 5 Theft, attempted theft, or removal from the premises without proper authorization of TLC Development Centers property, or property of a customer or another employee.
- 6 Acting dishonestly or unfairly by violating policies and procedures or compromising yourself or TLC Development Centers by making decisions that will cause others to question your honesty or integrity.
- 7 Fighting with or attempting to fight with or to cause bodily harm to another employee or customer.
- 8 Harassing, name calling, gossiping, or generally creating an unpleasant environment for other employees.
- 9 Possession of a weapon on TLC Development Centers property.
- 10 Any act that endangers children
- 11 Allowing personal visitors in the vicinity of the children entrusted to your care.

Impact of Written or Final Progressive Discipline Warning

- Annual Increase - Employees on a **Final** Written (Step 3) Warning are not eligible for an annual increase.
- Holiday Pay - Employees who have received 2 or more written (Step 2) warnings during any 12 month period are not eligible to receive paid holidays for 12 months following the most recent written warning.
- Vacation Pay - Employees who have received a written warning shall forfeit 4 hours of earned vacation time for each written (step 2) warning.

Smoking:

Smoking is not permitted under any circumstances in the building or on any playground area, or on company property. This includes the parking lot. **Smoking is also NEVER permitted in the center vehicles.**

Telephone Calls:

Telephones are a vital part of our company since our parents must always be able to reach us. As a Building BridgesChild Development Center employee, it is important that you always use care and courtesy in handling phone calls. Your personal telephone calls, with the exception of emergency telephone calls, should be limited to your breaks and meal periods. We reserve the right to verify emergency phone calls. Friends and relatives should be asked NOT to call you during working hours. You may NOT make personal long distance phone calls. In addition, personal cell phones are to be turned in to the office upon arrival at work. **Cell phones are not allowed in the classrooms at any time.** You are here to interact with children, not to check Facebook or text with friends. If you are found on your phone during working hours, you will be subject to disciplinary action. First offense is a written warning, second offense is termination.

Meal times:

To promote family style dining, it is important that you sit at the table with the children and join them in their meal time. If you prefer to eat any food other than what the children are eating, then you must clock out, and do so in the break room. You are **never** to have non CACFP accredited foods in your classroom, unless it is for a special occasion such as a child's birthday party, in which all children partaking have parental permission.

Dress Code

What we wear to work is a reflection of the pride we have in ourselves and in the Center. It is important for all employees to present a professional appearance. In order to provide uniformity, as well as individuality, Building Bridges Child Development Center requires all employees to wear "scrubs" of any style. Scrub tops and pants are available at a variety of retail locations, and in a variety of styles. We encourage you to have fun with your uniform and take advantage of the many prints available that the children would like. When reporting for work, you are required to be dressed in appropriate attire in good repair.

Standard Procedures

In case of an accident or emergency involving a child, parents, or staff members:

1. Assess the nature of the accident or injury
2. Call 911 if required
3. Administer first aid if required
4. Contact child's parent or emergency contact
5. Notify Center director
6. Fill out injury/ accident report
7. If accident requires any outside assistance, the accident must be reported to CYFD

Procedures for children not being picked up by Center closing time:

1. Attempt to contact parents
2. If parents are not available, try emergency contacts
3. Leave messages and wait 15 minutes for responses.
4. Try all contacts again after 15 minutes.
5. If unable to reach anyone after 45 minutes, contact police non-emergency # 242-2677, fill out incident form, and contact director.

Procedures for admission of children:

1. Child must have current shot records with all immunizations up to date
2. Parent or guardian must complete EVERY line on enrollment form.
3. Parent or guardian must complete EVERY line on income eligibility form.
4. Parent or guardian must be provided with a parent handbook, and sign the form saying that they received it. This form goes in the child's file.

Procedures for discharging children:

1. Check to make sure they do not owe a balance to the Center.
2. If they do, collect the balance due.
3. Enter date of disenrollment in their file, in the computer, and on their IEA.
4. If the family has a CYFD contract, notify their case worker. If they did not pay the balance due, notify the case worker of that as well.

Transportation procedures:

1. ALL children must be logged onto your roster for each transport.
2. Ensures that all children under 5 years of age or under 40 pounds are in an approved booster safety seat
3. Ensures that all children, regardless of age or weight, are in a seat with the seat belt fastened before the vehicle begins moving

4. Ensures that all children are checked off on your roster upon exiting the vehicle - EACH CHILD - EACH TRANSPORT.
5. Drivers will physically check the interior of the vehicle for compliance, debris, and ensuring that all persons have exited the vehicle. Only after ensuring compliance, is the driver to proceed to bring children into the building.
6. Ensures that all children are accompanied into their CLASSROOM and that rosters are turned in to Classroom teachers after each transport.
7. Classroom teachers will then do roll call - name to face - from the van roster and check in all children on the current classroom roster which is to be turned in to the office.
8. Office personnel will clock children into ProCare based on the classroom roster.
9. In the event a child on the roster is not present at roll call, follow procedures for a missing child.

Procedures to follow if a child is found missing from the center or off center property - such as field trips, bus runs, etc:

1. Notify Director.
2. Check all rest rooms, quiet areas, and vehicles to ensure child is actually missing
3. If needed, call 911. If you are on an outing, check with facility security if applicable.
4. Notify parent if a child cannot be located within 15 minutes.

Emergency Evacuation procedures:

These are posted in every classroom. Please familiarize yourself with our procedures.

If you are in the front of the building and confronted with an intruder, do your best to get the word out that there is an unwanted party in the building. In the event of an intruder or any persons that may cause harm to children, evacuate all children and go as far from premises as possible. Call 911 to report the intruder when you get to a safe location.

Emergency Procedures

In the event we have to evacuate the building the children will be taken to Holy Family Church located at 562 Atrisco Dr. SW. The phone number there is 505-842-5426. We will notify parents if this becomes necessary. Our policy is to ensure the safety of the children at all times.

Local Emergencies

In the event of a gas leak or similar situation, where we are required to evacuate the area, we will go to Holy Family Church.

Staff Instructions for our Disaster Plan

Children with special needs will be assigned a specific staff member. Staff instructions are to take child by the hand and guide them to our safe area. They are to keep the child calm and reassured until it is safe to return to the classroom, or their parent arrives for them.

In the event of a natural disaster, the following steps should be taken:

First and foremost, discuss with your family where to go and what to do to keep them safe so that you will have peace of mind while you are tending to the children that are in your care at the center. Do this BEFORE disaster



strikes. Stay calm. Turn on the NOAA radio that is in the kitchen for updates on the situation. There are spare batteries in the drawer in the kitchen and in the office in case of a power failure. In the event that we are instructed to evacuate the building, the radio will tell us the nearest evacuation center. Take the emergency contact list and load the children calmly into the vans and staff cars. Then proceed to the evacuation site. Depending on the severity of the situation, one staff should go through the building and lock the doors and turn off lights. Do not leave the premises unless all staff and children are accounted for. If we are instructed to remain on site, keep all children in the school age room away from doors and windows until help arrives. If the situation could affect the water supply, IMMEDIATELY drain the hot water heater into containers.

In the event of a terrorist attack, there is a panic button on the alarm in the office. If you cannot get to that button, dial 911. If the person is in the room, dial 911 and leave the connection open. Try to make conversation that will help the 911 dispatcher know our location. Teach your children to sit on the floor with their knees up and hands over their heads. They need to make as small a target as possible. Our code word is Christmas. If anyone says that word to you - even in a whisper - take your children to the nearest exit and leave the building. If you can, alert the other classes. Take the children to the designated safe zone. Always take your emergency contact list with you if possible. Call 911 when you get to a safe location.

In the event we have to evacuate the building, the children will be taken to Holy Family Church located at 562 Atrisco Dr. SW. The phone number there is 505-842-5426. We will notify parents if this becomes necessary. Our staff will stay with the children at the community center, contact each parent individually, and hand off the children to their parents as they arrive. Our policy is to ensure the safety of the children at all times.

Training Requirements

All employees must complete one three credit course in child development or the 45 hour early childhood education class within six months of employment. This requirement is to be at the expense of the employee. All employees must complete at least 24 hours of continuing education each year. It is YOUR responsibility to keep your training logs updated and your certificates in your file. Your files will be reviewed semi-annually, and any employee not meeting their training requirements may be terminated.

Professional Development

It is the intention of Building Bridges Child Development Center to have a well trained, responsible, caring staff. Therefore, we have developed the following classification levels to guide your professional development:

Level 1: At level 1, you as an employee will receive \$8.65 per hour. A level 1 employee has not yet completed their requirements for working in a State Licensed Center. These include, but are not limited to: CPR & First Aid certification, 45 hour entry level class for Child Care Providers, and Orientation to Intentional Teaching. A level 1 employee is learning the policies and procedures of the center, and to meet the needs of children. A level 1 employee still needs hours of training, orientation, and guidance to fulfill their role as an assistant teacher or care giver. They need constant supervision.

Level 2: At level 2, employees receive \$8.65 per hour. A level 2 employee has all required training and certificates. **All employees must be at level 2 within 6 months of their hire date.** A level 2 employee, although still learning, takes initiative to do things on their own and can be trusted to take care of situations without being told what to do or how to do it. A level 2 employee requires little supervision and instruction from a senior staff member, meets the needs of children, maintains a clean and safe environment, and demonstrates positive child interactions consistently.

Level 3: At level 3, employees receive \$8.75 per hour. A level 3 employee is self-motivated, requires very little or no supervision, and asks for help or advice when needed. They perform all assigned

job duties without being constantly told, and offer suggestions on improving our center. They meet the need of the children while maintaining a CLEAN environment free from debris and hazards. A level 3 employee knows their children well and meets their emotional needs. They take care of the equipment and supplies, know what is needed and when, and also makes sure this is communicated to management. A level 3 employee attends all trainings and keeps their training log up to date. He/she is familiar with ALL state licensing regulations and abides by them strictly. He/she keeps their classroom orderly, the areas defined, and has a professional demeanor and attire.

Level 4: At level 4, employees receive \$9.00 per hour. A level 4 employee is everything that a level 3 is, and then some! They are committed to continuing their professional development, and implement their knowledge. They have 2 years of Early Childhood experience, and have earned a CDA or AA from an accredited college or university. In addition, they assist in the training of other employees, encouraging them to reach level 4 status. A level 4 employee is a valuable asset to our team, and will receive annual wage increases as long as level 4 is maintained. All employees should strive for this level 😊.

A list of all classes offered by CNM, and workshops offered by Carino will be posted in the employee lounge as they become available.

You will be required to complete a "Professional Development Plan"* each year.

Procedure for Performance Evaluation

Once hired, employees will be evaluated after 30 days, 90 days, 6 months, and then annually. Our procedure for employee evaluations is to follow the evaluation form* in your handbook with no prejudice or favoritism. Employees will be evaluated by a supervisor, a randomly chosen co-worker, and a randomly chosen parent. The three will be compared by the Director and a summary will become part of your permanent file.

Working Hours

Although every effort will be made to establish a regular working schedule for you, daily hours may vary according to department needs. Starting and ending times can only be modified by management and can only be modified with management's approval. Schedule requests must be in by Wednesday at 5:00 pm for the following week if you have special requests.

All employees must clock in/ out each time you arrive for work, leave for meal periods, at the end of each day, and for any time away from your work area. You may not begin work before your scheduled starting time, or leave work before your scheduled quitting time, without approval. It is expected, however, that you are ready to work at the start of your shift. This means that it is unacceptable for you to punch in 2 minutes after the start of your shift, then use the restroom, then chat with co-workers or friends, then start working. **You also may NOT clock in more than 5 minutes before your scheduled shift, or more than 15 minutes after your relief staff member arrives.**

No Building Bridges Child Development Center employee may clock in or out for another employee. The falsification of time records for another employee, or for yourself, is considered STEALING, and is grounds for termination of employment.

* Forms are located in the back of your handbook

Pay Period

Building Bridges Child Development Center observes and complies with all applicable state and federal laws pertaining to the payment of wages. The company operates on a semi-monthly payroll. Payday is the 7th and 21st of every month. Should these days fall on a weekend, pay will be issued on the Monday following the scheduled day.

Payroll Deductions:

There are two types of deductions: Those required by law, and those authorized by you.

Those required by law include:

1. Amount required for income tax, or FIT (Federal Income Tax Withheld)
2. Amount required for Social Security (FICA) and Medicare Tax. Building Bridges Child Development Center pays and amount equal to what you pay.
3. Garnishments or wage attachments. Employees of some states may be subject to additional mandatory state and local payroll deductions. Please check with your payroll representative for further information.

Those authorized by you include:

1. Health insurance premiums (above what Building Bridges Child Development Center provides)
2. Dental insurance premiums (above what Building Bridges Child Development Center provides)
3. Long Term Disability Insurance premiums (above what Building Bridges Child Development Center provides)
4. Additional Life insurance premiums (paid by you)
5. Additional accident insurance premiums (paid by you)
6. Direct payroll deposit to banks, credit unions, etc.
7. 401K plan deductions
8. Advances
9. Miscellaneous deductions.
10. Employee child care

We reserve the right to deduct any and all advances, co-pays, and fees in full from your next available paycheck. Also, any fees related to criminal records clearance check, tuition, books, or any other expenses paid for by Building Bridges Child Development Center on your behalf will be deducted from your final paycheck if you leave employment for any reason within one year.

Attendance Policy

You are a vital member of our team, and your regular and punctual attendance is necessary so that we may provide quality care to our children. We understand that occasionally you may be absent from work or late in arriving for work. Therefore, we are providing the following guidelines for you to follow if you will be absent or tardy:

- For unscheduled absences, you must notify your supervisor personally in advance of the start of your scheduled shift. Leaving word with another co-worker is NOT acceptable. It is also requested that you make every effort to cover your shift through another co-worker.
- If you are going to be tardy, you must notify your supervisor personally of the expected time of your arrival prior to the start of your shift. It is NOT acceptable to call and say you will be tardy, then NEVER show up that day. This is grounds for immediate termination.

Building Bridges Child Development Center reserves the right to require certification of illness or injury by a doctor's written statement at any time. Unexcused absences or excessive tardiness may result in disciplinary action, up to and including termination of employment. Three (3) consecutive scheduled working days of unauthorized absence is considered job abandonment and will be regarded as a voluntary resignation.

Questions regarding this policy should be directed to management.

Grievance Procedures

Procedures for handling complaints:

1. Refer ANY and ALL complaints regarding co-workers, parents, and children to the Center Director. **DO NOT** refer child complaints to the parents before consulting with the Center Director!
2. Refer any upper management complaints to Ilene.

Every effort should be made to resolve complaints within the Center. **ONLY** in the event that your complaint is about upper management, should you call Ilene. All grievances/ complaints will be investigated, and will remain as confidential as possible. You will be notified as the investigation progresses.

Resignation or Termination Procedures

Building Bridges Child Development Center employees are at will employees and may be terminated at the discretion of management. When professional standards are not met, rules or laws violated, or misconduct occurs, corrective action will be taken immediately.

Notice of resignation shall be in writing. It may be in the best interest of the Center for the director to request that a person who has turned in a resignation, to leave immediately. We request at least a two week notice of resignation. Refer to the "Pay Period" section for deductions that may come out of your final pay check.

State Licensing

Employees are provided a copy of CYFD licensing regulations. They are also posted in the employee lounge, and on the Parent Board located at the front of the Center. Should you need an additional copy, please ask the Director or Administrator.

Health Policies

If you or your children become ill, you may not attend if:

- Temperature is over 100 degrees
- Two or more intestinal disturbances (vomiting or diarrhea)
- Any undiagnosed rash
- Sore or discharging eyes, ears, or nasal drainage
- Unexplained lethargy
- Significant respiratory distress
- Unable to participate in classroom activities.

Medication: The center will administer medication parents bring for their children. Medication must be in the original container with child's name and correct dosage clearly marked. The parent must sign the appropriate form each day for medication to be administered. Staff must fill in the form with the time and dosage administered, and the parent or guardian must acknowledge and sign the form when they pick up their child. Please return all completed medication forms to the book. Medication will be given at noon, 4pm, and 8pm.

The guidelines for sending a sick child home are:

- Fever
- Heavy or excessive coughing
- Colored discharge from eyes or nostrils
- Vomiting or diarrhea
- Any unusual rash

Contact the parent immediately if you see any of the above problems.

Employee Injury:

Our program retains coverage under the Worker's Compensation Act. Should you sustain an injury while performing your job, you must report the accident in full detail to the Director immediately. All forms must be submitted promptly and you must go to a Doctor on the approved list, if you require medical care.

In the event that you are injured on the job, please follow this procedure:

- Notify the Director or Supervisor immediately.
- Take whatever medical action is necessary such as calling 911, etc.
- When you return to work, please complete an incident form in case Worker's compensation must be filed.
- Provide a health care providers release to return to work if necessary
- Even if you do not seek medical treatment, complete an incident form for the files.

Parent Involvement

Children are happy to have the experience of the special people in their lives working together and getting along with each other. This allows children to develop a sense of security and will allow us to develop closer relationships with the children. Parent - Teacher conferences are one tool we will use to bridge this bond quicker and more efficiently. Teachers are also required to maintain a 'What I did Today' message center in their classrooms. Any specific issues involving parents should be brought to the attention of the director. Employees should never be confrontational, or rude to parents.

Harassment

You have the right to work in an environment free of discrimination, which includes freedom from harassment - whether that harassment is based on sex, age, race, color, religion, national origin, physical or mental disability, marital status, or veteran status. Building Bridges Child Development Center prohibits and condemns employee harassment in any form - by managers, co-workers, visitors, or other business contacts.

Harassment can occur in many situations, but it is often viewed as a situation in which an individual in a position to control, influence, or affect your employment, compensation, promotion, or job assignment uses that power to coerce or punish you. Harassing conduct includes, but is not limited to, slurs, jokes, or degrading comments concerning sex, age, race, religion, national origin, physical or mental disability, marital status, or veteran status; repeated offensive sexual flirtation, advances, or propositions; any uninvited physical contact or touching such as patting, pinching, or constant brushing up against your body; continual or repeated abuse of a sexual nature; graphic verbal comments about your body; and the workplace display of discriminatory or sexually suggestive objects or pictures. Such conduct will result in disciplinary action up to and including dismissal of the employee who harasses. With respect to non-employees, offending visitors, customers, or other business contacts will be dealt with appropriately by management. Please report all such conduct to management. Do not attempt to handle the situation yourself.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature or welcomed social relationships. Sexual harassment is outlined in the EEOC Sexual Discrimination Guidelines and is defined as:

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when; (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct that has the purpose or effect of substantially interfering with an individual's work performance or creating intimidating, hostile, or offensive work environment."

If you make a harassment claim, the Company will conduct a thorough investigation of your complaint. The aim of the investigation will be to gather as many facts and to obtain as much detail as possible about the complaint. You will be interviewed and asked to provide details about the incident(s). You will also be asked to provide a written statement about your complaint. We will also interview witnesses to the incident(s), and we will obtain written statements from them. The alleged harasser will also be interviewed, and he/she will be asked to provide a written statement about his/her opinion of the complaint.

Confidentiality

It is our policy not to discuss parents, children or family situations in the presence of children or other parents. If you need to discuss issues with a parent, please bring the parent into the office or break room for a private conversation.

Guidance & Discipline



The program's goals are to promote independence, autonomy, self-esteem, and caring toward others and the physical environment.

We prefer to use the 'time-in' approach to discipline. This is re-directing the child's inappropriate behavior toward an acceptable form. For example, if the child is throwing blocks, we would show them a ball, and an appropriate manner and place for throwing it.



When 'time-in' is ineffective, we use 'time-out' - a quiet, relaxed, neutral break; a cooling off period for the child to regain self control. Time-out is only used when a child is losing control and refuses redirection. For example: acting aggressively, throwing a tantrum, complete defiance.

No one is allowed to spank, hit, bite, shake, yell at, grab, threaten, ridicule, lift or pull by arms/legs or cause any physical or emotional harm to any child while on the Center property. This includes staff, other children, and parents. Children cannot be deprived of any service- transportation, field trips, food, etc.

The following methods should be used on a daily basis:

For Infants and Toddlers:

1. Meet babies' needs for love and care and build a trusting relationship.
2. Prepare the play space thoughtfully and make child proof.
3. Accept children's feelings, and provide outlets for them. Example: talking about their feelings, using the quiet space for them to relax and breathe - then rejoin the group when ready.
4. Refocus toddlers' attention before inappropriate behavior occurs.
5. State directions clearly and simply.
6. Be calm and consistent.
7. Allow children time to adjust to transitions.

For preschool children:

All of the above PLUS:

1. Arrange classrooms that are comfortable, interesting and encourage children's self-direction.

2. Help children to express their emotions verbally, and through the art of play.
3. Allow children to resolve their own conflicts when possible.
4. Model and teach children strategies for solving interpersonal conflicts - such as negotiation, compromise, empathy.
5. Help children learn to anticipate logical consequences of their behaviors.
6. Involve children in cooperative projects.
7. Assist children in setting clear, consistent, fair limits for behavior in the classroom.

For School age children:

All of the above PLUS:

1. Involve school age children in planning activities.
2. Involve school age children in setting their own guidelines.
3. Allow school age children to suggest consequences when rules are 'broken'.

It is not acceptable for adults to administer negative discipline:

1. Inflicting physical pain - suspected child abuse will be reported to the child protection agency;
2. Name-calling, shouting, threatening, ridiculing, etc;
3. Depriving a child of any service - field trips, food, daily attendance;
4. Isolation;
5. Sending a child to the office;
6. Imposing cumulative or delayed consequences.

Child Abuse / Neglect

We are required by law to report any and all signs of suspected child abuse or neglect to child protective services. We will not hesitate to do so.

Information For Reporting Child Abuse and Neglect

New Mexico Children, Youth & Families Department
You can help protect New Mexico's Children!

Report all suspected child abuse to Children, Youth & Families Department by calling the
Statewide Central Intake (SCI) Hotline at:

1-800-797-3260 (Nationwide)

or

841-6100 (In Albuquerque)

It's the Law!

Forms

Also available on our website!
www.tlcdevelopmentcenters.org

Staff Evaluation Form

Employee Name: _____

Evaluation Period: _____

Ranking Instructions: For each of the following areas, give the employee a score of 1-5 to indicate how strong you think the employee's skill is. Use the Comments section to discuss all items which you rank a 3 or lower.

- 5 - Has mastered this area and could teach others.
- 4 - Is strong in this area, but could improve.
- 3 - Is average in this area.
- 2 - Is below average in this area and could learn more about this.
- 1 - Need help with this to be more effective.

General Work Habits:

- _____ Arrives on time
- _____ Reliable in attendance; gives ample notice for absences
- _____ Responsible in job duties
- _____ Alert in health and safety matters
- _____ Follows the center's philosophy
- _____ Open to new ideas
- _____ Flexible with assignments and schedule
- _____ Comes to work with a positive attitude
- _____ Looks for ways to improve the program
- _____ Remains calm in a tense situation
- _____ Completes required written communications on time

Professional Development, Attitude, and Efforts

- _____ Takes job seriously and seeks to improve skills
- _____ Participates in workshops, classes, groups
- _____ Shows improvement in areas on which they have received training
- _____ Uses new instructional strategies
- _____ Reads and discusses informational materials
- _____ Is self-reflective with goals for ongoing development

Attitude and Skills with Children

- _____ Friendly, warm, and affectionate
- _____ Bends low for child level interactions
- _____ Uses a modulated, appropriate voice
- _____ Knows and shows respect for individuals
- _____ Is aware of developmental levels/changes
- _____ Encourages independence/self-help
- _____ Promotes self-esteem in communications
- _____ Limits interventions in problem solving
- _____ Avoids stereotyping and labeling of children
- _____ Reinforces positive behavior
- _____ Minimal use of time out
- _____ Regularly records observations of children

Comments: _____

Attitude and Skills with Parents

- _____ Available to parents and approachable
- _____ Listens and responds well to parents
- _____ Is tactful with negative information
- _____ Maintains confidentiality
- _____ Seeks a partnership with parents
- _____ Regularly communicates with parents
- _____ Conducts parent conferences on schedule

Attitude and Skills with Class

- _____ Creates an inviting learning environment
- _____ Provides developmentally appropriate activities
- _____ Develops plans from observations and portfolio entries
- _____ Provides materials for all curriculum components
- _____ Provides an appropriate role model
- _____ Anticipates problems and redirects
- _____ Is flexible and responsive to child interests
- _____ Is prepared for day's activities
- _____ Handles transitions well

Attitude and Skills with Co-Workers

- _____ Is friendly and respectful with others
- _____ Strives to assume fair share of work
- _____ Offers and shares ideas and materials
- _____ Communicates directly and avoids gossip
- _____ Approaches criticism with a learning attitude
- _____ Looks for ways to be helpful
- _____ Conversations relate to the children and the work at the center and not personal information
- _____ Works as a team player, completing job tasks in a timely manner

Comments: _____

We have discussed and agreed upon this evaluation. Date: _____

Supervisor Signature

Staff Signature

**Fax this form to 505-349-4186. The original is to be placed in the employee's file. A copy may be given to the employee.*

**Evaluation periods are 30 days, 90 days, and 6 months after date of hire. After 6 months, evaluations are to be performed each anniversary date.*

Professional Development Plan

Employee Name: _____ Date: _____

Strengths as an Early Child Educator:

1. _____

2. _____

Areas in need of growth or improvement:

1. _____

2. _____

Professional Goals:

1. _____
2. _____
3. _____

How will I accomplish these goals? Include a deadline for completion.

1. _____ Date: _____
2. _____ Date: _____
3. _____ Date: _____

What assistance will I need from my supervisor or director to accomplish these goals?

1. _____
2. _____
3. _____

You are required to complete 24 hours of training each year. Please explain how you will achieve these training hours in each of the 7 competency areas. Please describe what you are interested in learning, and what classes you will need to take to become more knowledgeable in your field.

1. Child Growth, Development, Learning: _____
2. Health, Safety, Nutrition, Infection Control: _____
3. Family Community Collaboration: _____
4. Developmentally Appropriate Content: _____
5. Learning Environment & Curriculum Implementation: _____
6. Assessment of Children & Programs: _____
7. Professionalism: _____

Other comments: _____

Staff Signature: _____ Supervisor Signature: _____

Next Review Date: _____

Building Bridges Child Development Center

Personnel & Administrative Action Form

Name: _____

Job Title: _____

Date of Hire: _____ Date of Incident: _____

Type of Incident: (circle all that apply)

Attendance

Tardiness

Unsatisfactory work

Rudeness to employee or customers

Careless

Failure to follow instructions

Willful damage to material or equipment

Violation of policies, state licensing or other

Insubordination

Violation of safety rules

Other _____

Action to be Taken:

- Warning
- Probation
- Suspension
- Dismissal
- Other

Corrective Action: _____

Review Date: _____

I have read and understand this action report.

Signature of Employee

Date

Signature of Supervisor

Date

Job Descriptions

Job Description Head Teacher

Hours: 8 hours per day

Education/Experience Requirements:

- Meet all state licensing minimum age and education requirements for working in child care.
- Holds a High School Diploma or equivalent
- Is appropriately qualified for the assigned age group through education, training, experience, and/or personal qualities according to the state licensing requirements.
- Maintains the State In-Service requirements (CYFD 22.2.2)
- Must have completed 45 hour class or equivalent

Physical Demands:

- Will frequently lift or move average weight; as in lifting, carrying, and holding, infants and children.
- Will occasionally lift or move average weight in awkward or difficult positions.
- Required to stand up to 95% of the work day
- Must be able to interact with children on the playground or in classroom, i.e. run, jump, dance, physical exercise, etc.
- Must be able to interact with children, their parents, and other teachers on a daily basis.
- Able to physically and mentally react immediately to unexpected circumstances.
- Seeks assistance to perform physical demands of the job if necessary, i.e. lifting or moving heavy weights.
- Must be able to stoop and bend to interact on child's level.

Detailed Job Description:

- Support and implement philosophies in both the classroom activities and routine conversation.
- Provide each child with opportunities for individual development
- Provide a positive, loving, and nurturing environment
- Is aware of inappropriate discipline, child abuse, or neglect; whether it occurs at the Center or we suspect it occurs elsewhere.
- Properly reports any and all incidents of abuse, neglect, or therein to Management.
- Nurture and supervise children.
- Take pride in the appearance and cleanliness of the Center

Personal Characteristics:

- Displays respect for others, both children and adults (parents, supervisors, and co-workers).
- Able to adapt to ever changing environments, accepts constructive feedback, and implements appropriate action.
- Is flexible to the daily business demands of the Center, including scheduled working hours and room/kitchen assignments

Program Implementation:

- Understands our educational program and uses the materials properly.
- Prepares and follows lesson plans and activities appropriate for the developmental stages of each child. *All learning areas MUST have teacher made materials and hands on activities.*
- Assists children in arts and crafts to enrich fine motor skills including cutting and pasting.
- Allows children when developmentally appropriate to do their own.
- Plans and engages in indoor and outdoor activities designed to enhance gross motor skills.
- Tells appropriate stories to children in all age groups.
- Works with children to develop appropriate verbal communication skills

Classroom Management/ Organization:

- Maintains a Parent Awareness Board including but not limited to: Lesson plans, daily schedule, "Look What I Did Today", notes, field trip information, attendance lists, allergy lists, and other appropriate information as required.
- Gathers and prepares sufficient supplies and equipment in advance for each day's planned activities.
- Decorates classrooms with appropriate materials
- Maintains classroom that is safe, neat, CLEAN, attractive, and ready for children.
- Personalizes all cots, cribs, cubbies as appropriate
- Encourages family style dining by modeling good manners, eating ONLY Center prepared food with children, providing a relaxed atmosphere, encouraging conversations, teaching by example, and assisting with cutting food and feeding when necessary.
- Provides a restful atmosphere during rest time, including soothing, quiet music.
- Maintains cubbies so that they are clean and free of clutter.
- Cleans classroom, outside play areas, and restrooms; including sweeping, mopping, vacuuming, etc.
- Teaches respect for classroom equipment and supplies by encouraging children to help maintain them.
- Provides constant supervision of all children; ensuring that there is never a child left alone or left to be supervised by another child or parent.

Administrative Procedures

- Completes and submits all records as required, including time sheets, attendance records, accident reports, and any other required materials.
- Attends all staff meetings, conferences, and Center events as scheduled.
- Dresses in accordance with the Center's appearance policy.
- Supports all policies and procedures as stated in the Employee Handbook, and official memos.

Safety and Sanitary Procedures:

- Checks diapers of children not toilet trained and lifts and carries children to changing tables to change diapers.
- Assists and instructs children in personal hygiene; such as toileting, face and hand washing, etc.
- Cleans and sanitizes cribs, mats, and/ or cots, toys, and cubbies.
- Ensures that all children can be seen at all times during resting hours, i.e. NO COVERING heads with sheet / blankets!

Additional Responsibilities

- Ask for help and assistance when needed
- Maintain positive and supportive business, licensing, regulatory relationships
- Work in harmony with other Center staff and show enthusiasm toward your job
- Handle both routine and difficult situations with a calm response
- Participates in and cooperates with group decisions, is a team player.
- Informs parents of their child's progress and is available to meet with parents during appropriate times.
- Provides ongoing positive customer service to ALL parents at ALL times.
- Encourages children to seek assistance and shows trust and confidence in them.
- Other duties as needed. These may include, but are not limited to: washing dishes, taking out trash, covering for other staff, answering the phone and taking messages, cleaning out storage closets, etc.

I, _____, have read, and I understand my job description here at TLC Development Centers.

Employee Signature _____ Date: _____

Director Signature _____ Date: _____

Job Description
Assistant Teacher

Hours: 5- 8 hours per day

Education/Experience Requirements:

- Meet all state licensing minimum age and education requirements for working in child care
- Holds a High School Diploma or equivalent
- Is appropriately qualified for the assigned age group through education, training, experience, and/or personal qualities according to the state licensing requirements
- Maintains the State In-Service requirements (CYFD 22.2.2)
- Must have completed 45 hour class or equivalent
- Must have and maintain 1st Aid, CPR, and Blood Born Pathogens Training

Physical Demands:

- Will frequently lift or move average weight; as in lifting, carrying, and holding infants and children
- If necessary you may be required to change soiled clothing, and diapers for those children in your classroom
- Will occasionally lift or move average weight in awkward or difficult positions
- Required to stand up to 95% of the work day
- Must be able to interact with children on the playground or in classroom, i.e. run, jump, dance, physical exercise, etc
- Must be able to professionally interact with children, their parents, and other teachers on a daily basis
- Able to physically and mentally react immediately to unexpected circumstances
- Seeks assistance to perform physical demands of the job if necessary, i.e. lifting or moving heavy weights
- Must be able to stoop and bend to interact on child's level

Detailed Job Description:

- Responsible for the Direct Care of Children
- Support and implement philosophies in the classroom activities, routine conversation, and curriculum
- Interact, play with children
- Provide each child with opportunities for individual development
- Keep children neat & clean in appearance.
- Assist in Family Style Dining
- Responsible for name to face sheets
- Responsible for food count sheets
- Talk and sing with children
- Provide a positive, loving, and nurturing environment
- Is aware of inappropriate discipline, child abuse, or neglect; whether it occurs at the Center or we suspect it occurs elsewhere
- Maintain room environments, as well as the cleanliness of the rooms
- Properly reports any and all incidents of abuse, neglect, or therein to Management
- Nurture and supervise children
- Take pride in the appearance and cleanliness of the Center
- Responsible for knowing and maintaining your Ratio
- Must send Daily forms home of what activities, the children do and what they are eating
- Must fill out a communication sheet with necessary information for the night staff
- Will stay in room at all times, will not be switching rooms
- Must model appropriate behavior

Personal Characteristics:

- Displays respect for others, both children and adults (parents, supervisors, and co-workers).

- Able to adapt to ever changing environments, accepts constructive feedback, and implements appropriate action.
- Is flexible to the daily business demands of the Center, including scheduled working hours and room/kitchen assignments

Program Implementation:

- Understands our educational program and uses the materials properly.
- Prepares and follows lesson plans and activities appropriate for the developmental stages of each child. *All learning areas MUST have teacher made materials and hands on activities.*
- Assists children in arts and crafts to enrich fine motor skills including cutting and pasting.
- Allows children when developmentally appropriate to do their own.
- Plans and engages in indoor and outdoor activities designed to enhance gross motor skills.
- Tells appropriate stories to children in all age groups.
- Works with children to develop appropriate verbal communication skills

Classroom Management/ Organization:

- Maintains a Parent Awareness Board including but not limited to: Lesson plans, daily schedule, "Look What I Did Today", notes, field trip information, attendance lists, allergy lists, and other appropriate information as required.
- Gathers and prepares sufficient supplies and equipment in advance for each day's planned activities.
- Decorates classrooms with appropriate materials
- Maintains classroom that is safe, neat, CLEAN, attractive, and ready for children.
- Personalizes all cots, cribs, cubbies as appropriate
- Encourages family style dining by modeling good manners, eating ONLY Center prepared food with children, providing a relaxed atmosphere, encouraging conversations, teaching by example, and assisting with cutting food and feeding when necessary.
- Provides a restful atmosphere during rest time, including soothing, quiet music.
- Maintains cubbies so that they are clean and free of clutter.
- Cleans classroom, outside play areas, and restrooms; including sweeping, mopping, vacuuming, etc.
- Teaches respect for classroom equipment and supplies by encouraging children to help maintain them.
- Provides constant supervision of all children; ensuring that there is never a child left alone or left to be supervised by another child or parent.

Administrative Procedures

- Completes and submits all records as required, including time sheets, attendance records, accident reports, and any other required materials.
- Attends all staff meetings, conferences, and Center events as scheduled.
- Dresses in accordance with the Center's appearance policy.
- Supports all policies and procedures as stated in the Employee Handbook, and official memos.

Safety and Sanitary Procedures:

- Checks diapers of children not toilet trained and lifts and carries children to changing tables to change diapers.
- Assists and instructs children in personal hygiene such as toileting, face and hand washing, etc.
- Cleans and sanitizes cribs, mats, and/ or cots, toys, and cubbies.
- Ensures that all children can be seen at all times during resting hours, i.e. NO COVERING heads with sheet / blankets!

Additional Responsibilities

- Ask for help and assistance when needed
- Maintain positive and supportive business, licensing, regulatory relationships
- Work in harmony with other Center staff and show enthusiasm toward your job
- Handle both routine and difficult situations with a calm response
- Participates in and cooperates with group decisions, is a team player.

- Informs parents of their child's progress and is available to meet with parents during appropriate times.
- Provides ongoing positive customer service to ALL parents at ALL times.
- Encourages children to seek assistance and shows trust and confidence in them.
- Other duties as needed. These may include, but are not limited to: washing dishes, taking out trash, covering for other staff, answering the phone and taking messages, cleaning out storage closets, etc.

I, _____, have read, and I understand my job description here at TLC Development Centers.

Employee Signature _____ Date: _____

Director Signature _____ Date: _____

Job Description

Director/ Co- Director/ Administrator/Group Supervisor

Hours: 8-10 hours per day

Education/Experience Requirements:

- Meet all state licensing minimum age and education requirements
- Holds a High School Diploma or equivalent
- Maintains the State In-Service requirements (CYFD 22.2.2)
- Must have completed 45 hour class or equivalent
- Complete knowledge of all State Licensing Requirements and Regulations.
- Complete knowledge of CACFP requirements.

Physical Demands:

- Will frequently lift or move average weight; as in lifting, carrying, and holding infants and children.
- Will occasionally lift or move average weight in awkward or difficult positions.
- Required to stand up to 75% of the work day
- Must be able to interact with children, their parents, and the teachers on a daily basis.
- Provide assistance as needed
- Monitor teachers to ensure they are performing all job duties correctly, following all state regulations, and conforming to all center policies and procedures.
- Meet the emotional, social, cognitive, and physical needs of the children, their parents, and the staff.
- Encourage assistants to contribute to curriculum planning
- Coordinate field trips

Detailed Job Description:

- Support and implement philosophies in both the classroom activities and routine conversation.
- Provide each child and teacher with opportunity for individual development
- Provide a positive, loving, and nurturing environment
- Is aware of inappropriate discipline, child abuse, or neglect; whether it occurs at the Center or we suspect it occurs elsewhere.
- Properly reports any and all incidents of abuse, neglect, or therein to CYFD
- Curriculum planning and implementation
- Hiring teaching staff, administrative support staff, operational support staff, and substitute staff, and maintaining an appropriate payroll.
- Perform all administrative duties required by State Licensing, and CACFP.
- Financial Management, and Food Management - Ensuring that costs do not exceed income.
- Enrollment retention
- Marketing
- Developing and maintaining an effective organization
- Developing and maintaining an effective communication system
- Community relations
- Legal knowledge in the areas of center management and operation

Personal Characteristics:

- Computer literate
- Able to multitask
- Able to quickly respond to and assess any arising situation
- Maintain confidentiality
- Prepare monthly plan charts
- Hold monthly staff meetings
- Hold or organize monthly trainings for teachers
- Able to adapt to ever changing environments, accepts constructive feedback, and implements appropriate action.
- Is flexible to the daily business demands of the Center, including scheduled working hours and room/kitchen assignments

Additional Responsibilities

- Ask for help and assistance when needed
- Maintain positive and supportive business, licensing, regulatory relationships
- Work in harmony with other Center staff and show enthusiasm toward your job
- Handle both routine and difficult situations with a calm response
- Establish and maintain rapport with teachers and parents.

I, _____, have read, and I understand my job description here at TLC Development Centers.

Employee Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Job Description

Cook

- Understand and follow all New Mexico State regulations
- Understand and follow all USDA and CACFP guidelines and policies that apply to our facility.
- Follow all sanitary procedures
- Ensure the safety of all children and personnel
- Follow the weekly menu and stated portions
- Follow the scheduled meal times and make adjustments necessary to ensure ALL children are provided a nutritious meal or snack.
- Ensure that HOT, nutritious meals are served to each classroom
- Ensure that all children and staff have had enough to eat at each meal service.
- Complete and submit all records as required, including time sheets, accident reports, and any other required materials.
- Complete the menu production records at each meal service
- Keep the kitchen and dining areas up to code in cleanliness and sanitation at ALL times.
- Attend regular CACFP training seminars.
- Attend food preparation workshops at least once per year.
- Comply with center infection control guidelines and procedures.
- Understand and follow all company policies and procedures.
- Be aware of all children's allergies and provide alternate meals if necessary.
- Maintain positive and supportive business, licensing, regulatory relationships
- Work in harmony with other Center staff and show enthusiasm toward your job.
- Handle both routine and difficult situations with a calm response.
- Participate in and cooperate with group decisions - a team player.

I, _____, have read, and I understand my job description here at TLC Development Centers.

Employee Signature _____ Date: _____

Director Signature _____ Date: _____

State Regulations

Also available on our website!

www.tlcdevelopmentcenters.org