**Niagara County Community College**

**John R. Oishei**

**Child Development Center**

**Staff Handbook**



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**Children Learn What They Live**

When children live with **Criticism,**

They learn to **Condemn;**

When children live with **Hostility,**

They learn to **Fight;**

When children live with **Ridicule,**

They learn to **Withdraw;**

When children live with **Shame,**

They learn to feel **Guilty;**

When children live with **Tolerance,**

They learn to **Patience**

When children live with **Encouragement,**

They learn to **Confident;**

When children live with **Praise,**

They learn to **Appreciate;**

When children live with **Fairness,**

They learn to feel **Justice;**

When children live with **Security,**

They learn to **Faith;**

When children live with **Approval,**

They learn to **Like Themselves;**

When children live with **Acceptance and Friendship,**

They learn to find **Love in the World.**

## 

## A Safe Place

In a safe place, people are kind. Sarcasm, fighting, back biting, and name calling are exceptions rather than the rule. Kindness and consideration and forgiveness are the usual way of life.

In a safe place there is laughter. Not just the canned laughter of radio and television, but real laughter that comes from sharing.

In a safe place, there are rules. The rules are few and fair and are made by the people who live and work there, including the children.

In a safe place people listen to each other. They care about each other and show that they do, with words and also with body language. In a safe place the adults are the models for the others.

From: Turnabout Children by Mary MacCracken

**Niagara County Community College**

**Child Development Center**

**Mission Statement**

*The Niagara County Community College Child Development Center, consistent with the educational mission of the institution, provides high quality early childhood education and care. The Center uses the best practices of child development to foster the growth and learning of each child as an individual and member of the community. The Center works with families to build positive relationships and support their parenting skills and educational or career pursuits.*

**NCCC Child Development Center Philosophy & Goals**

***Philosophy:*** *The Center uses developmentally appropriate practices to foster the growth and learning of each child as an individual and member of the community and with families to build positive relationships and support their parenting skills and educational or career pursuits.*

**Goals for the Program:**

To become an extension of the families we serve.

To grow and change mission, goals, and services with the needs of the staff, parents, and children.

To continuously strive for quality child care by evaluating our program on a regular and frequent basis.

To attract, hire, and maintain a consistently qualified, well-trained staff and minimize turnover.

**Goals for the Children:**

To instill a positive self-image in each child.

To provide a safe, secure, accepting, and happy environment.

To encourage children to become independent so that eventually they become pro-social, self-regulating, and positive contributing members of society.

To respect each child as an individual who has special needs, capabilities, and potential.

To foster the social, emotional, physical, cognitive, and language development of each child by:

Exposing the children to a variety of creative experiences

Engaging the children in their surroundings

Exploring the ability to learn through all 5 senses

Fostering language development through literacy rich environments.

**Goals for the Parents:**

To encourage parents in their efforts to pursue an education or career.

To empower families in their parenting skills by offering resources and support.

To communicate relevant information to parents regarding research, advocacy, and ideas to use with children at home.

To collaborate on each child’s progress through teacher/parent dialog, planning, and periodic conferences.

NAEYC CODE OF ETHICAL CONDUCT:

NCCC Child Development Center Staff are committed to the NAEYC Code of Ethical Conduct which is expressed as follows:

* Appreciating childhood as a unique and valuable stage of the human life cycle
* Basing our work with children on knowledge of child development
* Appreciating ad supporting the close ties between the child and family
* Recognizing that children are best understood in the context of family, culture, and society
* Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
* Helping children and adults achieve their full protentional in the context of relationships that are based on trust, respect, and positive regard

Staff members who face ethnic dilemmas are urged to seek guidance in the applicable parts of this code.

**Supervision of Children**

(According to NYS Office of Children and Family Services Part 418-1.8)

***\* The following regulations are strongly upheld to maintain continuity of care, learning experiences, trust, and safety between teaching staff, children, and parents:***

(a) The child day care center must employ or have available staff who will promote the physical, intellectual, social, cultural and emotional well-being of the children.

(b) The child day care center must provide supervision of the staff responsible for the care of children. Workloads and assignments must be arranged to provide consistency of care to children and to allow staff to fulfill their respective responsibilities.

(c) Whenever the child day care center is in operation and the director is away from the premises, there must be a person designated to act on behalf of the director.

(d) Children cannot be left without competent direct supervision at any time.

(1) No person other than a director, head of group or assistant to the head of group may supervise a group independently even for brief periods of time, except in an emergency. No person under 18 years of age may be left alone to supervise a group of children at any time including in an emergency.

(2) The minimum age of a staff person is 16 years.

(3) A person who is qualified to perform the duties of an absent staff member must be provided when needed to comply with the applicable staff/child ratios.

(e) When a child day care center is in operation, an adequate number of qualified staff must be on duty to insure the health and safety of the children in care **(sic: indoor, outdoor, and during transportation by foot or vehicle and field trips).** The minimum ratios of staff to children are as follows:

**Minimum Staff/Child Ratios Based on Group Size for Infants, Toddlers and Preschoolers**

|  |  |  |
| --- | --- | --- |
| **AGE OF CHILDREN** | **STAFF/CHILD MAXIMUM RATIO(\*)** | **GROUP SIZE(\*\*)** |
| under 6 weeks (\*\*\*) | 1:3 | 6 |
| 6 weeks to 18 months | 1:4 | 8 |
| 18 months to 36 months | 1:5 | 12 |
| 3 years | 1:7 | 18 |
| 4 years | 1:8 | 21 |
| 5 years | 1:9 | 24 |

**Minimum Staff/Child Ratios Based on Group Size for School-aged Children**

|  |  |  |
| --- | --- | --- |
| **AGE OF CHILDREN** | **STAFF/CHILD MAXIMUM RATIO(\*)** | **GROUP SIZE(\*\*)** |
| through 9 years | 1:10 | 20 |
| 10-12 years | 1:15 | 30 |

(\*) Staff/child ratio refers to the maximum number of children per staff person. (\*\*) Group size refers to the number of children cared for together as a unit. Group size is used to determine the minimum staff/child ratio based upon the age of the children in the group. (\*\*\*) Such care is only permitted pursuant to the provisions of paragraph (17) of subdivision (a) of section 418-1.15 of this Subpart.

(f) For children over 18 months of age, the child day care center may determine the group placement for a child based on the child's developmental readiness, within three months before or after the child's birth date except that, with parental permission, and in consultation with Early Intervention or Special Education staff working with the family, the child day care center may exercise greater discretion in the placement of a child with a developmental delay or disability based on consideration of such factors as the child's developmental readiness, appropriateness of the classroom environment, the level of care the child requires and the needs of the other children in care.

(g) Children under three years of age may not participate in mixed age groups except that for limited periods of time at the beginning and end of the child day care center's daily operation, toddlers may be in a group with preschoolers. Infants may never be placed in mixed age groups. When toddlers are cared for in mixed age groups, the staff/child ratio and maximum group size applicable to children aged 18 months to 36 months must be followed. When children three years of age or older are cared for in mixed age groups, the staff/child ratio and maximum group size applicable to the majority of the children in the group must be followed, unless the difference in age between the youngest and oldest child in the group is more than two years, in which case the staff/child ratio and maximum group size applicable to children two years older than the youngest child in the group shall apply.

(h) No child can be released from the child day care center to any person other than his or her parent, a person currently designated in writing by such parent to receive the child, or another person authorized by law to take custody of a child. No child can be released from the child day care center unsupervised except upon written instruction of the child's parent. Such instruction must be acceptable to the child day care center and should take into consideration such factors as the child's age and maturity, proximity to his or her home, and safety of the neighborhood.

(i) Visitor control procedures.

(1) Each day care center shall require any and all visitors to the facility to:

(i) sign in upon entry to the premises;

(ii) Indicate in writing the date of the visit and the time of entry to the facility;

iii) Clearly state in writing the purpose of the visit; and

(iv) Sign out upon departure from the facility indicating in writing the time of departure.

(2) Each day care center shall establish such other rules and policies as are necessary to provide for monitoring and control of visitors to protect the health, safety and welfare of children in care. As part of such rules and policies, each day care center shall determine who shall be considered a visitor to the facility for purposes of this subdivision.

(j) Surveillance cameras may not be used as a substitute for competent direct supervision of children.

**Relationship-Based Care**

***The procedures listed below allow relationships to develop and deepen over time between the teachers, children, and families. They also enable staff to form strong work partnerships. The benefits of the close relationships will be evident in the day-to-day interactions between the teachers and children.***

I. Once a family is enrolled in the program, they are given an opportunity to meet their teachers and become familiar with the center and learning environment at the parent and child orientation, which happens before the beginning of each semester. During orientation:

1. The families are welcomed to the center and given a tour of the office area.
2. The parent(s) and Director meet to discuss the center’s policies, procedures, and education philosophy.
3. The parent(s) meet the classroom team, tour the classroom, and share information on the child’s routines, home language, temperament, and other pertinent family information with the teacher.
4. The child is given a chance to meet the classroom team, explore the new learning environment, and play with other children.
5. Parent meetings and Pathways Conferences (Parent- Teacher Conferences) will be scheduled through sign-up forms, in-person inquiry, and/or phone calling. Conference are conducted in person at the center only. *Cold-signing* (signing conference form without meeting) is strictly prohibited.

II. Afterward, the Toddler and Pre-K classroom teams forecasts the best primary care teacher to match each child based on family needs, home language(s), family culture(s), the child’s temperament, and staff schedules. Each primary care teacher is matched with a small group of children with whom they will create a special relationship. The child is the focus of the care, therefore, this plan I subject to change according to the child’s needs.

III. Although Toddler and Pre-K classrooms assign primary care teachers. **All** classrooms must work with the children in smaller groups to increase the ability to execute full care, gather observations, and facilitate rich, constructive opportunities for play. All classroom staff must:

1. Be responsible for the care and safety of all of the children.
2. Work with the children in small groups **throughout the day** to carrying out daily routine and create an environment of trust, easement, and engaging play.
3. Document each child’s progress in the classroom.
4. Maintain ongoing communication with the parents.

**Continuity and Transitions**

***Transitions come in many forms. Children are progress throughout their early childhood development. At NCCC Child Development Center, we assist children as they transition into the center, move on to another classroom, withdraw to the home environment or another center, acquire special needs services, or complete the full program and move on to Kindergarten. We discourage the terms like “moving-up” and “graduation” from being used, because we respect all children’s development as they progress through their many stages of life.***

* The children and teachers stay together for the duration of the school year. We only move children once per year, unless the child has aged-out of the classroom and it is determined that the new learning environment will be beneficial overall. The previous and new classroom teachers and the parent will discuss the child’s progress in the classroom, in order to best prepare the next environment for the child.
* If it is determined by the parent and/teacher that a child should be evaluated for special services, the center will provide the parent with the number to the his/her local school district to coordinate a developmental screening. OR If a child already receives services, the new teacher.
* Will receive a copy of the child’s IEP and meet the parent and assigned therapist to adjust the classroom to meet his/her needs.
* If at the anytime the teacher or Director is told that a child is withdrawing to go to another center or home care, then the parent will be informed that, if requested, he/she or the new school can receive a copy of the child’s education records and/or referred to the Child Care Resource Network to receive a list of child care centers or a list of the local school districts to contact for enrollment information.
* As the oldest children in the Pre-K transition out of the center, the classroom becomes available children who are ready to move from the Toddler 2 room or are at least 36 months old. If for any reason a child leaves the toddler program, the space is filled with a child of a similar age. This practice maintains the age groupings in each room and allows for continuity of care.
* The Director will finalize and approve all changes.

**Guidance Policy**

***Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion***.

-Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, ears: requiring a child to remain inactive for a long period of time.

-Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, curing at, making threats, or frightening a child; ostracism, withholding affection.

-Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body parts); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up)

**The Child Development Center to maintain a consistent teaching team and positive teaching practices to build a climate of trust, in which your child’s development can flourish and his/her well-being is protected. Therefore, we view self-discipline as a developmental goal for the children. Guidance and discipline are achieved through thoughtful planning of daily activities and room arrangement, modeling pro-social behavior, explaining expectations, setting reasonable limits, identifying and verbalizing feelings. And redirection to a more appropriate activity. An emphasis on pro-social behavior and respect for each other is of the utmost importance.**

**The staff must use acceptable techniques and approaches to help children solve challenging behavior problems. These include but are not limit to the following:**

* 1. **Redirecting the child to an alternative activity.**
  2. **Encouraging children to talk about their feelings.**
  3. **Model acceptable behavior for children by speaking and interacting with children in a positive manner.**
  4. **Tell children what they can do instead of what they can’t do.**
  5. **Promote that all children are lovable and capable.**
  6. **Offer the children choices and abide by their decisions.**
  7. **Work with children instead of against them.**
  8. **Give children safe limits they can understand.**
  9. **As a last resort, children may be removed briefly from the group when the child’s behavior results in, or is likely to result in, serious harm to self, others, and/or property or group disruption. The child will be supervised by a staff member during the separation and will be counseled on appropriate behavior in the classroom.**

**It is the role and responsibility of the teaching staff to identify and address all behavior problems in the classroom. If the unacceptable behavior does not improve after all guidance techniques have been tried, parents will be notified, a conference will be scheduled to assist classroom staff in solving the challenging behavior. In the event of an extreme behavior that threatens the health and safety of the other children in the classroom, the parents will be contacted to pick up their child immediately.**

**The Child Development Center reserves the right to require a child to be withdrawn from the program if the child’s behavior is determined to be detrimental to the program or if the health and safety of other children or staff is compromised or jeopardized. A result in dis-enrollment will result only after it is determined that all appropriate and acceptable guidance techniques and approaches have been exhausted.**

**Print: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Sign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Customer Service**

**Part of your job is to provide customer service to these families. You need to be a happy and welcoming face to the families and help them with any concerns they bring to you. This is included but not limited to, changing diapers every 2 hours, changing a diaper when they first enter the building, knowing something about the child’s overall day to report to them. Remember without them we do not have a purpose to be here.**

## Health and Safety

Safety is everyone’s responsibility and a primary concern at the Center. All employees must take precautions to use materials and equipment with care and do their part to keep the work site free from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling.

Every accident or injury, no matter how slight, which occurs at the Center, must be reported to the Director. Written reports of accidents or injuries involving employees and children must be prepared and turned into the Director as soon as possible.

***Failure to report any occurrences may result in disciplinary action up to and including termination.***

* Report all employee and/or child health/safety hazards to the Director.
* Report all employee and/or child health concerns and accidents to the Director.
* Employees will not engage in threats of violence, aggressive actions, offensive actions, and the use of threatening and/or offensive words. Anyone who observes or hears such behavior in the work place or between co-workers must immediately report it to the Director.
* Employees will not bring firearms or other weapons onto the NCCC campus.
* Employees will not use cigarettes or any illegal substances in the workplace.
* Employees will not use personal cell phones or text messaging while working with the children.
* Employees will only lift children or equipment that yields a maximum of 35 lbs to prevent back injury.
* Employees must wear slip-resistant, rubber bottom, flat shoes at work at all times to prevent physical injury (back strain, falls, mashed fingers, etc.) to self or children.
* Floor coverings are secured to keep staff and children from tripping or slipping.
* Employees must keep all work areas free and clear of clutter, dust, dirt, excess water or sand, body fluids, and fecal matter to prevent environmental hazards like the transfer of bacteria or virus, indoor air pollution, triggers of allergens or asthma, transmissions of bloodborne pathogens and infectious disease, etc.
* Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.
* Employees must **facilitate** the children in small groups in the classroom to decrease the noise to a manageable level where the children can engage in quite play or conversations, decrease situations of stress due to a chaotic environment or overstimulation, and promote care, trust and safety.
* Employees who hear or see anything that indicates a co-worker is troubled or acting irrationally should report the observation to the Director at once.
* Employees are warned against engaging in any physical or verbal confrontation with a co-worker, parent, student, or child.
* Fully equipped first-aid kits are readily available and regularly maintained and inventoried for each classroom.
* Wash your hands when you first arrive, and frequently, especially after using the bathroom, sneezing, wiping your nose (or a child’s nose) before and after handling food to prevent transferring communicable illnesses.
* Liquids and food that are hotter than 110 degrees Fahrenheit are kept out of children’s reach.
* The program does not allow a microwave to be used to heat children’s foods and beverages.
* Report any broken equipment or furniture to the Director.
* Routinely inspect and maintain covered electrical outlets throughout each day.
* Report warped, torn, cracked, or warn floor coverings to prevent accidents.
* Keep the lids on garbage cans at all times.
* Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning.
* Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container.
* The program excludes baby walkers.
* When walking outside the center with children, always have one teacher at the front of the line and one at the back. Children must never be left unsupervised or unbuckled in the bye-bye buggy. It is imperative that you be especially alert to safety hazards when walking in the halls or outdoors.
* When you take a child to the health clinic, take the medication form with you and have her make a notation in the book regarding the visit. When possible, check with the Director before taking a child to the clinic.
* Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion or disability.
* NEVER leave a child unattended under any circumstance and must supervise all children by **sight** **and sound** at all times.
* Only use positive methods of child guidance and not engage in corporal punishment, emotional or physical abuse, or humiliation.
* Employees must follow all procedures highlighted in the center’s heath care plan for universal precautions, health and safety rules and regulations, classroom maintenance, reporting illnesses or injury, medication administration, medical and dental emergency, criteria for inclusion or exclusion of an ill child, and ADA requirements.
* A violation of this policy will provide the basis for immediate dismissal of the offending employee, or removal of the consultant or volunteer for cause.

**Hand Washing:**

1. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
2. Hand-washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious disease to themselves or to others.
3. Staff assists children with hand-washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

**Procedure:**

A. **Children and adults wash their hands**

* on arrival for the day;
* after diapering or using the toilet (use of wet wipes is acceptable for infants);
* after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit);
* before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
* after playing in water that is shared by two or more people;
* after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
* When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

B. **Adults also wash their hands**

* before and after feeding a child;
* before and after administering medication;
* after assisting a child with toileting; and
* After handling garbage or cleaning.

C. Proper hand-washing procedures are followed by adults and children and include

using liquid soap and running water***; rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).***

1. Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

* Staff wear gloves when contamination with blood may occur.

1. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
2. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
3. **Note:** The use of alcohol-based hand rubs in lieu of hand washing is not recommended for early education and child care settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.



# Fire Drills:

The Center is required to have a Fire Drill every month. Every employee must be well practiced with the fire evacuation routes and procedures (See appendix).

## Classroom Management:

Some healthy clutter is inevitable in active, interesting early childhood programs. However, it is the responsibility of each classroom team to maintain their classroom in an orderly fashion to prevent chaos, overstimulation, infectious disease transmission, and injury among staff and children.

* **Select and use materials, equipment, and furnishings to support the curriculum, meet program goals, and foster the achievement of desired outcomes for children in the four developmental areas of social/emotional, cognitive, physical, and language.**
* **Toys should be stored in an orderly and attractive manner.**
* **Discard damaged or broken toys or items; such as puzzles with missing parts.**
* **Keep papers organized, straightened and well-stocked in the classroom.**
* **Rotate toys so children are introduced to new items regularly.**
* **Rearrange classroom areas at the beginning of each semester to keep the classroom fresh and interesting.**
* **Keep cubby tops clean and free of unnecessary clutter.**
* **Keep adult scissors and other dangerous items out of reach of children.**
* **Make sure bathrooms are clean, using our own cleaning equipment if necessary. Clean and sanitize toilet seats, toilet handles, toilet bowls, doorknobs, and floors daily and/or if visibly soiled.**
* **Clean and sanitize the classroom and diaper tables after each use with first soap-water bottle, water bottle, then bleach-water bottle.**
* **Clean and sanitize the rest time cots and mat after each use with bleach-water bottle.**
* **Change bulletin boards frequently so they are fresh and interesting to children and families.**
* **Report any cleaning issues to the Director so she can address them with the night cleaning crew.**
* **Toys should be sanitized after children put them in their mouth, but also on a routine basis.**
* **Complete all daily and weekly task listed on the Cleaning Checklist. The Director/front desk will check weekly and maintain on file.**
* **Send home children’s blankets to be laundered on child’s last day of the school week.**
* **Maintain the classroom’s temperature at an acceptable level and appropriate dress in respect to the season to prevent illness in children and staff.**
* **Fully equipped first-aid kits are readily available and regularly maintained and inventoried for each classroom.**

**Gross Motor Play Safety:**

1. Teachers provide time daily for **a.**  Indoor and **b.** Outdoor activities (except when conditions pose a health risk as defined by local health officials.)
2. Make sure the equipment is in good condition. Report any damages, insect or animal nesting, or weatherization. Adult bodies are to remain off of the equipment.
3. Keep areas clear of debris.
4. Adult should actively supervise play and rotate throughout the gym or play areas frequently.
5. Teachers must take first aid kit, attendance list, and emergency medical forms.
6. Children are never to communicate with passing strangers.
7. Strangers are never to enter the playground or gym area at any time or under any circumstance.
8. Encourage children to play in small groups throughout the area.
9. Check for and report any hazardous materials, construction work, or abatement immediately. This could restrict or relocate play time due to toxin exposure or noise pollution.
10. Provide mats, if necessary.
11. Establish limits or rules with the children for play in the gym or playground. Briefly reinforce these limits before leaving the classroom.
12.  Teachers must keep accurate count of children at all times.
13. Teachers must supervise all children by **sight and sound** at all times.
14. Children must be appropriately dress for outdoor or indoor gross motor play.
15. The children must engage in appropriate activities that meet their age level, interests, and accommodate children with special needs.
16. Playground and gym areas must meet ADA requirements.
17. Teachers must make additional games and equipment available to children, ie: balls, ropes, scarves, potato sacks, etc. So, everyone has something to do and prevents overcrowding of equipment.
18. Children have an opportunity to play in the shade.
19. **Outdoors ONLY**- When the weather is below 40 degrees and/or at 32 degrees (freezing level) wind chill OR above 85 degrees and/or at high allergen or UV alert, the children will remain indoors for gross motor play.
20. Children must also wear sun-protective clothing, applied skin protection, or both. Applied skin protection will either be sunscreen or sun block with ***UVB and UVA protection of SPF 15*** or higher that is applied to exposed skin. **However, a signed parental permission form must already be on file.** Please do not request that we keep your child inside due to illness. If a child is ill, they should not be in the Center. When the weather is below 40 degrees and/or at 32 degrees (freezing level) wind chill OR above 85 degrees and/or at high allergen or UV alert, the children will remain indoors for gross motor play. ***When public health authorities recommend use of insect repellents due to a risk of insect-borne disease,*** only repellents containing DEET are used and applied to children more than 2 months old. ***Staff can apply insect repellent no more than once a day and only with written parental permission.***

# Toilet Learning:

Children are at different developmental stages, and therefore, have different procedures for toileting. You must be familiar with each child’s interests and behaviors before you attempt to engage in diapering or toilet learning. Children develop independence gradually through self-initiated behaviors that are ***guided and assisted*** by adults. Therefore, teachers should anticipate and be prepared to meet the needs of young children at various levels of toileting skills. Toilet learning is an important role in promoting social competence, trust, self-regulation, and body awareness.

Never make negative comments about a child’s elimination process. Encourage children with a positive, supportive attitude and be sensitive to each child’s own way of doing things.

Children who have accidents should be assisted in changing into clean clothing. This procedure is approached in a matter-of-fact manner and NEVER in a punitive or negative way. (This includes audible sighs, negative looks or gruff manner in handling the child.)

**Toileting Procedure**:

•        The child’s soiled clothing should be put in a doubled and sealed plastic bag and placed in the child’s cubby. Parents should be given a note explaining what happened to avoid the possibility of them “interrogating” the child.

•        There must be a staff member supervising the child/children by **sight and sound** whenever using the bathroom.

•        Boys and girls are not to be sent to a non-partitioned bathroom at the same time.

•        Make certain that the child is safely secured at all times.

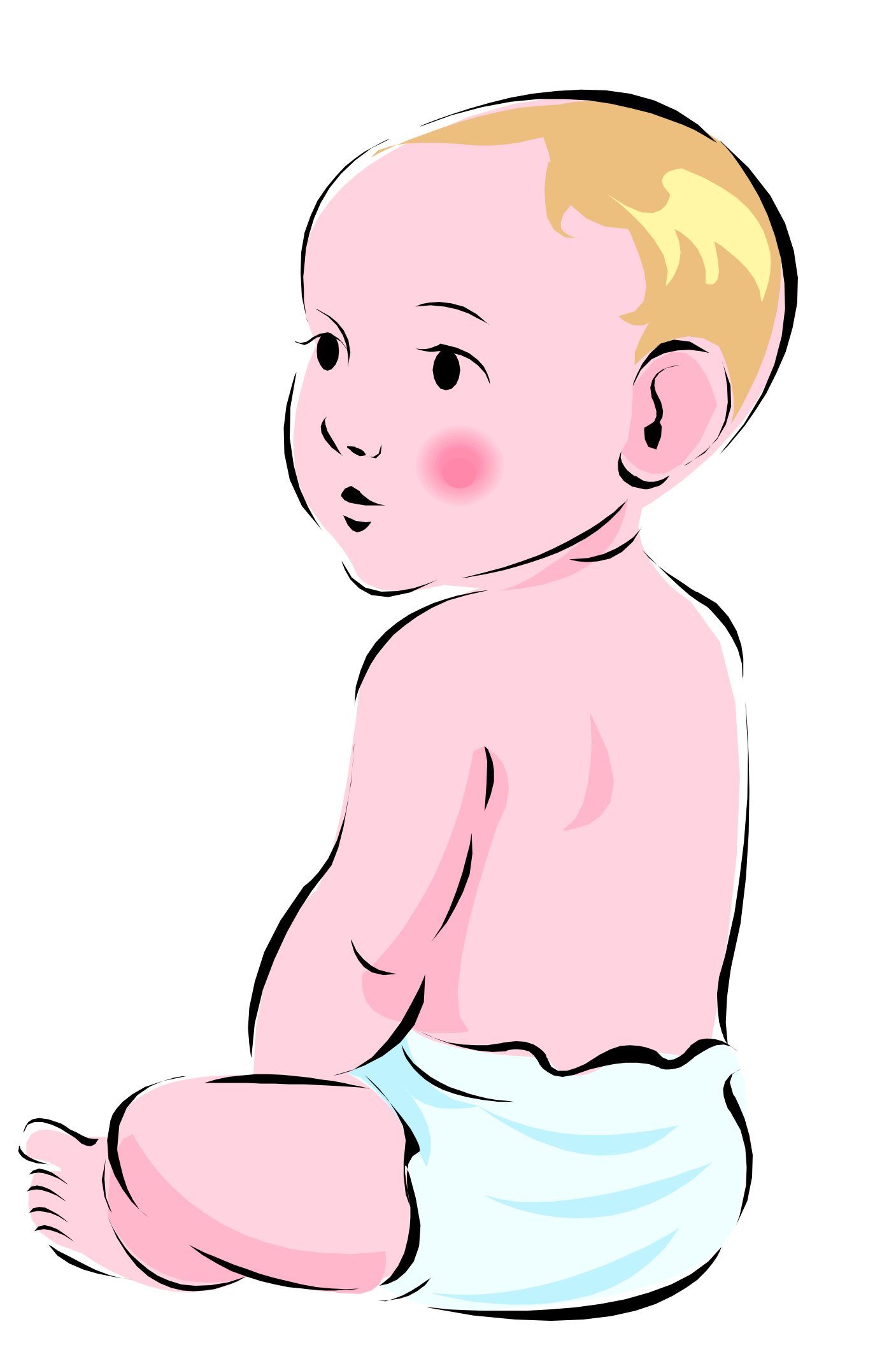
•        Talk to the child while diapering.

•        Change children at regular intervals, or when obviously appropriate.

•        Check the bathroom after each use to be sure the toilet has been flushed, the seat is clean, the sink is clean, and that there are adequate supplies of toilet paper and paper towels.

•        ALWAYS use universal precautions to minimize contamination risk, such as hand washing, properly securing soiled diapers and clothing, and cleaning and disinfecting all soiled surfaces after each use.

**Diaper Changing Policy:**

* Diapers and/or soiled underwear are changed when wet or soiled.
* All staff must check for signs that diapers or pull-ups are wet or contain feces: A. At least every 2 hours when the children are awake **AND** B. When the children are awakened.
* Staff must change children’s diapers or soiled underwear in the designated changing areas and not anywhere else in the facility. All the necessary supplies are available in designated changing areas.
* Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
  + Staff will use only commercially available disposable diapers or pull-ups unless the child has a medical documentation on file that states the reason that states any restrictions.
  + For children who require cloth diapers, the diapers must have an absorbent inner lining completely contained with an outer covering made of water-proof materials that prevent the escape of feces and urine. Both the diaper and the out covering are changed as a unit.
  + Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
  + In the changing area, staff will post and follow the diaper changing procedures. These procedures will be monitored and used to evaluate teaching staff who change diapers. It will also be included in the monthly classroom evaluation by the Director.
  + Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved in food or feeding.
  + Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

**Diapering Procedures:**

1. There must be a staff member supervising the child/children by **sight and sound** whenever using the bathroom.
2. At all times, caregivers must have on protective latex gloves and have a hand on the child when the child is being changed on an elevated surface.
3. Place the child on the changing surface and remove the soiled diaper. Fold the soiled diaper inward and set aside.
4. Clean and dry child’s skin with a disposable wipe. Use a facial tissue to apply ointments or creams.
5. Put a fresh diaper on the child.
6. Dispose of the diaper, the disposable paper covering, and protective gloves. Containers that hold soiled diapers or diapering materials have a lid that opens and closes tightly by using a hands-free device, ie: step can. Containers are kept closed and are not accessible to children.
7. Wash the child’s hands; return the child to a supervised area.
8. Spray a sanitizing solution onto the changing surface and clean after each use. Leave for 30 seconds.
9. Put away all diapering supplies.
10. Wash your hands using proper hand-washing techniques. Dry the changing surface with a single-use towel. Dispose of the cloth or paper towel. Wash your hands thoroughly.
11. Record child’s skin condition and bowel movements on the center’s form.

## Meals:

*We strive to make mealtime a pleasant, relaxing time for everyone. To this end we ask that you observe the following:*

* Wash hands before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry).
* Wear gloves while preparing, serving, and cleaning up food.
* Liquids and food that are hotter than 110 degrees Fahrenheit are kept out of children’s reach.
* All staff will join the children for meals and eat the lunch provided by the College. Junk food is not permitted in the classrooms, i.e.: soda pop, potato chips, etc.
* Adults should model good eating habits, table manners, and attitudes to help insure the development of these skills in the children.
* All staff will sit with children, eat, and engage in family style eating practices with the children during AM/PM snacks and lunch.
* Mealtime is not a time for adult socializing! Your focus should be on including the children in pleasant mealtime discussions.
* No child is to be forced to eat! We encourage children to try everything on their plate, but do not let that be the focus of conversation. Children will eat when they are hungry.
* All five food groups are part of the meal and must be served to the children concurrently.
* No child will be punished by taking away or limiting their food.
* Independence should be encouraged. Some younger children may still be using their hands to eat. We do not discourage that if it allows the child independence in feeding him/herself. Utensils are slowly introduced in a casual, guided, and non-punitive way.
* Staff should familiarize themselves with any food allergies or sensitivities the children may have and avoid serving those foods to the child.
* Be aware of any food restrictions for religious and/or cultural reasons and honor the parent’s wishes in that regard.
* Insure any children with special feeding needs have documentation including the type and the amount the food the child consumes and be sure to relay this information to the family.
* Every effort is made to serve only nutritious food items in the center. For this reason, even for special holidays, candy will be avoided.
* Parents may ask if they can bring special treats for their child’s birthday. The Niagara County Dept. of Social Services requires that these treats may not be homemade and must come pre-packaged. We encourage parents to bring items that are not high in sugar content.
* The Menu schedule must be followed thoroughly. All modifications must be cleared by the Director beforehand.

**Choking Prevention:**

Always watch or sit with children during meals and snacks. Young children, ages 2 to 3 especially, are at risk of choking on food and remain at risk until they can chew and swallow better by about age 4. Using the *Food Guide Pyramid for Young Children* (see page 19) as a guide, offer 2- to 3-year-olds the same variety of foods as the rest of the children in your care, but prepared in forms that are easy for them to chew and swallow.

**Watch children during meals and snacks to make sure they:**

• Sit quietly.

• Eat slowly.

• Chew food well before swallowing.

• Eat small portions and take only one bite at a time.

• Finish swallowing before leaving the table.

**Prepare foods so that they are easy to chew:**

• Cut foods into small pieces or thin slices.

• Cut round foods, like hot dogs, lengthwise into thin strips.

• Remove all bones from fish, chicken, and meat.

• Cook food such as carrots or celery until slightly soft. Then cut into sticks.

• Remove seeds and pits from fruit.

• Spread peanut butter thinly.

**The foods which are popular with young children are often the ones which have caused choking. Foods that may cause choking:**

*Firm, smooth, or slippery foods that slide down the throat before chewing, like:*

• Hot dog rounds

• Hard candy

• Large pieces of fruit

• Granola

• Peanuts

• Whole grapes

• Cherries with pits

*Small, dry, or hard foods that are difficult to chew and easy to swallow whole, like:*

• Popcorn

• Small pieces of raw carrot, celery, or other raw hard vegetables

• Nuts and seeds

• Potato and corn chips

• Pretzels

*Sticky or tough foods that do not break apart easily and are hard to remove from the airway like:*

• Spoonful’s or chunks of peanut butter or other nut/seed butters

• Chunks of meat

• Chewing gum

• Marshmallows

• Raisins and other dried fruit

**Rest Time:**

* Each cot must be placed at least 3 feet apart to prevent infectious disease transmission.
* There must be a staff member supervising the child/children by **sight and sound** at all times.
* Play calm, soothing, instrumental music. We have many quiet time records and tapes.
* Make sure children are comfortable on their cots with their blankets, pillows, cuddle toy from home, and shoes off if they prefer.
* Your voice should be calm and soothing. Your movements should be slow and gentle.
* Some children will be ready to drift off to sleep immediately. Others will take time and effort on your part. Don’t give up too quickly. Some children just need more time to relax and fall asleep. You may sit with them and rub their backs gently. Some children like to have their arms softly “scratched” or their cheeks stroked. Your job is to find out what works for each individual child. Rest time is NOT a time for you to read, chat, or relax.
* If children lie quietly on their cots for a reasonable amount of time and are still not sleeping, you may let them get up to play quietly at the table with play dough or another quiet activity. Please don’t keep them awake on their cots for more than 30 minutes straight.
* Be sure children stay covered with their blankets if the room is too cool.
* Assist parents by awaking children who you know will be leaving shortly.

**Sensory Play Policy:**

**All classrooms must:**

**1. Give the children full access and use of the sand and water tables every day.**

**2. To prevent drowning accidents, staff supervise all children by sight and sound in all areas with access to water in tubs, pails, water tables, and bathrooms.**

**3. Clean and sanitize in or around the sand table once a day:**

* Refresh sand once a month.
* If there is an uncommon event, like ringworm, mold spores, or ants, the sand must be disposed and the table clean and disinfected immediately.
* If using wet sand, be sure to air dry overnight to prevent souring and mold.
* Sand toys must be cleaned and disinfected weekly to prevent the spread of illnesses.

**4. Water Play Policy:** *“Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity. When the activity period is completed with each group of children, the water is drained. Alternately, fresh potable water flows freely through the water play table and out through a drain in the table.”(NAEYC, 2006)*

**5. Water Play Procedures:**

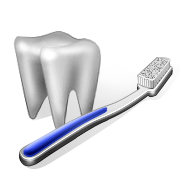
* Fill with fresh water at the beginning of each day and the beginning of each new classroom group (AM Child Care 7:45a.m.-9:00a.m./ 9:00a.m.-12:00p.m. Choice Play/PM Child Care 2:30p.m.-4:30p.m.)
* Every child must be checked for sores or rashes on his/her hands before entering any water play. If a sore or rash is found on a child, then he/she **must not** engage in water play until completely healed.
* Drain, clean, and sanitize water table at the end of group’s use everyday.
* In the uncommon event of **continuous** cases of ringworm, influenza, or water contamination within a school week, the water table must be immediately cleaned, sanitized, and not used for no more than 24-48 hours.

**6. Poisonous substances can not be used in the sensory tables, like bleach, laundry detergent, etc**. **Any** other materials besides sand and water must be pre-approved by the Director.

**7. To prevent digestion hazards, food in the sensory tables is prohibited ie: jello, rice, corn, Kool-Aid, popcorn.**

***“Water is one of the basic raw materials for purposeful play. Just like sand, clay, and blocks, children can use water without being constrained by the one, right way to use it. Unlike many of the commercially produced, flashy playthings tempting us between Saturday-morning cartoons, water is a plaything that fosters curiosity, imagination, and experimentation--and it is free.” (NAEYC, 2005)***

***“The beauty of sand is that it's one of the few manipulatives that truly allow children to explore their imaginations, it’s a material found almost everywhere on earth, and children love playing in it. They can dig to China, find “fossils,” hunt for gems, make roadways, build mountains, create waterways, build sand castles, dig tunnels, and discover hidden treasures. If they mix sand with water, they can make shapes of almost any kind.” (Ron King, March, CPSI President, The Natural Playgrounds Company)***

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**Dental Health Policy and Procedure:**

NCCC Child Development Center promotes the initiation of dental health practices with toddlers and preschoolers. The dental form can be used as an informal indicator of possible health concerns in language development

or nutrition.

**Procedure:**

* Parents of preschoolers must complete a dental form as a part of initial enrollment.
* The teachers will engage in at least a one-week lesson plan on tooth brushing, dental health, and healthy eating after **the first 30 days** of school. The NCCC Nursing Students or a neighborhood pediatric dentist or dental assistant can be invited to conduct a dental health presentation with the Director’s approval.
* Each classroom must begin dental health education and daily tooth brushing **no more than 30 days after** the start of the semester.
* A new toothbrush and tube of toothpaste will be given to the teacher for each child at the beginning of the semester. The items must be sent home at the end of the semester. Each toothbrush and toothpaste must be labeled with the child’s full name.
* The children must brush their teeth every day at school.
* Tooth brushing must be a logical part of the classroom’s daily routine, ie: after meals versus just before.

**Animal and Pet Policy:**

**According to the NYS Office of Child and Family Services**

**418 1.5 (l):**

**Any pet or animal kept indoors or outdoors at the child day care center must be in good health, show no evidence of carrying disease, and pose no threat to children. This provision also applies to those pets or animals present at the child day care center which do not belong to the operator, employees or volunteers of the center.**

In addition to the regulation listed above the Child Development Center will give parents written notification that:

* A pet or animal will visit or live in the classroom throughout the school year.
* The pet or animal has official documentation from the pet store, farm/shelter, or veterinarian that he/she is immunized.
* Teaching staff will supervise the children’s interactions with the pet or animal at all times.
* The children will explore the life cycle and health habits of the pet or animal.
* The children will care for the pet or visiting animal according to the procedures provided by the Pet Store Professional, Farmer, or Veterinarian.
* The pet or animal is part of the classroom’s theme or study and/or supports the curriculum as a whole.
* Additional activities will be sent home for extended learning.
* If there are any allergy concerns or fears, please let the teacher or Director know immediately to ensure limited or absolutely no exposure.
* Reptiles are never allowed as classroom pets due to the risk of salmonella infection.

\*\*\*The parents must be notified of the possible classroom pet or visiting animal at least **2 weeks** before arrival.

**Team work:**

* Leading a helping hand: We are all a team, what is expected is that everyone works together to get the job done.
* Treat each other like you would like to be treated.
* You are expected to work in your classroom team as well as the center team to provide the best care possible for the children in our center.

**Field Trip Rules:**

1. **Off campus field trips can happen at least 2 times per year, during the week or on Saturdays. A permission slip must be signed and returned by the due date to the Center by each parent in order to participate.**
2. **All children, parents, and staff must stay close together at all times during the**

 **Field trip.**

1. **All staff must supervise all children by *sight, sound, and physical contact* in all areas and at all times.**
2. **There will be no smoking or hot drinks consumed by staff or other adults during the trip.**
3. **If a child needs to use the bathroom and his/her parent is not attending the trip, the child needs to go to the bathroom with a staff person only.**
4. **If an emergency occurs, please inform another staff person.**
5. **Each lead teacher will have a center cell phone to call for help whenever necessary.**
6. **Each lead teacher carries an emergency back pack which contains first aid supplies, the center cell phone, an attendance list, and a copy of the classroom’s emergency numbers.**
7. **No food is allowed on field trips other than children’s prepared lunches.**
8. **All adults that are attending the field trip must ride the bus.**
9. **The bus will leave NCCC at 9:30 a.m. It will not wait for latecomers.**
10. **Due to insurance liability and bus regulations, outside and/or toddler aged siblings are not permitted to attend the field trip unless otherwise stated.**
11. **If a problem arises with the bus during the trip, alternate transportation arrangements will be made immediately. The center and parents will be notified if there is a time delay in returning.**

**Observation and Assessment**

Observation and assessment is the process of planning and recording the progress in 4 areas of child development: ***social-emotional, physical, cognitive, and language.***  It also gives the teachers a chance to improve the curriculum, adapt their teaching practices and the classroom environment, and make advancements on the overall program. It also is a comprehensive way to communicate the children’s development and progress with families. We use the Creative Curriculum Developmental Continuum for Toddlers and Preschoolers for official documentation. The observation and assessment process include:

The ***Classroom Lesson Plan*** documents the experiences that the teacher creates within the classroom to encourage each child to learn using socials/emotional, physical, cognitive, and language skills.

The ***Child Assessment*** folder is a portfolio of the child’s developmental progress and learning in the 4 developmental areas in Fall, Winter, and Spring. In each child’s assessment folder, you will find art work for each month, their assessment packet, goals for the individual child and a photo of the child. All of these pieces are evidence of the child’s growth and development process.

Monthly observations of each child are recorded throughout the day. The teacher is responsible for completing the monthly child’s assessment.

The ***Child Progress Report*** which provides an overall view and results of the child’s developmental progress and learning, and an opportunity for the teacher and parent to create further plans to foster the child’s success. This can be communicated through as needed one-on-one parent-staff meetings throughout the school year and at the Parent-Teacher Conference Meetings at the end of each semester.

Observation and assessment help the teachers plan the curriculum and environment to meet the children’s needs. All education staff are trained in the Take C.A.R.E. method of observation and assessment (**C**ollect facts; **A**nalyze Data; **R**eport; and **E**valuate). Children learn through play and are eager to learn when they are interested in their surroundings. It’s a collaborative effort between the parents and teachers to assist and enrich the children’s journey of learning so that they can meet developmental milestones as they advance into the next stages of childhood.

\*\*\*NOTE: All information is highly confidential and stored in an area only accessible to the child’s current teacher and the administrative staff. If you would like to view the Creative Curriculum Developmental Continuum or your child’s education files, please see your classroom’s teacher or the Director at any time.

***PRE-K DAILY SCHEDULE***

7:45-8:00am: All classrooms combined in gym for free play

8:05-8:10am: Clean up gym and separate

8:10-8:15am: Wash hands for Breakfast

8:15-8:45am: Breakfast

8:30-9:00am: Bathrooms and Tooth brushing

9:00-9:30am: Gym or playground

9:30-10:00am: Circle Time

10:00-10:15am: Music and Movement

10:15-10:30am: Bathrooms

10:30-11:15am: Centers (sensory, art, easel, journals, dramatic play, blocks)

11:15-11:20am: Clean up

11:20-11:30am: Handwashing

11:30-12:00pm: Lunch

12:00-12:10pm: Clean up lunch

12:10-12:30pm: Bathroom & Tooth brushing/ Set up for nap time

12:30-2:30pm: Nap time

2:30-3:00pm: Bathroom

3:00-3:30pm: Snack Time

3:30-4:15pm: Afternoon centers/ Bathroom

4:30-5:00pm: Combined in Gym & Dismissal

\*Hygiene/diapering done all throughout the day.

**Toddler 2 DAILY SCHEDULE**

7:45-8:00am: All classrooms combined in gym for free play

8:05-8:10am: Clean up gym and separate

8:10-8:15am: Wash hands for Breakfast

8:15-8:45am: Breakfast

8:30-8:45am: Story time

8:45-9:15am: Music and Movement

9:15-9:45am: Bathroom (Diapers) & Tooth brushing

9:45am-10:30am: Centers (sensory, art, easel, dramatic play, blocks)

10:30-11:00am: Gym or Playground

11:00-11:20am: Circle Time

11:10-11:30am: Diapers & Handwashing

11:30-12:00pm: Lunch

12:00-12:10pm: Clean up lunch

12:10-12:30pm: Bathroom (Diapers) & Tooth brushing/ Set up for nap time

12:30-2:30pm: Nap time

2:30-3:00pm: Bathroom (Diapers)

3:00-3:30pm: Snack Time

3:30-4:00pm: Gym or Playground with C2

4:00-4:30pm: Diapers

4:30-5:00pm: Combine in gym/Dismissal

\*Hygiene, diapering and toileting done all throughout the day.

**TODDLER 1 DAILY SCHEDULE**

7:45-8:00am: Children drop off in Toddler 2

8:00am: Move to Toddler 1

8:10-8:15am: Wash hands for Breakfast

8:15-8:45am: Breakfast

8:30-9:00am: Bathrooms (Diapers) and Tooth brushing

9:00-9:15am: Music and Movement

9:15-9:30am: Circle Time

9:30-10:00am: Gym or playground

10:00-10:30am: Bathroom (Diapers)

10:30-11:15am: Centers (sensory, art, easel, dramatic play, blocks)

11:15-11:25am: Clean up centers

11:25-11:30am: Handwashing

11:30am-12:00pm: Lunch

12:00-12:10pm: Clean up lunch

12:10-12:30pm: Bathroom (Diapers)& Tooth brushing/ Set up for nap time

12:30-2:30pm: Nap time

2:30-3:00pm: Bathroom (Diapers)

3:00-3:30pm: Snack Time

3:30-4:00pm: Gym or Playground with C2

4:00-4:30pm: Diapers

4:30-5:00pm: Combined in Gym/Dismissal

\*Hygiene/diapering done all throughout the day.

Pre-Employment Requirements

1. HEALTH EXAM: A health exam is required before an employee is hired, and every other year thereafter. This exam must include a tuberculin test, and is to be completed by the employee’s own physician and at the expense of the employee.
2. STATE CENTRAL REGISTER CLEARANCE FORM: Chapter 677 of the Laws of 1985 requires that individuals who desire to be employed in a child-care center be cleared through the State Central Register to determine if they are the subject of an indicated child abuse and maltreatment report. The State Central Register Clearance Form will be used for screening purposes, and must be completed by the employee before employment commences. The Central Register will respond to the clearance request by notifying the inquiring agency that the Register does/does not find the person screened to be the subject of an indicated case of child abuse/maltreatment as defined under the limitations of Section 424-a. Furthermore, if the person screened is found to be the subject of an indicated case, the SCR will forward notice of this finding to the subject at his/her home address.
3. FINGERPRINTING: All employees are required to be fingerprinted by the State Police on forms provided by the Center. They return the form to the Director, who will submit them to the State. At this time there is no charge for fingerprinting, however, if that should change it will be the responsibility of the employee to pay the fee.
4. PAYROLL PACKET: Each new employee will need to complete a payroll packet, which includes tax exemption forms, college health forms, etc. In addition, the I-9 form must be completed in the Payroll Office in person, and the individual must prove his/her citizenship with two forms of identification. Acceptable identification would be a birth certificate and a driver’s license or Social Security Card. One identification must include a photo.

## Training & Professional Development

The New York State Office of Children and Family Services (OCFS) requires that all childcare staff members receive 30 hours of training every two years. New staff members must receive 15 hours of training within the first 6 months of their start date. Training in the following required training topics that must be completed are: 1. Child Development 2. Nutrition and Health Needs of Children 3. Program Development 4. Safety & Security/Communication 5. Business Record Maintenance and Management 6. Child Abuse and Maltreatment Identification and Prevention 7. Statutes and Regulations Pertaining to Child Day Care 8. Statutes and Regulations Pertaining to Child Abuse and Maltreatment 9. Identification, Diagnosis, and Prevention of Shaken Baby Syndrome. The following measures are taken to maintain a consistently qualified, well-trained staff and possibly reduce turnover in staff and families:

* **Orientation:** You will receive an initial orientation on your first day that will go over the programs policies and procedures.
* **Staff Meetings:** Discussions about both educational program and general philosophy often lead to group decisions about the focus and content of future in-service training sessions. Part of each staff meeting will be reserved to discuss individual children, program problems and strategies.
  + Mandatory Staff Meetings/Training: Once a month there will be a staff meeting that you are required to attend. This is important for you attend as you need 30 training hours a year as per OCFS.
* **In-Service Training:** At least once each semester, an enrichment program for the staff will be organized by the Director in order to enhance their skills. The Director is responsible for planning and implementing the program, but staff members or community persons may be called on to contribute their training ideas and take an active part in the training session.
* **On-the job-Training:** At times, the Center employs untrained staff members and provides actual job training while the staff member is employed. This training would include direct supervision by the Teacher or Director, modeling, assigned reading and regular conferences.
* **Mentoring/Coaching:** A mentor will be provided by the front desk staff to new hires on their first day during orientation. If one is not available your director will be your mentor.
* **Classroom Observations:** The director will observe each classroom team at least 3x per semester or more (if needed) to ensure that the official curriculum, developmentally appropriate practice, anti-biased approaches, health and safety measures, and professionalism are being fully implemented. The observations are noted on the “classroom implementation checklist” and shared in meeting with each classroom team afterward. The form is sign by all parties and placed in the classroom file in the Director’s office. If a recommendation was listed, the Director will visit again during the subsequent weeks to ensure correction.
* **Staff Evaluation:** Each year, the Director will evaluate all staff members to make a professional judgment as to their physical and psychological competence for working with children and carrying out daily job duties. However, new staff will serve an introductory period for the ***first six months*** of employment and will be given an evaluation upon completion, and then will receive a follow-up evaluation at the end of the school year. This written evaluation will be shared with the staff member in a conference where they will discuss the staff member’s strengths and weaknesses. A strategy for improvement will be designed and agreed upon. Through periodic informal conferences, the Director will continue to give the staff member feedback as to her/his progress.
* **Incentives:** All training opportunities are paid for by the Center and regular hourly pay is given for attendance on Saturdays or evenings. These training opportunities during center operations hours, evenings, or Saturdays must be approved by the Director only. A copy of all training certificates must be maintained in each staff’s personnel file, however the original can be maintained for his/her own records and edification of resume and career. A healthy training record also shines positively on the employee’s yearly evaluation and consideration for continuous employment, pay raise (when permitted), and/or promotion. Staff who have successfully been employed for more than 90 days, are eligible for reduced rate child care at the center.

**Employee Training Plan 2015-2020**

**The following training topics must be fulfilled by each employee to meet all necessary licensing requirements of NYS Office of Child and Family Services (NYS OCFS) AND to maintain standards of accreditation by the National Association of the Education of Young Children (NAEYC). These topics can be fulfilled through at least on-site training, off-site conferences and workshops, college courses, or video-conferencing throughout each 4-year licensing period and will be tracked and recorded on the “Child Day Care Staff Training Log” and stored in each employee’s personnel file.**

**The topics are as follows:**

* **Diversity Training**
* **Communication and Collaborative Skills**
* **Supervision and Leadership**
* **State Regulations**
* **Communicating with Parents**
* **Assessment**
* **Curriculum**
* **Special Needs:**

1. *Family-centered practice;*
2. *Atypical development and common health problems;*
3. *IDEA and other applicable laws;*
4. *Children's and families' rights under these laws;*
5. *Roles and responsibilities related to the IEP and IFSP;*
6. *Strategies for supporting inclusion;*
7. *Strategies for modifying and adapting curriculum, schedules, materials, and instruction to meet individual needs;*
8. *The referral and assessment process; and*
9. *Community supports and resources.*

**Dress Code:**

All employees, student interns, student workers and substitute teachers must present themselves in a professional manner. In order to present a professional appearance and to assist in keeping children and staff safe, the following dress code is strictly enforced.

If you supervisor feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Consult with your supervisor if you have any questions as to what constitutes appropriate appearance.

Without unduly restricting individual’s tastes, the following personal appearance guidelines should be followed:

* NCCC smocks must be worn by all teachers and assistants at all times.
* Footwear is required at all times. Shoes must provide safe, secure footing (sneakers are recommended). High-heals, clogs, sandals and/or backless shoes are not permitted. Your footwear must permit you to move quickly.
* Appropriate shirts (nothing low cut, nothing with any company representation on it, must be at least short sleeves), casual pants (black or khaki straight leg pants, leggings may be worn with appropriate long sweaters). Must be worn underneath the NCCC smocks.
* Tank tops, tube or halter tops, oversized sweatshirts, hooded sweatshirts, sports jerseys, short-shorts, sweat pants, yoga pants, baggy cargo pants, or wide leg pants, may not be worn under any circumstances.
* Jeans may only be worn on casual Fridays.
* Unnaturally colored hair and extreme hairstyles, do not present an appropriate professional appearance.
* Offensive body order and poor personal hygiene is not professionally acceptable.
* Lingering odors of cigarette smoke are considered offensive. Perfume should be used moderately or avoided altogether due to children sensitivities to smells.
* Jewelry should be limited. Children may pull necklaces and may also be scratched by rings.

**Outdoor Play:**

* Come prepared to go outdoors every day. Weather permitting; we will take the children outside for some part of every day. Staff may wish to keep boots, snow pants, etc. at the Center, rather than try to remember to bring them each day.

**Inappropriate attire includes** clothing with holes (e.g. ripped or torn jeans), halter-tops, bare midriffs, net or spaghetti strap tops, strapless tops, see-through shirts or low-slung tops. Low-riding pants, skin-tight pants, see through clothing, dresses, skirts, shorts that are shorter than mid-thigh, cut-off shorts, pajama or lounge pants, sweat pants, mini-skirts, men’s a-line undershirts or muscle shirts. Clothing should not display alcohol, drugs, tobacco, violence, nudity or anything with a sexual connotation.Undergarments are to be completely covered by outer clothing. Your undergarments, breasts, abdomen and backside must not be exposed when leaning forward, bending down or sitting with children. Dangling or excessive jewelry or piercings, prominent rings, and cosmetics that contain strong fragrances compromise the health and safety of children and staff and are therefore, not permitted. Any visible tattoos must follow the same standards as clothing described above. Children who inquire about body altering choices (e.g. tattoos, piercings) are to be referred to their families for further discussion.

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## Signature Date

**Use of Telephones:**

Under the New York State Day Care Center Regulations, the use of electronic devices is strictly prohibited in classrooms.

Day care regulation 418-1.8 (n) states: The use of any type of personal electronic media device for social or entertainment purposes, including but not limited to, listening to music on headphones, playing screen games, surfing the internet, sending e-mails, or making personal calls while supervising children is prohibited. The use of mobile phones is permitted as necessary to promote the children’s safety and ensuring the orderly operation of the program.

This regulation allows teachers to carry phones while on walks and field trips to be used in case of emergency and to contact the center from off-site.

During working hours, telephone calls will be kept to a minimum since each teacher and assistant is needed in the room. We realize, however, that there are times when calls will be necessary. Personal use of cell phones and texting are NOT permitted in the classrooms or playground or anytime with or among the children.

* Classroom cell phones are **property of the college** and **NOT** to be used for personal phone calls, texting, pictures, or cord-charging.
* Classroom cell phones are **NOT** to be taken home on any day of the week or weekend.
* Classroom cell phones must be charged throughout the day and in the evening in preparation for the next day.
* Classroom cell phones must be safely stored to prevent damage.
* Classroom cell phone must be taken **anywhere** **the children are** on the campus and on field trips.
* Personal cell phones are **NOT** to be used in exchange of classroom cell phones, unless stated by the Director.
* **Personal cell phones are not to be used in the classroom, gym, playground, or anywhere within the worksite, unless deemed necessary by Director (ie: Classroom cell phone is broken.)**
* Classroom cell phones must be **ON** and ringer at **75% volume**, so staff can immediately answer when contacted.
* Classroom cell phones are inclusive of carrying case, ear pieces, charger, cords, phone, and any other associated paraphernalia.
* If any classroom cell phones are lost or missing, the entire classroom team will receive a written reminder to be placed in their personnel files. ***Anyone identified as stealing or mishandling the cell phones will receive corrective action which can include written reminder, termination, and/or arrest.***
* All center and classroom phones must be answered with the statement, “Good morning/afternoon, NCCC Child Development Center, (your name) speaking.”

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Signature Date

Professional Practice

* NCCC does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, political or social affiliation, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.
* The staff must never talk about children, families, or other staff members in front of the children or parents. Confidentiality shall be maintained at all times.
* Maintain a professional image in dealings with the parents and other staff members. *Gossip will not be tolerated and is grounds for dismissal.*
* Limit adult conversation in the classroom.
* Remember, you represent the Center in the Community. Never discuss negative information about the children or their families.
* We are a team. Work together for the good of the Center and the children.

**This below diagram describes the direct reporting relationship AND the chain of command and communication to follow in situations of inquiries, incidents, absences, or emergencies of any kind. Final approval must be given by the director only in any and all cases.**

* **In the event the director is out of the facility staff should consult with the Support Staff Typist.**
* **For clarification on each role within the center, please read the job descriptions listed in appendix section of the Employee Handbook.**

**Chain of Command & Communication**

**ADMINISTRATION**

**DIRECTOR**

**FRONT DESK STAFF**

**TYPIST**

**TEACHERS & ASSISTANT TEACHERS (P/T)**

**TODDLER 1**

**TODDLER 2**

**PRE-K**

**NUTRITION & ENVIRONMENT AIDE**

**In the event the Director is out of the building the front desk staff is in charge of the center.**

**Confidentiality Agreement**

The success of NCCC Child Development Center depends, to a substantial extent, upon the degree of confidentiality. It is essential that every employee have a commitment to confidentiality. This involves respecting each child and family’s right to privacy and creating a level of trust. The policy of confidentiality is:

* Do NOT disclose to anyone the name or identity of the child or family, unless it is necessary for the purpose of providing services.
* Do NOT discuss a child’s or family’s situation with a “non-staff” person. This includes telephone calls or messages for customers; be especially careful about discuss the situation openly in front of others.
* Do NOT leave telephone messages or notes regarding a child or family in an open area.
* Do handle questions/inquiries from outsiders regarding a child, family, or co-worker in the appropriate manner. This includes verification of employment of past and current co-workers/employees, as well as verification of services for a child or family.
* As per NYDSSS Regulations, “Information relating to an individual child is confidential and cannot be disclosed to anyone other than the department, its designees, or a social service district unless a parent of the child has granted written permission for such disclosure.”
* “Redisclosure of confidential HIV-related information, as defined in section 360.8.1 of the Title, concerning a child receiving child day care is not permitted except in a manner consistent with article 27-F of the Public Health Law.”
* Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a secure location in the Director’s office

**Handling Conflicts with Parents AND/OR Center Employees:**

In all probability you will never need to concern yourself with this page. However, if you think you have been treated unfairly or if you have any concerns regarding the care and education of a child, the following options are available to you:

**Step 1:** **Talk to the parent/employee**- Often the person can provide additional information which might clarify the policy or practice, or perhaps you both will work out a way to resolve the situation. Both parties can share their specific ideas, goals, and objectives regarding the child or situation, describe practices and possible solutions, and find commonalities that will build unity and consistency between home and school. Afterward, both parties can continue to monitor the situation and give further recommendations, if necessary. At NCCC, ***we seek first to understand your position and validate your concerns and wishes.***

**Step 2: Meet with the Director-** If the matter is not resolved to your satisfaction, you should consult with the **Director**. After listening to your concerns, the Director will consult with the parent/employee and may ask for another meeting with you. If appropriate, the Director may meet with the parent/employee and you to work out a solution together or make a final decision.

Step 3: Only if the problem cannot be resolved within the Center should you go to the **VP of Student Services**. A meeting with all parties involved may be requested to determine a final resolution. The Vice President’s decision is final.

*\*\*\*Do not skip any of the above steps because the individual will just ask of you have completed the previous steps—and will send you back if you have not.*

## Separation Practice

Staff employed in the Child Development Center are considered at-will, part-time employees of the college. As such, they may be terminated at any time. Employees may be dismissed for the following reasons:

* Reduction in staff: If enrollment declines, it may be necessary to reduce staff as well.

* Incompetence/inability to learn techniques and methods consistent with good early childhood practices
* Clear examples of misconduct (see list below)
  + Conduct inconsistent with Center philosophy or policies.
  + Insubordination.
  + Disruption of good working relationships.
  + Excessive or habitual absenteeism or tardiness.
  + Taking excessively lengthy meal and or work breaks.
  + Sleeping, loitering or “loafing” while on duty.
  + **Abuse of LEAVE/ABSENCE POLICY.**
  + **Failure to adhere to cell phone policy or dress code.**
  + **Forging personal and false unapproved contracts with parents (ie: parent arrival & dismissal times; babysitting agreements during work hours and/or on the premises).**
  + Using obscene, abusive or threatening language or gestures.
  + Illegal or recurring harassment of a co-worker.
  + Failure to maintain confidentiality of NCCC, Center, co-workers, or child and family information.
  + Possession, consumption or use of any alcoholic beverage or illegal drug at the College and in violation with the colleges Alcohol and Drug Use Policy which can be found on the FYI page, or reporting to work under the influence of alcohol or illegal drugs.
  + Carrying weapons of any kind.
  + Willful disregard or violation of program and/or safety rules, policies, and procedures.
  + Performing personal work or excessive use of Center’s telephone or personal phone on work time.
  + Stealing.

* + Striking or hurting a child intentionally.
  + Child abuse
    - Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.

## PROGRESSIVE DISCIPLINARY PROCEDURES

The Child Development Center disciplines employees whose behavior disrupts the workplace, interferes with the productivity of others, creates an unsafe or hostile work environment, results in poor work performances, or adversely affects the reputation and service of the Center.

However, misconduct of a severe nature or extremely poor work performance may result in immediate termination.

**ORAL REMINDER**

* The Director meets with the employee to discuss a work-related problem and suggest alternative behaviors to resolve the problem or methods to improve job performance. Then, the Director drafts a memo of the discussion and any accompanying action plan, which is given to the employee and filed in the Director’s Office.

**WRITTEN REMINDER**

* The Director will meet with the employee to discuss the pertinent issues.
* The Director will also inform the employee that continuation of the unacceptable behavior or poor performance will jeopardize his/her employment.
* The Supervisor then outlines the discussion in a written memo, which is signed by both the Director and the employee. The Director then provides a copy to the employee and retains a copy in the Director’s office.

**DISCIPLINARY PROBATION**

* If the employee does not fully correct the unacceptable behavior or poor performance immediately, but demonstrates progress and/or improvement, the Director may place the employee on Disciplinary Probation. This means that the employee’s behavior and performance will be closely, monitored for up to thirty (30) working days.

**SUSPENSION WITHOUT PAY**

* When an employee has failed to correct misconduct or performance problems following an oral reminder and written reminder or when an employee’s inappropriate conduct is so serious that the Employer cannot risk its continuing, the employee is suspended without pay.
* The suspension period without pay lasts from one to five (5) working days and requires written notification, prepared by the Director and presented to the employee by the Director no later than the start of the first full work day of the suspension without pay.
* The suspension without pay will be shared with the Vice-President of Student Services.

**DISCHARGE**

* The Director will discharge an employee who fails to improve his/her behavior or job performance after progressive corrective discipline.
* The Director also reserves the right to discharge any employee whose misconduct is so severe that it represents a real or perceived threat to the well-being of the Center, its employees, and/or its clients/customers.

**TERMINATION**

* There are several ways by which employment with the Child Development Center may end. The most common or these are: Self-termination, Resignation, Release, Discharge, and Retirement.
* Reasons for immediate termination:
  + Isolating a child in any area where the child cannot be seen and supervised by a staff member is prohibited.
  + If a child becomes unattended to and out of sight of a staff member.
  + Corporal punishment is prohibited. Thss, is defined as punishing inflicted directly in the body including, but not limited to spanking, biting, shaking, slapping, twisting, squeezing, demanding excessive physical exercise, prolonged lack of movement or motion, strenuous or bizarre postures, compelling a child to eat or to put soap, foods, hot spices or foreign substances in a child’s mouth.
  + Withholding or using food, rest or sleep as a punishment is prohibited.
  + Methods of discipline that frighten, demean, or humiliate a child is prohibited.
  + Methods of toilet training that frighten, demean, or humiliate a child are prohibited.
* **Self-termination** occurs when an employee does not report to work for three consecutive workdays without notifying the Director.
* **Resignation** occurs when an employee initiates his/her own termination from employment for any reason. It is customary to give at least two weeks advance notice of resignation to the Director to facilitate the necessary employment transitions. Employees can be released at the discretion of the Director during the notice period.
* **Release** occurs when the Director initiates the termination due to lack of work, poor job performance, inability to work, reorganization, retrenchment, or any reason other than misconduct.
* **Discharge** occurs when the Employer terminates an employee for misconduct. Discharge may occur immediately following an incident of misconduct or after a period of suspension for investigation of the alleged misconduct.
* *Management decisions to release employees are made without regard to race, color, religion, gender, disability, age, or any other legally protected category. This decision is made according to each employee’s qualifications and capabilities for the existing work to be performed.*
* *If any employee wishes to grieve a disciplinary decision given by the Director, a written correspondence highlighting the issue or situation and grounds of grievance and any other associated paperwork must be submitted to the VP of Student Services for review and consideration. The Vice President’s further recommendations, course of action, and/or final determination must be adhered to and no longer pursued afterward. The Director cannot use a grievance to further measure job performance or evaluation or mar the possible continuing work relationship.*

## Leave without pay:

With prior approval from the Director, leaves ***may*** be granted for the following reasons:

* Family Illness
* Professional Development
* Bereavement

## Vacations/ Requesting Time Off:

Generally speaking, vacations will not be granted when the Center is in session. The Center is open only during the academic year, leaving June – August, Christmas break, and spring break for vacations. Staff should plan to take their vacations during these times. In unusual circumstances, and with advance approval from the Director, exceptions may be made if it does not create hardship for the Center and/or other staff members. A minimal of 2 weeks’ notice would need to be given to the Director.

**Schedule Changes/ Request off**:

All availability changes and time off request (including coming in late/leaving early) have to be given to the Director AT LEAST 2 weeks in advance. Any request off that is given to the director is not guaranteed.

## Sickness:

Please call the Director if you are going to be out sick at least 60 minutes prior to your schedule shift (no text or voicemail will be excepted). You must talk with the director if you are calling in for you shift. She will call a substitute for you if needed. It is important to call so the Director knows who will be out and what our staffing needs will be. If you think you might be out sick, a call the night before would be appreciated.

Staff members should remain home when they are contagious to avoid the spreading disease and to help them recover more quickly. If you have symptoms listed from excluding of child, or if a doctor has pulled you from work, you should not come to work until 24 hours after you are symptom free without medication. (Example: vomiting, diarrhea, fever over 101) The director may require a doctor note to return.

**Moments of Upset/Frustrations:**

If at any time you have a moment that you feel you are unable to perform your duties in the classroom, you may call the director to request a short and immediate break. The director may advise you to see the wellness center for more help.

## Use of Telephones:

During working hours, telephone calls should be kept to an emergency situation only since each teacher and assistant is needed in the room. We realize, however, that there are times when calls will be necessary. If you need to use the phone for an emergency, the Director or Typist needs to be notified.

**Breaks:**

The Director and/or the Support Staff Typist will create a break schedule daily. Generally speaking, teachers who are here more than 6 hours are entitled to 30-minute break. Program staff that work directly with the children for 4 hours or more will receive a 15-minute break. Please be sure to enter this on your Banner time sheet. Your break needs to be in the teacher resource room or the conference room ONLY, not in another work space when others are working.

**Planning Time:**

Planning time should be done during nap time in each classroom. The teacher of each classroom will need to communicate/collaborate with the teacher assistance on what they could do to help. Additional time will be given to the classroom teachers at least 30 minutes per week but could be more.

**Rest Time:**

It is our goal to create a quiet, restful atmosphere after lunch in preparation for nap time. Teachers should keep this in mind and limit adult chatter as much as possible.

Teachers and Teacher asst. should be using rest time efficiently this includes but not limited to cleaning (toys, shelves, cubbies, bathroom, etc.) planning and prepping curriculum, working on assessments, and reaccreditation items.

Teachers must supervise all children by **sight** **and sound** at all times. \*\*See appendix for suggestions regarding rest time.

## Time Cards:

* It is imperative that the staff member clocks in and out through Procare daily. You are still required to log into banner to update your time sheets for the director to review.
* Use your BANNER timesheet account to clock in and out of your times at arrival and departure EVERYDAY, MONDAY-FRIDAY. This ongoing practice should alleviate opening and recording your work hours too late for submission. It also helps you not to forget to record any unexpected changes, like absence, covering an absent co-worker, or attending a Saturday training.
* Your work hours on BANNER must be recorded in 15min, half hour, 45 minute, and/or whole hour intervals only.
* If you work more than 6 hours on any work day, you must record a ½ hour lunch on your paper and online time sheet in this manner:
* 8:00a.m.-12:00p.m.
* 12:30p.m.-4:00p.m. (\*The lunch was taken from 12:00-12:30p.m.)
* If you decide not to take a lunch, you still must report a ½ hour lunch.
* The Payroll Office does not approve timesheets. Please do not solicit their help! If you go to the Payroll Office, they will send you back to me.
* Since the BANNER timesheet instructions were officiated by the NCCC Business Office and facilitated by Payroll, the Center’s timesheet policy and procedures were created respectively. Therefore, do not attempt to undermine the process. They have been copied on this document, so all channels are aware.
* PLEASE REMEMBER: If you do not sign in/out of Procare (every day and for your break) AND Banner timesheet on time (SEE ATTACHED SCHEDULE), you will not be paid until the next pay date- 4 weeks later.

Again, please keep it around to remember the Electronic Time Sheet Payroll Schedule and the timesheet and payroll policy and procedure of the Child Development Center. Your payment is your responsibility.

\*\*\*If you have any questions, please see me. Thank you for your cooperation!

**Benefits:**

Non-union part-time employees are not granted a benefits package of any kind (ie: medical, dental, education, employee leave, or otherwise) and can be justifiably separated from employment at any time. You do have the right to join the NYS Employment retirement System and have 3% will be deducted from your pay on a pre-tax basis. These employees currently include teachers, teacher assistants, and nutrition/environment aid.

\*\*\*For more information see “INFORMATION SHEET-PART TIME EMPLOYEES”

or visit the Office of Human Resources (Rm. A-261)

**Raises/Appraisal:**

A **Cost of Living Adjustment (COLA**) is at the discretion of the Director and the college. If approved it will be given at the start of each academic year. The rate is determined and set by the U.S. Federal Government each year and must be approved by the VP Student Services, Director of Human Resources, and the Board of Trustees. You will be informed of your new approved rate on your new semester’s appointment letter.

**Attendance:**

Each employee’s position and the work that he or she does at CDC is important. It is essential that employees be at work on time in order for us to serve our customers and run our company in an efficient manner.

**Punctuality:**

Although individual schedules may vary, employees should be at their work area on time, ready to work. Punctuality is important. Absenteeism and tardiness place a burden on other employees and on the students/staff ratios at the center. Consistent, unexcused tardiness, as determined by the Company, is considered a performance issue and is subject to disciplinary action, up to and including termination of employment.

**Attendance and Tardiness:**

Unscheduled, unexcused absences due to injury or illness, even when following appropriate guidelines may still be deemed excessive. Abuse of sick leave or repeated unavailability for work is grounds for disciplinary action, up to and including termination as the aforementioned indicates inability to meet their job requirements. Failure to return to work on the working day following a day of leave of absence or excused absence expires is also grounds for disciplinary action, up to and including termination. Discipline for otherwise unexcused tardiness and absenteeism is generally applied as follows: verbal warning, written warning and then dismissal.

Not reporting to work and not calling to report the absence is a no call/no show and is a serious matter. The first instance of a no call/no show will result in a final written warning. The second separate offense may result in termination of employment, with no additional disciplinary steps.

A no call/no show lasting two days may be considered job abandonment and may be deemed an employee’s voluntary resignation of employment.

**Employee Responsibility:**

•An employee who is going to be absent from work must personally call the Director at least 60 minutes before the employee’s scheduled start time.

•An employee absent for two consecutively scheduled days without contacting his or her manager or director will be considered to have voluntarily resigned from their position.

•Employees who are late or absent will be issued an event sheet documenting the tardiness or absence. Any employee that is constantly late or absent within an Academic year will have the following actions taken:

* After receiving 2 documentation sheets you will meet with the Director. (Verbal Warning)
* After receiving 2 more documentation sheets you will meet with the Director and a Written Warning will be given.
* After receiving 2 more documentation sheets you will be terminated.

***\*\*\*If you have any questions, please see the Center Director.***

***Thank you for your cooperation!***

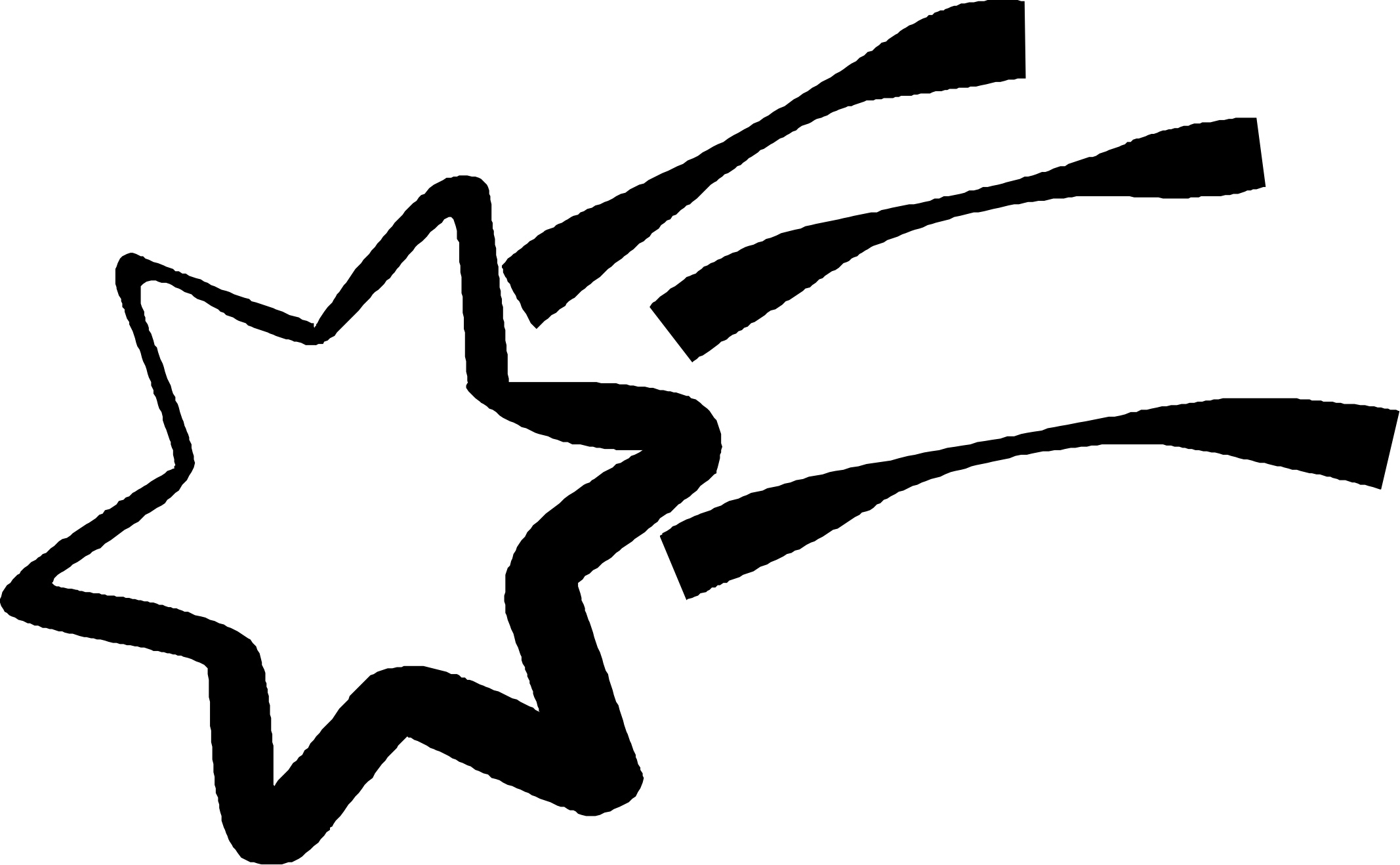
**Center Employee Payment System**

1. **Work Period:**  Center employees will be assigned to work one full school semester, which includes pre-semester preparation/training days and the summer program (mid-August to December: January-May; May-July). The work period is subject to change according to the needs of the college as determined by the NCCC Board of Trustees.
2. **Work Week:**   Center employees shall work up to 30 hours per week, Monday through Friday, at scheduled work hour coordinated and approved by the Center Director at the beginning of each semester.
3. **Pay Bi Weekly:** The College’s current practice of payroll is that salaries and wages of employees shall be paid bi-weekly on Fridays. In the even this day is a holiday or the college institutes a summer hours program, the preceding day shall be the pay day. All part-time employees must have direct deposit.
4. **Pay Rate and Appointment Letters:** 
   1. All part-time employees shall be paid for all time actually worked.
   2. Center employees shall be notified of their pay rate through an appointment letter prior to the official beginning of each semester (except new employees hire during the semester). The appointment letter will list the work year, pay rate, and budgeted number of overall work hours to be for the semester. Since each employee will receive a budgeted number of overall work hours, the Director must ensure that all work hours must be adequately distributed throughout the school year to secure the center’s full operation (staffing, classroom, and financial). Overall work hours for each semester may not be declined nor extended without approval from the Director.
   3. Appointment letters will be written for each semester and will list an authorized total number of hours that may be worked during the appointment period.  No employee is limited to 30 hours in any given week with the approval of the Director only.  The purpose of this is to permit times when one would be required to put in more than 30 hours because of coverage or training needs.
   4. However, as one cannot exceed the total number of hours authorized on the appointment letter, the number of hours worked in a week would have to be reduced sometime during the appointment period to compensate for the “extra” hours worked in a week.
   5. The total number of hours for the appointment period cannot be more than 30 hours times the number of weeks of the appointment period.  (Note: The appointment period should not include the period between semesters so that the average number of hours per week is no more than 30.
   6. In no event is anyone authorized to work more than 40 hours in any given week (Sunday through Saturday)
   7. Compensatory time is not authorized and cannot be “booked” or otherwise kept track of.
   8. Time sheets must reflect actual hours worked.
   9. Once the employee received the appointment letter via mail (home or inner-office), the original and copies must be immediately signed and returned to the Director in order to be officiated to receive pay after two weeks of employment.
5. **Additional Time Accrual:**
6. **All additional time MUST be cleared and approved by the Director BEFOREHAND. If the Director was not notified, it is recognized as VOLUNTEER work hours by the employee and will not be compensated.** *This does not include emergency situations, like understaffing, child illness or injury, lockdown/fire evacuation, or to complete a training session or a mandatory and critical staff meeting.*
7. Compensation shall be for time actually worked beyond 30 hours per week. The Center will extend every effort to distribute additional time opportunities as equitably as possible and will record all additional time worked by each employee.
8. Employees shall receive regular pay rate for additional time worked between the 30th and 35th hour.
9. The Center shall make every effort to pay employees who accrue additional work hours at their current rate of pay on the first upcoming pay date following the payroll period in which they worked the additional hours.  If the Center does not pay on that first pay day, then without fail, the employee shall be paid on the second pay day following the payroll period in which they worked the additional hours.
10. **Advance Notice of Additional Time:**  Where scheduling permits and additional hours are contemplated, employees shall be given at least 2 days notice to make professional and personal accommodations. Unanticipated and mandated time accrual resulting from absent employees or other emergency situations shall not require advance notice.
11. The schedule of “back-up” coverage during critical times which threaten center operations (ie: both PM employees are absent) is an acceptable practice. A back-up person can be elicited and name in advance by the primary designee in the event that he or she has an “emergency” situation precluding them from filling in.
12. **Saturdays:**  Center employees who volunteer to work at weekend center or college events and/or trainings must receive **prior** approval from the Director. All participating employees will receive additional time accrual at regular pay rate in accordance with the procedures listed above. This must also be noted on your time sheet as actual time worked.
13. **“Non-required” training hours are defined as trainings and workshops requested by an employee that is above and beyond the required 15 (new employees) or 30 (returning employees) training hours met across all listed areas by NYS OCFS. These training sessions are not eligible for additional time accrual, but The Center can possibly cover the registration fee at the Director’s discretion.**
14. **“Neglectful” training is defined as the lack of acquiring training hours and/or training requirements needed to maintain employment at the center which results in a** violation of NYS OCFS/NAEYC/CDC requirements. These mandatory training sessions will not be eligible for additional time accrual, but the center will cover the registration fees.  Neglecting training requirements, willful or otherwise, is subject to immediate termination.

***NOTE: Employees who are found delinquent in their training requirements will have initially under gone the following disciplinary process: 1. A verbal warning. 2. A written warning. 3. Suspension without pay until the training can be acquired within the next 2-4 weeks 4. If not, then the employee is immediately terminated.***

**VI. Mileage:**  Employees who are required to travel on College business shall be compensated at the established College mileage rate (driver only)

**Appendices**

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**Appendix A 51**

**Fire Drills, Rules, Procedures**

**Appendix B 53**

**Evacuation Plan and Procedures**

**Appendix C 55**

**Lockdown Plan and Procedures**

**Appendix D 57**

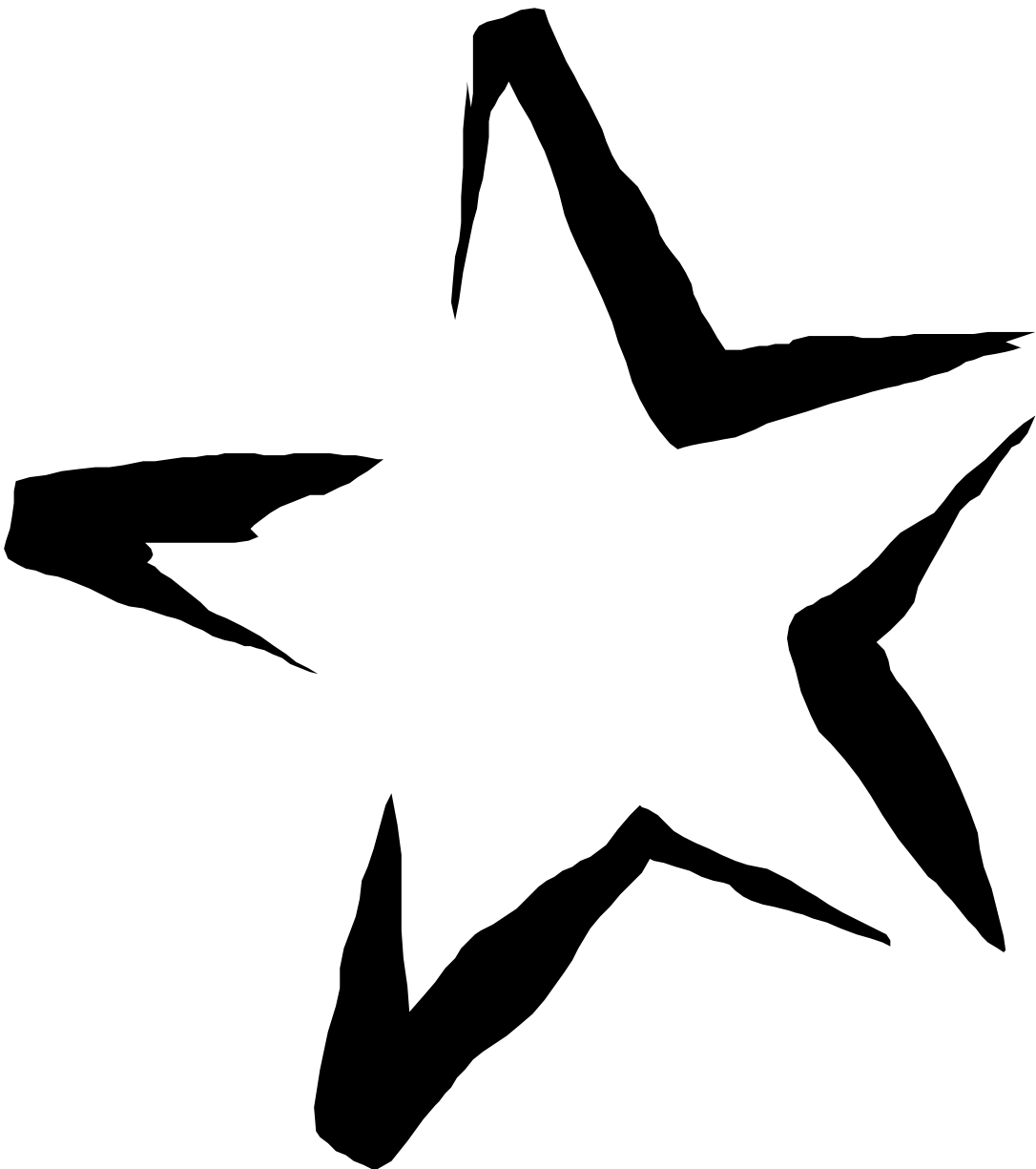
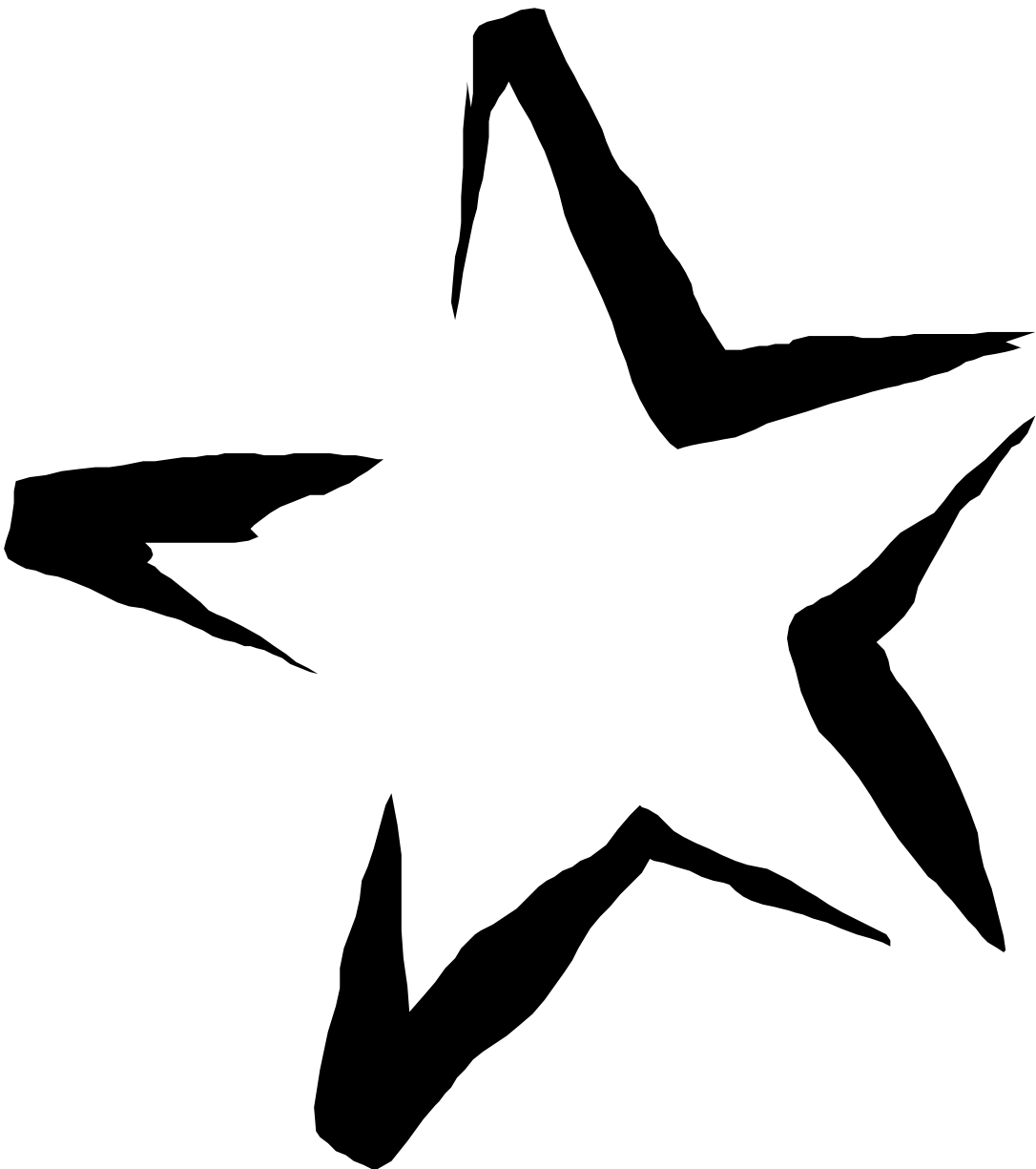
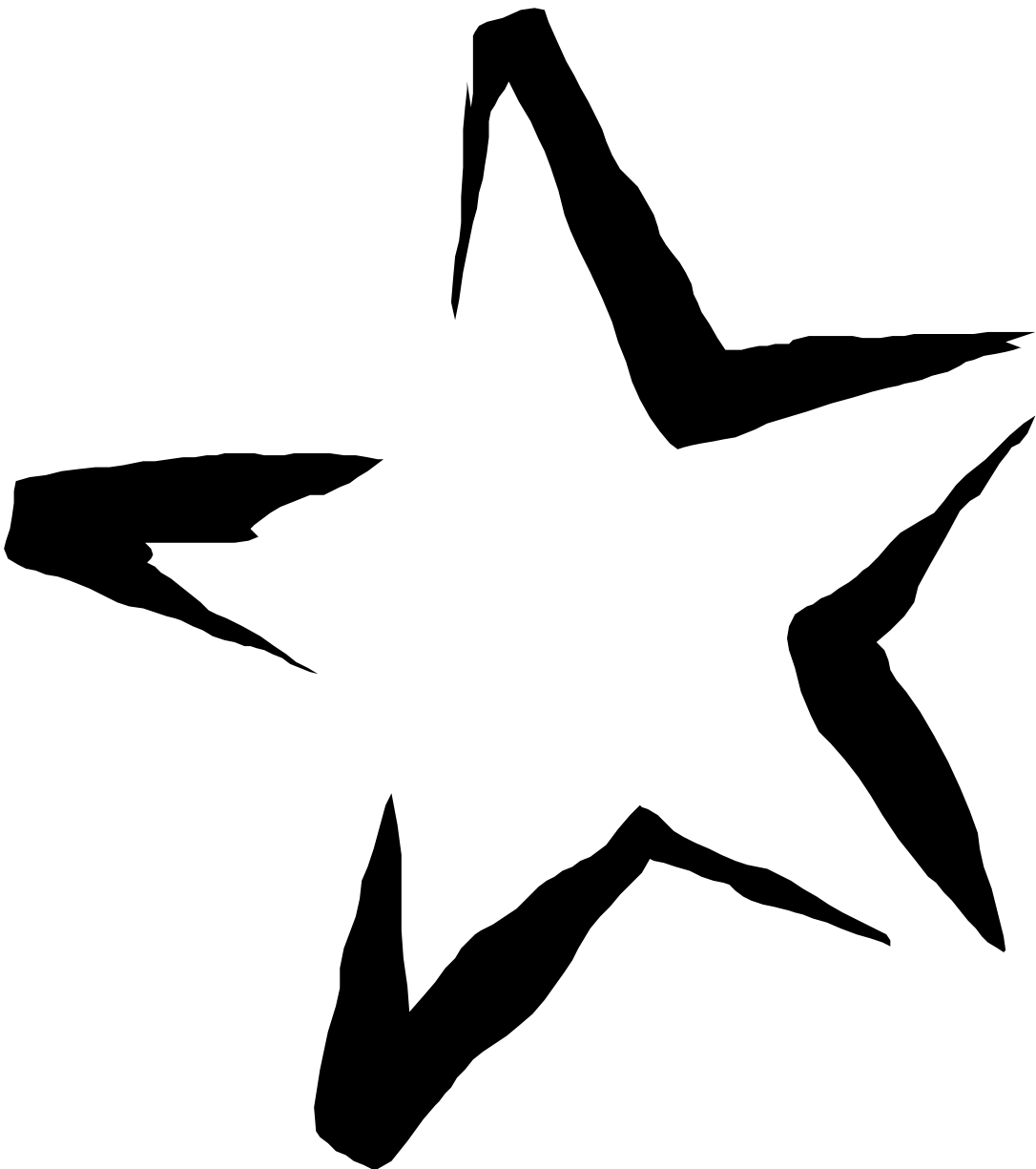
**Policy for Reporting Child Abuse and Neglect**

**Appendix D 59**

**Missing Child Procedures**

**Appendix E 60**

**Bus Children Procedures**



**Appendix A**

# Fire Drill

The Center is required to have a Fire Drill every month. Familiarize yourself with the Center’s Fire Drill plan.

**Fire Drill Schedule: Overall School Year**

**2nd or 4th Weeks of:**

**September**

**November**

**January**

**March**

**1st or 3rd Weeks of:**

**October**

**December**

**February**

**April**

**May**

1. **FIRE ALARM SYSTEM:** THE CDC DIRECTOR WILL USE A SOUNDING DEVICE TO REPRESENT THE BUILDING’S ALARM SYSTEM, IN ORDER TO SUCCESSFULLY CONDUCT FIRE DRILLS.
2. **EXITS USED AND METHOD OF LEAVING THE BUILDING:** THE NCCC-CDC STAFF WILL FOLLOW THE PRIMARY AND SECONDARY EVACUATION ROUTES ONLY.

* **FIRST ADULT:** NEAREST TO THE FIRE DOOR AND STAIRS WILL GO IMMEDIATELY AND OPEN THE DOOR. ***ASSIST AND COUNT*** THE CHILDREN AS THEY EXIT.
* **SECOND ADULT:** ***ASSIST*** IN LINING UP THE CHILDREN AND ***COUNT*** CHILDREN AGAIN. CHILDREN WILL WALK TO THE FIRE EXIT DOOR QUICKLY AND LINE UP IN SINGLE FILE.
* **THIRD ADULT:** CHECK ALL CLASSROOM AREAS FOR CHILDREN BEFORE LEAVING. ***ASSIST AND COUNT*** THE CHILDREN AS THEY EXIT AND/OR ARRIVE AT THE EVACUATION SITE.
* **FOURTH ADULT:** DIRECTOR/TYPIST WILL CHECK ALL AREAS OF THE CENTER FOR CHILDREN, TAKE THE EMERGENCY CONTACT BOOK, AND CLOSE THE CENTER DOORS BEFORE LEAVING.

***\*\*ALL ADULTS MUST CHECK AND COUNT THE CHILDREN***

1. **LOCATION OF FIRE EXTINGUISHERS:** ON WALL IN THE MAIN CORRIDOR AT ENTRANCE & CORNER

**Rules for Fire Drills:**

* 1. **1ST ADULT:**  Teacher/Teacher Assistant nearest classroom fire exit will go immediately and open the door. Then he/she will assist in lining up and counting the children as they exit.
  2. **2nd ADULT:** Teacher/Teacher Assistant will assist in lining up and counting the children. The children will walk quickly to the fire exit and line-up single file.
  3. **3rd ADULT:** Teacher Assistant will check all classroom areas for children and close the door before leaving. *ASSIST AND COUNT* the children as they exit and/or arrive at the evacuation site.
  4. **4th ADULT:** Director/Typist will check ALL areas of the center for children, take the emergency contact book, and close the center doors before leaving.
  5. Teacher and Teacher Assistants will double check and count the children again.

**ALL ADULTS & CHILDREN MUST LEAVE THE BUILDING!**

**Fire Drill Procedures:**

* 1. The Director will conduct a meeting with all center staff to discuss the Fire Safety and Fire Drill Plan before the children enter for the school year.
  2. When drills are held, problems will be noted for improvement. A drill taking longer than 2-3 minutes needs to be improved.
  3. Teachers can help children be more comfortable with fire drills by using books and others materials that can be used during circle time and choice time.
  4. The First Drill should be planned at a time when the children are rested. After that, the children should engage in supportive play materials (fire fighter puzzles, hats, and books). The children will want to talk about fires and fire drills.
  5. Several informal drills should be practiced until a routine is established. Remember children are sensitive to your calmness and confidence in conducting these drills and will feel reassured.
  6. To assure that all children are accounted for, the ROLL BOOK should be taken during the fire drill.
  7. **Remember to alternate exits.**

## Appendix B

## NCCC Child Development Center

**Evacuation Plan:**

The Campus Child Development Center has established the following procedures to follow in case of evacuation. It is expected that all will adhere to the following:

All fire alarms will be treated as potential emergencies with a total and efficient evacuation of the facility as the goal.

Once a fire alarm is sounded, adults in each of the classrooms will stop their activity and direct children through the entire process. The teacher will take the attendance sheet and emergency kits and go immediately to the door to wait to receive the children. The second adult will check all classroom areas, including closets, bathrooms, and in and around secluded areas/corners. During this time, the first adult should be explaining to the children what is happening and what is expected of them. She should also count the children to make sure everyone is accounted for.

When the second adult is finished checking the room, she will take several blankets, and will join the group. They will proceed out the door and down the hall to the exits. Once outside, the adults will immediately take attendance.

Our main route of exit will be to the front of the college (toward Saunders Settlement Road), where we will gather in the gazebo. Parents are notified each semester that we will gather there and have been instructed to meet us there.

If that route is blocked for any reason, we will proceed to the back of the college and will gather at Campus Suites.

The Director will assume responsibility for overseeing implementation of this plan and making a final check of the facility, and closing doors. The Typist or Contact Person will assume this role in the absence of the Director.

The teacher should bring emergency phone numbers for parents and the cell phone so parents (or an alternate person) can be called.

**What to bring on an evacuation:**

* Attendance sheet
* Blankets
* Cell phone
* Emergency numbers

**Evacuation Procedures:**

College Evacuation: Evacuation of Child Development Center

**Purpose:** This action will provide a quick response and to ensure a safe evacuation of the Child DevelopmentCenter children, employees, and visitors in the event of a fire, explosion, bomb threat, or evacuation.

**Procedures:** In all cases of evacuation, the Campus Security Department will receive the initial notification, and ifnecessary, can activate the building alarm system or the Public Address System. Upon hearing thealarm or when notified by Campus Security, employees of the Child Development Center will:

1. **Prepare** all students for weather by dressing them in coats, hats, gloves, and boots, unless conditions do not warrant the extra time needed.

a. Possess a roster containing all student’s names and emergency contact numbers.

b. Each Group shall be provided with a cell phone.

**Toddler 1: 716-345-2292**

**Toddler 2: 716-481-1340**

**Pre-K: 716-481-1295**

2. **Evacuate** the children to a pre-determined area.

a. Main evacuation location – Front of D Building (south side) at the Gazebo.

b. Alternate location – Front of A Building (south side) at the Gazebo.

c. Inclimate weather- Room CA-123 (if available) or College Suites (if the entire college must be evacuated)

3. **Report** to the Campus Security Department (716-225-0282 cell) by the Director of the Child Development Center or designee:

a. State to the officer that all children have been evacuated and conditions if warranted.

b. If a College vehicle is needed to provide shelter, should one be available, one will be provided by a Groundskeeper at the Gazebo area, unless otherwise directed to Campus Security by the Director of the Child Development Center.

c. Inquire whether the evacuation is a drill.

d. Specify location of the Child Development Center during evacuation.

e. If necessary, parents that have not picked up their child will be contacted at the emergency number that has been provided on the roster.

*The Child Development Center Director or designee may periodically call the*

*Campus Security Department cell phone at 716-225-0282 for updates on duration of evacuation.*

**Appendix C**

**Lockdown of the Child Development Center:**

**Purpose:** This action will provide a quick response and to ensure a safe evacuation of the Child DevelopmentCenter children, employees, and visitors in the event of a fire, explosion, bomb threat, or evacuation.

**Procedures:** In all cases of evacuation, the Campus Security Department will receive the initial notification, and ifnecessary, can activate the building alarm system or the Public Address System. Upon hearing thealarm or when notified by Campus Security, employees of the Child Development Center will:

1. **Prepare** all students for weather by dressing them in coats, hats, gloves, and boots, unless conditions do not warrant the extra time needed.

a. Possess a roster containing all student’s names and emergency contact numbers.

b. Each Group shall be provided with a cell phone.

**Toddler 1: 716-345-2292**

**Toddler 2: 716-481-1340**

**Pre-K: 716-481-1295**

2. **Secure** the children respective to the following area:

***A. Office/Kitchen***

-Typist will leave office and lock own door, then go to all classrooms and lock the doors and remain inside.

-Kitchen employees go to Toddler 1 &2 Classrooms, count children, and turn off the lights.

- Check for any adults/children in Therapy Rooms and turn off the lights.

-Move to a corner of the therapy room away from the windows.

-Director will verify classrooms are locked and secure then lock the office door, return to office, and stay by the phone.

-Remain settled in office area until cleared by Police/Security/Director.

-NO ONE enters or leaves the center or classroom during lockdown!!!

***B. Pre-K Classroom*** ***Staff***

-Gather cell phone, first aid items, attendance book, count children, and go into the back of classroom’s bathroom out of door sight.

-Keep children settled and quiet until cleared by Police/Security/Director.

-NO ONE enters or leaves the center or classroom during lockdown!!!

***C. Toddler 1 & 2 Classroom*** ***Staff***

-Gather cell phone, first aid items, attendance book, count children, and move to the back of classroom’s bathroom away and out of sight from the door windows.

-Keep children settled and quiet until cleared by Police/Security/Director.

-NO ONE enters or leaves the center or classroom during lockdown!!!

3. **Report** to the Campus Security Department (716-225-0282 cell) by the Director of the Child Development Center or designee:

a. State to the officer that all children have been in lockdown and conditions if warranted.

b. If a College vehicle is needed to provide shelter, should one be available, one will be provided by the college, unless otherwise directed to Campus Security by the Director of the Child Development Center.

c. Inquire whether the lockdown is a drill.

d. Specify location of the Child Development Center during lockdown.

e. If necessary, parents that have not picked up their child will be contacted at the emergency number that has been provided on the roster.

*The Child Development Center Director or designee may periodically call the*

*Campus Security Department cell phone at 716-225-0282 for updates on duration of evacuation.*

**Appendix D**

# Policy For Reporting Child Abuse & Neglect:

In accordance with the provision of Section 432 of the New York State Social Services Law, the staff and director of child-care centers are mandated to report to the New York State Child Abuse and Maltreatment Register (CAMR) whenever there is reasonable cause to suspect that a child has been abused or maltreated. This shall be done in the following manner:

* Center staff shall report such information to the Director of the Center
* The Director is then responsible for making or causing a report to be made to the CAMR immediately by telephone (1-800-635-1522) and within 48 hours by writing a report to the appropriate department of social services in the county in which the child resides.

The specific procedures to be followed at the NCCC Child Development Center are:

* If a staff member has reason to suspect or is accused of child abuse or maltreatment, notify the Director immediately.
* If signs of physical abuse are present, the child will be taken to the NCCC nurse to note physical evidence.
* Teachers should keep dated and accurate records of any ongoing concerns.
* Depending on the circumstances, the Director may request a conference with the parent, indicating our concerns. The parent may be referred to an outside agency for counseling. This action will not supplant a report being made to the CAMR.
* If, in the opinion of the teacher or Director, the child is at risk, an official report will be made. It will be at the discretion of the Director to determine if the parent should be notified first. The Social Science Division Chair will be notified *before a* report is made.
* If for any reason, a report is not made, teachers and aides are reminded of their right/responsibility to make a report on their own.
* If a report is required, the Director will call the hotline within 24 hours.
* Within 48 hours, the Director will file a report with the local child protection agency.
* A professional attitude of confidentiality will be maintained by all staff in any discussion of the incident. Under no circumstances will there be any discussion of the family or facts prompting the concern beyond what are required by teacher and Director to ascertain the necessity of making a formal report.
* If required, involved staff members may be called upon to report their observations to outside agencies and officials.
* Staff who report suspicions or is suspected of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

**Missing Child Procedures**

***If on a field trip, a child is discovered missing, the following procedures will be followed:***

* All employees will **gather** the children and any attending family members together and question them about the missing child (get information and description of the child to share with authorities)
* One of the adults will **call** the authorized person at the site for assistance
* The Director, Administrative Assistant, or Classroom Teacher will use a phone to **call** police immediately (report information and description of the child to share with authorities)
* The Director, Administrative Assistant, or Classroom Teacher will **call** the center to notify them of the occurrence
* The administrative staff will immediately join in the search process
* The parent or guardian will be contacted immediately by the Director, Administrative Assistant, or Classroom Teacher
* Director and first witness will report this incident to OCFS

***To avoid losing a child at any time, please follow the following process:***

* All classrooms must keep attendance sheets current and accurate
* Maintain an ongoing count of children throughout the day, especially for each transition
* Immediately after counting, cross reference your number with all members of the classroom team
* No child is to be left alone or unattended at anytime
* Staff must be stationed within **sight and sound** of the children at all times
* On field trips, adults must be within **sight, sound, and physical contact** of the children at all times

***If a child is lost:***

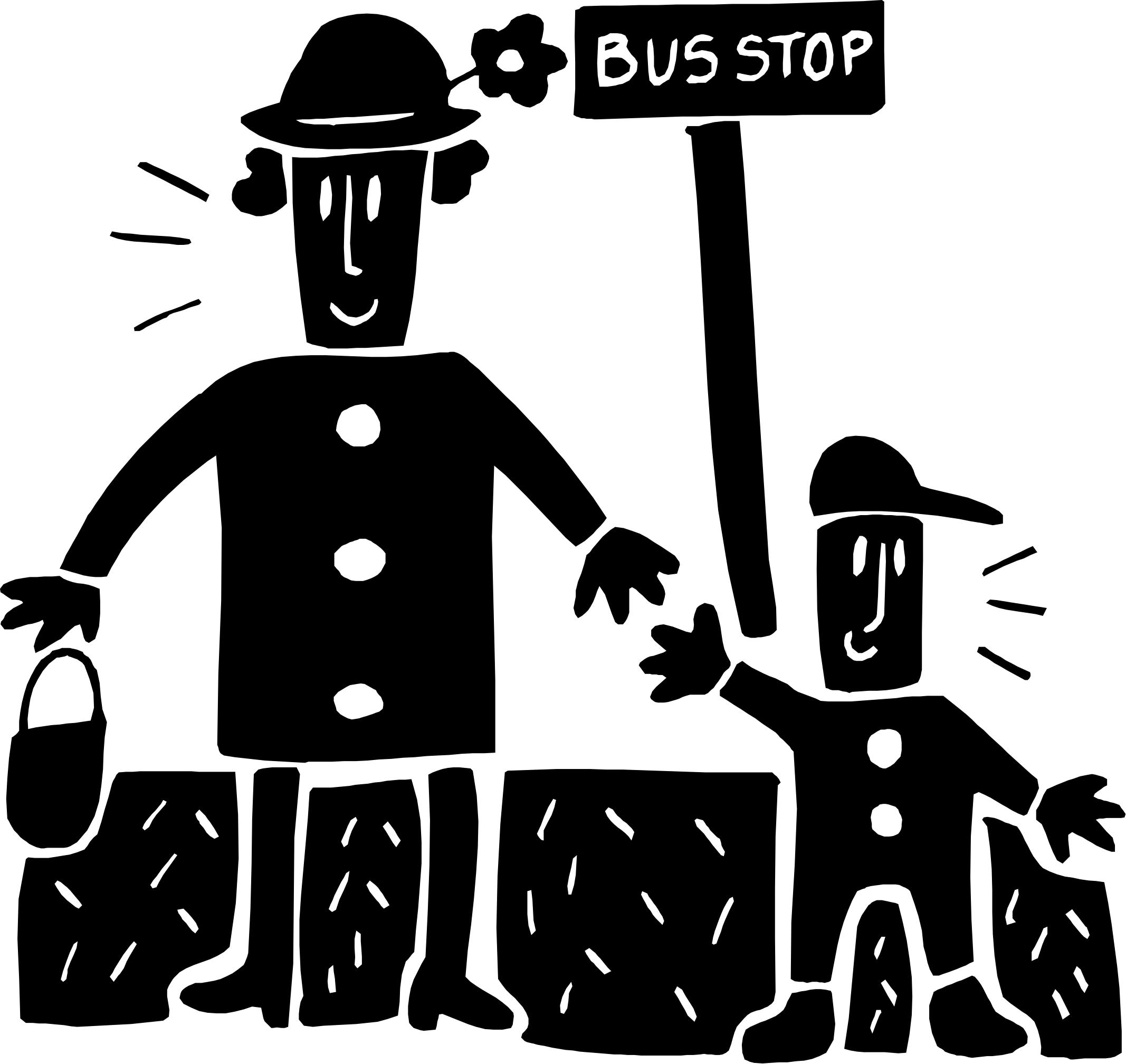
* + The first witness will contact the Classroom Teacher, Administrative Assistant, and/or Center Director to assist in recovery immediately
  + All available employees will search all adjacent areas and question children and other staff
  + The Director or Contact Person will notify NCCC Security
  + Director will notify parents
  + Director and first witness will report this incident to OCFS immediately.

**Bus Children**

**All** children who arrive to school on the bus will undergo the following procedure:

1. A parent must meet with the Center Director no more than one week in advance of the first day of school or start day at the co-programmed agency, to inform us about your child’s transportation needs and possible schedule.

2. The child’s bus stop and arrival and/or departure schedule must be arranged and confirmed between the co-programmed school, the bus company, the parent, and the Center Director.



3. Once a bussing schedule has been solidified the Center Director will inform the classroom teacher, so that the child is added to the classroom’s list of bus children and the classroom team can designate who will handle arrival or departure of the child at the bus stop per day or week.

4. Before a child departs from school or arrives to the classroom, the teacher must sign the bus log, which includes listed the child’s initials, the teacher’s initials, and the time of arrival/departure.

⇒ **Arrival:** The guiding teacher/teacher assistant must greet the child upon arrival and walk him/her into the center, sign the daily bus log, and then enter the classroom together and immediately complete daily attendance and wellness check. All classroom staff must assist the child with being welcomed and invited to participate in current activities happening in the classroom.

⇒ **Departure:** The guiding teacher/teacher assistant will assist the child with transitioning away from the classroom (5 minute warning, cleaning-up, toileting/hand-washing, putting on coat/bag, saying good-bye/goodbye song, and leaving). The guiding teacher will sign the child out in the classroom attendance sheet and the bus log, proceed to the bus stop with the child, wait for the arrival of the bus in a safe, dry, warm area, and assist the child with boarding.

5. If a bus child does arrive at the center at the designated time, the teacher or office staff will call the co-programming school, bus station, and/or parent to **verify** the safety and location of the child.

 \*If you have a child who is physically disabled who requires additional individualized travel arrangements, please see the Center Director to devise a plan.

**ANYWAY...**

People are often unreasonable,

Illogical, and self-centered;

Forgive them anyway.

If you are kind,

People may accuse you

Of selfish, ulterior motives;

Be kind anyway.

If you are successful,

You will find some false friends

And some true enemies;

Succeed anyway.

People may cheat you;

Be honest and frank anyway.

What you spend years building,

Someone could destroy overnight,

Build anyway.

If you find serenity and happiness,

They may be jealous;

Be happy anyway.

The good you do today,

People will often forget tomorrow;

Do good anyway.

Give the world the best you have,

And it may never be enough;

Give the world the best you've got anyway.

You see, in the final analysis

It is between you and God;

It's never been between you and them anyway.

-Anonymous Author

## JOB DESCRIPTION – DIRECTOR

The **Director** supervises the overall and day-to-day operation of the NCCC Child Development Center as a licensed day care facility in full accordance with the NYS Office of Child and Family Services and the National Association for the Education of Young Children. He or she is responsible for the entire day care facility, its’ budgets, services, operations, and staffing. The Director is also the chief representative and liaison between the Center, outside college staff, and other key public groups. The Director provides training, technical assistance, facilitation, and ongoing support to all center staff and is the primary advocate of the children and families.

Minimum Qualifications: Bachelor’s Degree in Early Childhood, Elementary Education (N-6), Human Services or a related field; four years’ experience working with young children in a child-care center; four years’ experience of administration **OR** supervision of child-care operations and staff.

Desirable Qualifications: Master’s in Elementary Education, Early Childhood, or a related field; four years’ experience working with young children in a child-care center; four years of administration **AND** supervision experience of child care operations and staff.

**Responsibilities will include, but will not be limited to:**

* Reports to VP Student Services and assumes all associated administrative tasks
* Develop goals and objectives in relation to the Center’s philosophy, placing emphasis on the needs of children and parents.
* Work with staff to plan a curriculum to meet the objectives of the Center.
* Establish policies for Center operation.
* Draw up procedures for implementation of policies.
* Prepare and maintain a manual for staff members.
* Work with licensing agents and assessors to meet applicable regulations and standards.
* Comply with all local, state, and federal laws relating to the Center’s operation.
* Is included in long-range fiscal planning and in operating budget preparation, reconciliation, and review with VP Student Services, Grants Director, and Business Services Accountant.
* Establish and operate within a workable budget.
* Keep accurate financial records.
* Oversee the collection of tuition.
* Write proposals and seek other funds for operation of the Center. (Including SUNY Child Care Grant and SUNY Block Grant)
* Oversee CACFP (Food Program), planning nutritious meals, maintaining records, submitting necessary reports, etc.
* Maintain suitable physical facilities for the Center’s program.
* Order and maintain equipment.
* Publicize the Center.
* Recruit, enroll, and orient children and families.
* Employ appropriate staff.
* Evaluate the program and the staff.
* Develop an effective communication system among staff members through regular staff meetings, conferences, written memos and informal conversations.
* Provide in-service training for staff. Document hours of training.
* Fill roles of other staff members in an emergency.
* Explain the Center’s program to the college community.
* Participate in professional organizations.
* Continue professional development through reading and attending pertinent courses, workshops, conferences and lectures.
* Receives annual evaluation of job performance from the Vice President of Students Services.

**JOB DESCRIPTION – CHILD CARE TYPIST**

**ESPA: Typist**

The **Child Care Typist** is responsible for the day to day clerical operations of the office. This person must provide key support to the Director and can be delegated to give additional support to teachers, parents, college staff, and other public groups who have a relationship with the Center.

**Work Hours: Monday-Friday minimum 24 hour work week.**

***Primary responsibilities include but are not limited to the following:***

**Customer Service**: ***(ESPA# 11, 14*)**

* Assist parents in various aspects of their child’s experience at the Center
* Provide resources and referral for the parent’s college experience
* Provide information, and establish positive relationships
* Conduct parent tours and enrollment
* Maintain a neat and organized office area
* Update office bulletin board once per month
* Maintain friendly, welcoming, professional attitude and appropriate office and phone decorum

.

**Administrative: *(ESPA# 1, 2, 9, 11, 12, 14, 18)***

* Assist Director in daily and key operational functions such as recruitment, enrollment, registration, policy evaluation, and budget maintenance and recording via distributing, processing, and filing forms.
* Participate in the development and implementation of certain policies and procedures listed in the Pathways Handbook, Employee Handbook, and the CDC Strategic Plan
* Assist in providing emergency coverage of children or other center operations when delegated by the Director
* Assist in orientation of new staff and families
* Must attend 30 hours of professional development across all required areas listed by the NYS Office of Child and Family Services (OCFS) **AND**
* Must attend professional development sessions directly relating to the position that total at least 8 training hours per year.
* Must immediately implement new knowledge and skills gained through professional development within position (center/office duties, customer service, filing/recording, accounts)
* Must participate in and follow through on the employee professional development plan, self-assessment, staff survey, and evaluation.

**Financial *(ESPA# 1, 2, 4, 5, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18)***

* Post, collect and record tuition payments
* Coordinate all tuition payments with parents and Cashiers office
* Reconcile and deliver parent payments by 1p.m. everyday
* Calculate, type, and mail tax letters for parents
* Maintain all private and grant payment arrangements
* Distribute SUNY Block Grant applications and monthly billing to parents
* Organize, sort, and file CACFP forms, correspondences, receipts, and financial reports
* Maintain and submit reports for VESID or any other financial child care assistance agency.

**Organizational/Support *(ESPA# 1, 2, 3, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18)***

* Receive and process parent/child registration and enrollment packets each semester
* Maintain child informational folders (non-education)
* Enter and maintain all family data in Procare database
* Prepare and maintain class lists via Procare and monthly attendance forms
* Maintain waiting list
* Organize, sort, and file all CACFP mail and forms (lunch receipts, family data/entry, and reimbursement forms)
* Prepare immunization report for the NYS Health Department
* Prepare center forms as needed
* Responsible for implementing the complete registration process
* Coordinates the center’s final exam week attendance rosters
* Collects, reviews and delivers all employee timesheets
* Type and file letters, forms etc
* Assists in ordering and maintaining general office and classroom supplies
* Maintain all forms, letters, and applications (copy, type, order)
* Handle general phone and email communications
* Collect and distribute mail daily
* Must participate in NAEYC self-study and accreditation process and OCFS relicensing procedures as determined by the Director

**JOB DESCRIPTION – CLASSROOM TEACHER**

The person selected for this position must be professionally prepared as a teacher of young children, especially in the field of early childhood education or development. This person must be a sensitive and mature individual who is able to relate well to both children and adults.

Minimum Qualifications: Child Development Associate or two-year degree in Early Childhood Education, Child Development, or related field. One-year experience working with young children in a group setting.

Desirable Qualifications: B.S. in Education, NYS Certification

**Responsibilities will include, but will not be limited to the following:**

* Planning, supervising, and implementing the program for the class in accordance with the policies and philosophy of the Center.
* Utilize at least one hour of provided planning time daily to prepare learning resources, environment, and assessments
* Gearing the program to the needs of the individual child with concern for his interests, handicaps, special talents, and individual style and pace of learning.
* Being responsible for the ordered arrangement appearance, decor, and learning environment of the classroom.
* Assuming an equal share of the joint housekeeping responsibilities of the staff.
* Participating in recommended training programs, conferences, and other aspects of professional growth.
* Implementing methods of effectively utilizing the services of classroom assistants, students, therapists, and other professionals across the disciplines to enhance the children’s learning experiences
* Attendance at and participation in planning parent events, like orientation and family activity days
* Keeping parents informed of classroom activities and children’s progress.
* Recording observations and building assessments daily to maintain an ongoing education file on each child.
* Conducting parent conferences each semester.
* Being aware of and noting developmental delays and informing Director of needed referrals.
* Keeping Director aware of all potential problems with children, parents and the program in general.
* Keeping Director aware of needed supplies and equipment.
* Keeping careful and accurate attendance and CACFP records
* Accept recommendations shared by Director and immediately follow-through
* Must participate in and follow through on the employee professional development plan, self-assessment, staff survey, and evaluation
* Receive 30 hours of training every two years on NYS OCFS Training/Professional Development Topics
* Must exhibit, demonstrate, and maintain a positive attitude, teamwork, and a love for children and families, and a desire for professional development and growth in the field of early childhood education
* Must comply with all employee conduct and standards of NCCC, OCFS, and NAEYC.

JOB DESCRIPTION – TEACHER ASSISTANT

**Qualifications:**

The person selected for this position must be at least 18 years of age. It is preferred that this person has some college courses in early childhood education/development or considerable experience working with young children and at least 1 year of experience working in an early childhood classroom. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and staff, and be willing to fulfill responsibilities in accordance with the Center’s educational philosophy.

Responsibilities will include, but will not be limited to the following:

* Opening/closing the Center and receiving/dismissing children and parents.
* Supervising children until teaching staff arrives.
* Assisting in implementing the daily program under the direction of the teacher.
* Assisting in planning and preparing the learning environment, setting up interest centers, and preparing needed materials and supplies.
* Assist classroom teacher with maintaining at least one hour of provided planning time daily to prepare learning resources, environment, and assessments
* Assist with methods of effectively utilizing the services of classroom assistants, students, therapists, and other professionals across the disciplines to enhance the children’s learning experiences
* Supervising the classroom when the teacher is out of the room.
* Helping with the general housekeeping tasks.
* Assisting the teacher in any other appropriate ways.
* Maintaining professional attitudes.
* Treating all children with dignity and respect.
* Attending all staff meetings and recommended training programs and conferences.
* Assisting teacher in observing and recording anecdotes about children.
* Helping teacher to maintain accurate records of the children’s arrival and departure.
* Keeping track of needed supplies and/or equipment.
* Helping to serve lunch and snack.
* Assisting children in preparing for and settling down for naps.
* Assisting children who need help in diapering and toileting.
* Must participate in and follow through on the employee professional development plan, self-assessment, staff survey, and evaluation
* Receive 30 hours of training every two years on NYS OCFS Training/Professional Development Topics
* Must exhibit, demonstrate, and maintain a positive attitude, teamwork, and a love for children and families and a desire for professional growth and development in the field of early childhood education
* Must comply with all employee conduct and standards of NCCC, OCFS, and NAEYC

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**JOB DESCRIPTION – NUTRITION AND ENVIRONMENT AID**

The person selected for this position must be at least 18 years of age. It is preferred that this person has some college courses in early childhood education/development or considerable experience working with young children and at least 1 year of experience working in an early childhood classroom. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and staff, and be willing to fulfill responsibilities in accordance with the Center’s educational philosophy, the Department of Health, and Child and Adult Care Food Program (CACFP).

The Nutrition and Environment Aid is responsible for the planning, set-up, and activity of the kitchen and classroom eating areas, children’s meals, Child and Adult Care Food Program (CACFP) documentation and reporting, and addressing any associated issues requiring immediate attention. The Aid will work in conjunction with the Lead Teachers, the Director’s Assistant, and the Director. He/she will also work closely with the NCCC Food Service Association. The employee is under the supervision of the Director of the Child Development Center.

Classification: Part-Time Monday-Friday

Responsibilities will include, but will not be limited to the following:

* Assist in planning the Fall, Winter, And Spring menu rotation
* Write, inventory, and report all food orders
* Maintain clean, safe, and attractive storage of all food and environment supplies
* Must strictly adhere to all State Department of Heath and Office of Children and Family Services (OCFS) guidelines of storing and serving foods, and caring for the immediate areas of the center where nutrition and hygiene is used
* Date incoming food items to help rotate, stock properly. Placing oldest food in front will help insure these foods are used on a first in first out basis.
* Assure that all expired foods are disposed of.
* All fruits and vegetables should be thoroughly washed prior to serving.
* Log temperatures of lunch meals that arrive at the center daily
* Prepare AM and PM snacks and lunch for the children
* Assist children in table-setting and family style eating (passing and serving) during all meals
* Address immediate care issues in the center daily:

1. Washing dishes after meals and snacks
2. Clean and disinfect the tables and floors in the kitchen, classroom, and bathroom after lunch
3. Store away dishes and food daily
4. Ensure that menu items are prepared at least 1 day ahead of time
5. Empty, clean, and disinfect the garbage cans and classrooms after lunch
6. Follow items 1-5 according to CACFP, Department of Health/, OCFS standards and regulations

* Receive 30 hours of training every two years on: CACFP practices, reporting, and documentation; Early Childhood Education; Pediatric Nutrition Education; Health and Safety; and Professional Development
* Assist the Director’s Assistant in preparing all CACFP reporting and documentation
* Maintain open lines of communication with the Food Service Association regarding food orders, kitchen supplies, paperwork, deliveries, and meal counts
* Must exhibit, demonstrate, and maintain a positive attitude, teamwork, and a love for children and families and a desire for professional growth and development in the field of early childhood education
* Must comply with all employee conduct and standards of NCCC, OCFS, and NAEYC.
* Must participate in and follow through on the employee professional development plan, self-assessment, staff survey, and evaluation

**JOB DESCRIPTION- FAMILY SERVICES COORDINATOR**

**The *Family Services Coordinator* is responsible for intake, processing, program facilitation, ongoing communication, outreach, and exit of participating families within (not limited to) the NCCC CCAMPIS Village Grant.**

Minimum Qualifications: As determined by the Independent Contractor

Desired Qualifications: The perspective employee must have an Associate’s Degree or better in Early Childhood Education, Humanities, Child and/or Family Counseling AND at least 2 years work experience in a licensed child care center or child and family services center. He or she must also have training and technical assistance in early childhood curriculum and child development, leadership, child/family/community relationships and services, and/or social, economic, and cultural competence. Effective communication skills, typing, documenting, filing and recording skills are also necessary. Additional experience in community event organizing and execution is preferred.

Classification: Part-Time/up to 18 hours per week/Monday-Friday/ September1- August 31

OR Set by agency and center

Renumeration: $18.25 per hour; 100% FTE to CCAMPIS Program OR Set by agency and center

-The duties of the CCAMPIS Family Support Coordinator will include the following:

-Maintain a network of family, community, and professional services and resources for CCAMPIS Caregivers

-Provide support to assist parents in their understanding of their role as their child’s first teacher and secure base

-Receive periodic professional development to enhance teaching strategies, curriculum, and child development, diversity, family/society dynamics, health and safety, leadership, and teamwork

-Communicate regularly with caregivers via newsletters, daily notes, and family conferences

-Observe, assess, and create individualized plans to foster the strengths and needs each child and family

-Assist with outreach/recruitment efforts to identify and enroll eligible families into the program and increase awareness and access to the overall college and the Child Development Center

-Maintain all information and documentation in a confidential and professional manner

-Adhere to child and family confidentiality

-Maintain NAEYC standards, Creative Curriculum guidelines, NYS OCFS regulations, and NCCC Child Development Center Staff Policy and Procedures.

-Successfully carry out daily tasks under guidance of overall Program Director

-Accept recommendations shared by Director and immediately follow-through

-Must participate in and follow through on the employee professional development plan, self-assessment, NAEYC Staff Survey, and evaluation

-Must exhibit, demonstrate, and maintain a positive attitude, teamwork, and a love for children and families, and a desire for professional development and growth in the field of early childhood education

-Must comply with all employee conduct and standards of NCCC, OCFS, and NAEYC.

JOB DESCRIPTION – CLASSROOM VOLUNTEER OR WORK STUDY EMPLOYEE

Qualifications:

The person selected for this position must be at least 18 years of age. It is preferred that this person has some college courses in early childhood education/development or considerable experience working with young children. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and staff, and be willing to fulfill responsibilities in accordance with the Center’s educational philosophy.

Responsibilities will include, but will not be limited to the following:

Welcoming children and parents.

Assisting in implementing the daily program under the direction of the teacher.

Assisting in planning and preparing the learning environment, setting up interest centers, and preparing needed materials and supplies.

Helping with the general housekeeping tasks.

Assisting the teacher and teacher assistant in any other appropriate ways.

Maintaining professional attitudes.

Treating all children with dignity and respect.

Attending recommended training programs and conferences.

Sharing observations of the children with the teacher.

Helping teacher to maintain accurate count of the children’s attendance throughout the day (arrival, duration, and departure).

Keeping track of supplies and/or equipment depleted or in need of repair.

Helping to serve lunch and snack.

Assisting children in preparing for and settling down for naps.

Assisting children who need help in toileting.

Must exhibit, demonstrate, and maintain a positive attitude, teamwork, and a love for children and families and a desire for professional growth and development in the field of early childhood education

Must comply with all employee conduct and standards of NCCC, OCFS, and NAEYC.

JOB DESCRIPTION – CONTACT PERSON

Qualifications:

The person selected for this position must be at least 19 years of age. It is preferred that this person has some college courses in early childhood education/development or considerable experience working with young children. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children and staff, and be willing to fulfill responsibilities in accordance with the Center’s educational philosophy. This job is only to be performed in the absence of the Director **and** Administrative Assistant. However, a classroom contact person is also designated for the daily PM Session due to the scheduled work hours of the Classroom Teachers.

**Responsibilities will include, but will not be limited to the following:**

* **Responsible for opening and/or closing the center (Unlock all classrooms, turn lights on wherever needed, turn on computer (AM)/ lock all exit doors/turn lights off, shut down computer (PM)**
* **Check to make sure that all exit doors are unlocked that would be used in the case of fire**
* **Know who has the keys to the center**
* **Answer the telephone and record messages**
* **Refer all business transactions to the next day that the Director or Administrative Clerk returns (Money, parental documents, orders, correspondences, etc.) unless previously authorized**
* **Report any problems to the Director, Administrative Assistant upon return**
* **Report any problems to Security, Maintenance, and the VP Student Services (if necessary). All urgent problems should be reported immediately, i.e. accidents (911), exit lights, break-ins, stolen equipment, and broken fixtures**
* **Deliver time sheets to the Payroll Office**
* **Pick-up checks at the Information Desk in A –Building**
* **Retrieve mail from the Child Development Center box**
* **Facilitate emergency procedures when deemed necessary (Fire, bomb threat, power outages, etc.)**
* **Assist staff in Child Abuse Procedure, if necessary to report**
* **Access center files in case of emergency**
* **Maintain visitor log, welcome visitors, and assume responsibility for addressing the visitor’s needs and questions**
* **Maintain classroom daily routine and activities under the consultation and guidance of the Classroom Teacher**
* **In the absence of the Contact Person, the Teacher Assistants will assume the responsibilities listed above.**

**P.A.T.H.ways Family & Community Relief List**

*Here is a list of places to go for help with problems you or your family may be experiencing. For help with problems not included on this list, contact the following number:*

*Niagara County Community Action Program………..285-9681*

**Alcohol/Drug Issues**

• Alcoholics Anonymous Central office………. 853-0388

• AL-ANON………………………………………..434-9355

• Alcoholism Council in Niagara County………282-1228

• Horizon Health Services………………………283-3000

• Niagara County Drug Task Force……………439-7802

• Niagara County Drug Abuse Program………278-8110

**Children and Youth**

• Big Brother/Big Sisters – Lockport office…….434-1855

• Big Brothers/Big Sisters – N.F. office…………285-6680

• Center for Young Parents………………………434-7782

• Niagara County Youth Bureau…………………278-6886

• Child Health Plus………………………………1-800-698-4543

• Runaway Program of Niagara………………….285-7158

• YMCA –Lockport………………………………….434-8887

• YMCA –Niagara Falls……………………………285-8491

• YWCA –Lockport…………………………………433-6716

• YWCA –North Tonawanda………………………692-5643

**Counseling Services**

• Beeman Child Guidance Center…………………282-2319

• Bridges Youth Service……………………………..278-4359

• Center for Family Therapy…………………………434-7430

• Center for Young Parents………………………….434-7782

• Community Mental Health…………………………278-4541

• Crossroads Counseling……………………………433-4441

* Niagara County Adult Mental Health Clinic………439-7400

**Domestic Violence Victim Advocacy and Shelters:**

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| --- | --- | --- |
| [Catholic Charities Family Services - Lockport](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=361) | Lockport | 433-0246 |
| [Catholic Charities - North Tonawanda](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=136) | North Tonawanda | 692-1440 |
| [Catholic Charities Family Services- Niagara Falls](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=175) | Niagara Falls | 282-2351 |
| [Community Missions of Niagara Frontier, Inc.](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=160) | Niagara Falls | 285-3403 |
| [Community Missions of Niagara Frontier, Inc.](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=373) | Niagara Falls | 285-3403 |
| [Copin House](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=3) | Niagara Falls | 283-5622 |
| [Counseling Services](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=519) | Lockport | 433-4440 |
| [Crisis Hotline](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=274) | Niagara Falls | 285-3515 |
| [Family & Children’s Service of Niagara, Inc. - Lockport](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=236) | Lockport | 433-6019 |
| [Niagara County Domestic Intervention Program](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=30) | Lockport | 438-3301 |
| [Niagara County Sheriff’s Dept. Victim Assistance Unit](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=159) | Lockport | 438-3393 |
| [Protective Services for Adults - Niagara County Department of Social Services](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=88) | Niagara Falls | 278-8621 |
| [Rape Crisis Services](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=335) | Niagara Falls | 278-1940 |
| [YWCA of Lockport, Domestic Violence Hotline](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=212) | Lockport | 433-6714 |
| [YWCA of the Tonawanda’s, Inc.-Human Service](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=15-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=111) | North Tonawanda | 692-5580 |

**Education & Recreation:**

• BOCES GED Programs – Lockport………………………….433-2205

• BOCES GED Programs – Sanborn………………………….731-4176

• Family Resource Building…………………………………….285-5374

**Emergency Services:**

• Adult Protective Services……………………………………439-7707

• Ambulance Service…………………………………………………...911

• Child Protective Services…………………………………….278-8650

• Elder Abuse……………………………………………………278-8621

• Fire…………………………………………………………………….911

• Niagara County Sheriff………………………………………..438-3393

• NYS Police……………………………………………………..343-2200

• Police – Lockport………………………………………………433-7700

• Police – Niagara Falls…………………………………………286-4711

• Police – North Tonawanda……………………………………692-4111

• Red Cross – Lockport………………………………………….434-8876

• Red Cross – Niagara Falls……………………………………285-6938

• Red Cross – North Tonawanda………………………………693-3900

**Employment/Training:**

• Community Vocational Rehabilitation………………………285-5761

• Everywoman Opportunity Center……………………………282-8472

• Job Corps………………………………………………1-800-276-3733

• Niagara Co. Employment & Training – N.F. ……………….278-8140

• Niagara Co. Empt. & Trng. – Lockport………………………439-7500

• NYS Dept. of Labor – Lockport………………………………433-6766

• NYS Dept. of Labor – Niagara Falls………………..………278-8258

• NYS Dept. of Labor – North Tonawanda…………………..695-3730

**Energy Assistance:**

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| --- | --- | --- |
| [**Care & Share Energy Fund**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4868) | **Lockport** | **(716) 434-8876** |
| [**Care & Share Energy Program**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4867) | **Niagara Falls** | **(716) 731-4030** |
| [**HEAP**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4864) | **Lockport** | **(716) 439-7744** |
| [**HEAP**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4865) | **Niagara Falls** | **(716) 278-8645** |
| [**Neighbor 4 Neighbor**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4869) | **Niagara Falls** | **(716) 283-7697** |
| [**Niagara Co. Office for the Aging**](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=3283-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4866) | **Lockport** | **(716) 438-4020** |

**Food Banks/Providers:**

• My Brother’s Keeper…………………………………………439-9638

• Niagara Falls Soup Kitchen…………………………………282-8683

• Community Missions – Kitchen……………………………..285-3403

• Christian Food Pantry (Wilson/Ransomville)……………..751-9717

• Meals on Wheels – Lockport………………………………..433-6811

• Meals on Wheels – Niagara Falls……………………………282-3468

Meals on Wheels – North Tonawanda………………………693-1663

• Newfane Food Pantry…………………………………………778-9822

• Salvation Army – Lockport……………………………………434-1276

• Salvation Army – Niagara Falls………………………………283-7697

• Salvation Army – North Tonawanda…………………………692-8800

**Health Issues:**

• AIDS Testing – Niagara Co. Health Dept……………………439-7430

• AIDS Testing – Health Care Center…………………..……..433-4427

• Dental Society………………………………………………… 876-2115

• Health Association of Niagara County (HANCI)……………433-2664

• HANCI – Niagara Falls………………………………………...285-8224

• HANCI – North Tonawanda…………………………………..692-4855

• Mental Health Association…………………………..………..433-3780

• Niagara County Health Dept………………………………….439-7430

• Niagara Hospice………………………………………………..439-4417

• Planned Parenthood of Niagara County…………………….433-4464

• Poison Control………………………………………….1-800-888-7655

• Tuscarora Health Center……………………………………...297-0310

**Hotlines/Crisis Services:**

• Child Abuse Hotline……………………………………1-800-342-3720

• Crisis Hotline……………………………………………………285-3515

• Crisis/Suicide Hotline………………………………………….285-3515

• Domestic Violence Hotline…………………………….1-800-942-6906

• Food Stamp Hotline……………………………………1-800-342-3009

• Rape Crisis Hotline…………………………………………….285-3518

**Senior Citizens:**

• The Dale Association………………………………………….433-4440

• Council on Aging……………………………………………….433-2664

• Home Delivered Meals………………………………………...439-7841

• Medicare & Medicaid Claims………………………….1-800-252-6550

• Mount View Health Facility……………………………………438-3000

• Office for the Aging…………………………………………….439-7830

**Subsidized Housing:**

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| --- | --- | --- |
| [Center City Neighborhood Development Corp.](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=105) | Niagara Falls | 282-3738 |
| [City of Lockport Housing Assistance Payment Program](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=234) |  | 434-0001 |
| [City of Lockport Housing Authority - Autumn Gardens](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=454) | Lockport | 625-8272 |
| [City of Lockport Housing Authority - Nixon Resource Building](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=359) | Lockport | 434-0001 |
| [City of Lockport Housing Authority - The Spires](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=431) | Lockport | 625-8272 |
| [City of Lockport Housing Authority - Willow Gardens](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=464) | Lockport | 625-8272 |
| [City of N. Tonawanda Comm. Development Office](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=214) | North Tonawanda | 695-8580 |
| [City of Niagara Falls Dept. of Comm. Development](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=147) | Niagara Falls | 286-8800 |
|  |  |  |
| [City of Niagara Falls Leased Housing](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=437) | Niagara Falls | 286-8820 |
| [City of North Tonawanda Housing Authority](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=488) | North Tonawanda | 693-0400 |
| [Eagle’s Nest](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=537) | Niagara Falls | 285-5159 |
| [Heritage Estates](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=347) | Lockport | 433-7626 |
| [Heritage Manor](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=141) | Niagara Falls | 283-7679 |
| [Heritage Manor](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=152) | Ransomville | 791-4211 |
| [Home Energy Assistance Program (HEAP)](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=436) |  | 439-7744 |
| [Niagara Community Action Program (NIACAP)](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=208) |  | 433-6632 |
| [Niagara Falls Housing Authority](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=455) |  | 285-6961 |
| [Niagara Falls Housing Authority - Center Court](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=82) | Niagara Falls | 285-4440 |
| [Niagara Falls Housing Authority - Jordan Gardens](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=375) | Niagara Falls | 285-6961 |
| [Niagara Falls Housing Authority - Packard Court](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=478) | Niagara Falls | 285-6111 |
| [Niagara Falls Housing Authority - Spallino Towers](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=442) | Niagara Falls | 282-9755 |
| [Niagara Falls Housing Authority - Wrobel Towers](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=181) | Niagara Falls | 284-9134 |
| [Niagara Falls Neighborhood Housing Services, Inc.](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=87) | Niagara Falls | 285-7778 |
| [NIACAP Weatherization Program](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=7) | Niagara Falls | 285-9681 |
| [North Tonawanda Housing Authority](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=549) | North Ton. | 693-0400 |
| [North Tonawanda Housing Authority - Scarfone Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=503) | North Tonawanda | 285-6961 |
| [Other Subsidized Housing: - Baker - Barker Commons](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=63) | Baker | 795-3921 |
| [Other Subsidized Housing: - Lewiston - Lewiston Country Estates](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=125) | Lewiston | 298-4966 |
| [Other Subsidized Housing: - Lockport - Apple Blossom Acres](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=81) | Lockport | 433-3310 |
| [Other Subsidized Housing: - Lockport - Urban Park Towers](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=187) | Lockport | 433-8911 |
| [Other Subsidized Housing: - Lockport - Walden Park](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=138) | Lockport | 542-3030 |
| [Other Subsidized Housing: - Middleport - Middleport Country Estates](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=406) | Middleport | 735-7894 |
| [Other Subsidized Housing: - Middleport - Middleport Villa](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=398) | Middleport | 735-9900 |
| [Other Subsidized Housing: - Newfane - Hamlet Square](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=126) | Newfane | 778-9351 |
| [Other Subsidized Housing: - Newfane - Meadowbrook Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=246) | Newfane | 542-3030 |
| [Other Subsidized Housing: - Niagara Falls - 1807 Main St. Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=456) | Niagara Falls | 282-3738 |
| [Other Subsidized Housing: - Niagara Falls - Colt Block Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=16) | Niagara Falls | 282-8614 |
| [Other Subsidized Housing: - Niagara Falls - Estella Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=316) | Niagara Falls | 284-1467 |
| [Other Subsidized Housing: - Niagara Falls - Joseph Presti Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=14) | Niagara Falls | 285-7778 |
| [Other Subsidized Housing: - Niagara Falls - Niagara Towers](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=311) | Niagara Falls | 284-4488 |
| [Other Subsidized Housing: - Niagara Village - Niagara Village](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=264) | Niagara Village | 731-2965 |
| [Other Subsidized Housing: - North Tonawanda - Bishop Gibbons Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=182) | North Tonawanda | 694-2558 |
| [Other Subsidized Housing: - North Tonawanda - Carousel Park](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=333) | North Tonawanda | 693-5536 |
| [Other Subsidized Housing: - North Tonawanda - Gibbons Commons](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=349) | North Tonawanda | 692-2509 |
| [Other Subsidized Housing: - North Tonawanda - Luther Manor](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=269) | North Tonawanda | 631-9212 |
| [Other Subsidized Housing: - Wheatfield - Sawyer Gardens and Wheatfield Towers](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=283) | Niagara Falls | 731-4600 |
| [Other Subsidized Housing: - Wilson - Wilson Country Estates](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=254) | Wilson | 751-6591 |
| [Other Subsidized Housing:- Town of Cambria - Wendt’s College View Apartments](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=4) | Cambria | 884-7791 |
| [Other Subsidized Housing:- Town of Cambria -Cambria Commons](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=393) | Cambria | 884-7791 |
| [Presbyterian Home](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=459) | Lockport | 434-8805 |
| [Reverse Mortgages: For information and counseling regarding reverse mortgages call your local bank.](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=231) |  |  |
| [Rose Marra Cente](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=435) | Niagara Falls | 282-4375 |
| [Rural Development](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=418) | Batavia | 343-9167 |
| [Rural Preservation Program](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=178) | Town of Niagara | 694-6773 |
| [Section 233 of the Real Property Law](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=240) |  | 800-432-4210 |
| [Vincent Morrell Housing](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=2391) | Niagara Falls | 236-0498 |
| [White Home](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=280) | Middleport | 735-7521 |
| [WRAP (Weatherization, Referral and Packaging)](https://www.peerplace.com/nyportal/portal.do?county_id=29&portlet(rd).expansion=29-&portlet(rd).action=viewResource&portlet%2528rd%2529.resource_id=235) | Lockport | 438-4020 |

**Basic Literacy and ESL Services:**

• Literacy Volunteers of Niagara County – Lockport…………433-7014

• Literacy Volunteers of Niagara County – Niagara Falls……278-8224

• BOCES………………………………………………………….731-4176

## Code of Ethical Conduct and Statement of Commitment

**A position statement of the National Association for the Education of Young Children**

Revised April 2005

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

#### Preamble:

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at <http://www.naeyc.org/about/positions/ethics04.asp>.)

**Core Values:**

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

* Appreciate childhood as a unique and valuable stage of the human life cycle
* Base our work on knowledge of how children develop and learn
* Appreciate and support the bond between the child and family
* Recognize that children are best understood and supported in the context of family, culture,1 community, and society
* Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
* Respect diversity in children, families, and colleagues
* Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

**Conceptual Framework:**

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas.2 Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often, "the right answer"-the best ethical course of action to take-is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

#### Section I: Ethical responsibilities to children:

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

**Ideals:**

I-1.1-To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3-To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4-To appreciate the vulnerability of children and their dependence on adults.

I-1.5-To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6-To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7-To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8-To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9-To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10-To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11-To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12-To work with families to provide a safe and smooth transition as children and families move from one program to the next.

**Principles:**

P-1.1-**Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.**

P-1.2-We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3-We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4-We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5-We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6-We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7-We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8-We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9-When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10-When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

#### Section II: Ethical responsibilities to families:

Families3 are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

**Ideals:**

I-2.1-To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2-To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3-To welcome all family members and encourage them to participate in the program.

I-2.4-To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5-To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6-To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7-To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8-To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9-To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

**Principles:**

P-2.1-We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2-We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3-We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4-We shall involve the family in significant decisions affecting their child.

P-2.5-We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6-As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2-7-We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8-We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9-We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10-Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11-We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12-We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13-We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14-In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15-We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

#### Section III: Ethical responsibilities to colleagues:

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

#### A-Responsibilities to co-workers:

**Ideals:**

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

**Principles:**

P-3A.1-We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

#### B-Responsibilities to employers:

**Ideals:**

I-3B.1-To assist the program in providing the highest quality of service.

I-3B.2-To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

**Principles:**

P-3B.1 - We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2-We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3-We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4-If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5-When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

#### C-Responsibilities to employees:

**Ideals:**

I-3C.1-To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2-To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3-To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4-To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

**Principles:**

P-3C.1-In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2-We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3-We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4-We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5-We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6-In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7-We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8-We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9-We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

#### Section IV: Ethical responsibilities to community and society:

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

**Ideal (Individual):**

1-4.1-To provide the community with high-quality early childhood care and education programs and services.

**Ideals (Collective)**:

I-4.2-To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3-To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4-To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5-To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7-To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8-To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

**Principles (Individual):**

P-4.1-We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2-We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3-We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4-We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5-We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6-We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8-We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9-When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10-When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

**Principles (Collective):**

P-4.11-When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4-12-When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13-When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

**Glossary of Terms Related to Ethics:**

|  |  |
| --- | --- |
| Code of Ethics | Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work. |
| Values | Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live. |
| Core Values | Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they contribute to society. There is a difference between personal values and the core values of a profession. |
| Morality | Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave. |
| Ethics | The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships. |
| Professional Ethics | The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work. |
| Ethical Responsibilities | Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing). |
| Ethical Dilemma | A moral conflict that involves determining appropriate conduct when an individual face conflicting professional values and responsibilities. |

#### Sources for Glossary Terms and Definitions:

Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.

Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Fireside.

Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

**Statement of Commitment:**

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

* Never harm children
* Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
* Respect and support families in their task of nurturing children.
* Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
* Serve as an advocate for children, their families, and their teachers in community and society.
* Stay informed of and maintain high standards of professional conduct.
* Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
* Be open to new ideas and be willing to learn from the suggestions of others.
* Continue to learn, grow, and contribute as a professional.
* Honor the ideals and principles of the NAEYC Code of Ethical Conduct

1 Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.   
2 There is not necessarily a corresponding principle for each ideal.   
3 The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.   
4 This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

**NCCC Child Development Center**

Employee Acknowledgement Form

*“I have read and will actively adhere to and comply with all policies, procedures, and ethical guidelines as an employee at NCCC Child Development Center.”*

* *I understand that I have received and read the Employee Handbook has been given to me.*
* *Any questions I might have will discuss with the Director.*

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Employee Signature Date

***New Employee Orientation***

**\*For all permanent, voluntary, and auxiliary staff**

**I.  Welcome to NCCC!!!!**

**II.  Introduction- Staff Orientation packet**

III.**A Review of the Employee Handbook- Part 1**

A. Program Philosophy, Values, and Goals

B. Program Policies and Procedures

C. Expectations for Ethical Conduct

D. NAEYC Early Childhood Program Standards

E. Health, Safety, and Emergency Procedures

F. Child Abuse and Neglect Reporting Procedures

G. Regulatory Requirements

\*\* **Ask THE OFFICE:**

A. Dress Code

B. Sign-in/Sign-Out

C. Mailboxes

D. Daily Attendance

**Part 2- Curriculum Training**

A. Program Curriculum

B. Individual Needs of Children

C. Guidance and Nurturing

D. Classroom Management

E. Daily Activities and Routines of the Program

F. Observation and Assessment

-Purpose, values, and uses

-Procedures (Take C.A.R.E.)

-Communication with parents

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**NCCC Child Development Center**

Employee Acknowledgement Form

*“I have read and will actively adhere to and comply with all policies, procedures, and ethical guidelines as an employee at NCCC Child Development Center.”*

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Employee Signature Date

\*Please Return to Director prior to first day\*