

BEACHWOOD NURSERY SCHOOL & ELC 1014 Pinewald Rd., Beachwood, NJ 08722

WELCOME

*Your contributions, along with your colleagues, are what make the programs at Beachwood Nursery School **excellent**. As an integral part of **our team**, you play an important role in the work of providing quality care and education for young children.*

*Every member of our team shares in the responsibility of ensuring all children's daily experiences promote positive child outcomes. That "**all children**" includes children with developmental delays and disabilities. Your decision to join **our team** is a statement that you are as committed as we are to advancing children's learning individually and according to their developmental needs and interests.*

*Our Employee Handbook is intended to serve as a key resource to guide you in day-to-day operations. It is a summary of our policies and practices that provide you with work place expectations. It is our hope that our handbook serves as a guide as you provide our **families** with the highest-quality professional services and that our school is a place for you and all of our employees to grow professionally.*

***We** invite you to learn and grow along with the children.*

Wishing you success...

Michelle Newman-Keenan, Director

Tina Newman, Sponsor

This handbook replaces previous editions. Employees are required to read, understand and comply with all provisions of the Handbook. It describes many of an employee's responsibilities and outlines procedures developed for the benefit of our employees. The Handbook is not an employment contract; it is not intended to create any contractual rights.

No employee handbook can anticipate every circumstance or question about policy. We reserve the right to revise, supplement, or rescind any benefit programs, policies or portion of the handbook. All changes to the Handbook will be made in writing and employees generally will be notified of such changes to the Handbook as they occur.

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MISSION STATEMENT: *Our purpose is to provide a safe, supportive, nurturing environment in which children can learn and grow in confidence and in abilities in all aspects of development: physically, socially, emotionally, intellectually and creatively.*

Educational Philosophy: *We believe learning is an active process for young children; learning through play and by means of actual experiences. Emphasis is placed on helping children acquire skills, make choices and experience success within a carefully arranged environment that promotes active exploration and cooperative play. We believe the teacher's role is to facilitate the interactions among children that develop social competence and intellectual growth. We see ourselves in partnership with parents, and through our mutual sharing, we can ensure that children's needs and interests are met.*

EDUCATIONAL GOALS: *We want all children...*

- To become competent in the care & management of their bodies acquiring both large & small muscle skills.
- To become competent in social interaction with both adults & children; functioning successfully as part of a group, learning mutual respect and cooperation.
- To become competent in developing relationships of trust, independence, initiative and self-esteem.
- To become competent in thinking for themselves, reasoning, generating ideas, approaching new intellectual challenges and using language effectively.
- To become competent in representing ideas through pretend play, drama, creative movement, music, art and construction; demonstrating creativity and imagination.

The HIGH SCOPE CURRICULUM: *We have used the High Scope Curriculum Framework for over 30 years for children ages 3 to 6 years. "Key Developmental Indicators" form the curriculum content and define the knowledge children are acquiring as they actively choose experiences with materials, people, ideas, and events. Teachers support and extend children's learning with their interactions, integrating academic areas and providing daily opportunities to practice skills. The **Infant, Toddlers and Twos** curriculum provides a consistent, warm setting that is flexible enough to respond to children's individual needs and interests. Child centered activities stimulate all the senses, encourages language, develops both fine and gross motor skills as well as visual and spatial perception.*

COR ADVANTAGE is an observation-based assessment conducted in the classroom that produces results that are valid, reliable & Meaningful. The Teachers observe what children do in self-initiated activities as well as planned teacher activities. After an initial screening, teachers monitor each child's progress throughout the year and provide activities to expand on skills already acquired based on many observations (anecdotes). A scoring Guide enables our teachers to score a child's anecdotes accurately, using an objective eight-level scoring scale that allows teachers to pinpoint the developmental changes measured by each COR item.

Family Engagement: *Parents have the opportunity to use the online Family Network that shares regular information about a child's activities at school.*

HEALTH RISK: Working with young children exposes employees to infectious diseases more frequently than someone who has less contact with children. To protect employees and the children in their care, each employee should know which immunizations were received as a child and which childhood disease they had as a child. A health care provider can test blood to determine if the employee has immunity to some of these diseases and can vaccinate the employee against those to which the employee is not immune. Employees should be up to date on all immunizations. **If an employee is pregnant or may become pregnant**, it is important to have protection since some of the vaccine-preventable diseases can harm the unborn baby. The risk of exposure to chickenpox, cytomegalovirus, measles, mumps, hepatitis B, herpes, fifth disease & HIV, all can cause fetal damage and should be discussed with the employee's health care provider at the time of the **Pre-Employment Health Screening.**

TEAM WORK is what it takes to implement daily teaching and learning experiences the teaching staff have planned for the children in their care and to establish a working relationship with the families of the children. The team organizes the space and selects materials to stimulate exploration, experimentation and discovery. Teachers use children's interest in and curiosity to engage them with new curriculum content (KDI's & COR Advantage items) and developmental skills. Effective teaching teams establish a trusting and supportive climate for working together through mutual sharing of ideas and open communication throughout the day.

The teaching team gathers information about children through Anecdotal Notes. (*written observations about what children do and say*) Reviewing the anecdotal notes together helps the team learn and think about how children develop, (KDI's & COR Advantage Items) plan for individual and group experiences, and add materials to the classroom that promote development in a particular area. The work of the teaching team follows the same principles as does the work of the children. The **review** discussion results in a **plan** that the teachers **do**. While daily lesson planning is not always possible, team members must take the time at rest-time or after school to review, reflect and plan every other day or at least once a week. If scheduling is an issue, ask for assistance from the Head Teacher.

Supportive relationships between the Teaching Team and families benefit children. Knowledge of home and family life can help staff be aware of any circumstances that may affect a child's ability to learn or socialize. The team can help a family learn about their child's development by sharing what a child did and learned at school that day when the parent arrives to pick up the child or more formally sharing developmental milestones with parents at parent/teacher conferences. Staff can encourage families to get involved with the program by family members volunteering in the classroom, sharing talents or interests or donating items for dramatic play, the kitchen area or art materials. The daily communication from the team to families builds the relationship between home and school.

PRIMARY CAREGIVING ensures that every child has a **special person** and that each parent has a primary contact. **Each child** should have some time each day alone and truly engage with the "primary" caregiver. Infants and toddlers and young twos need to be cared for in a way that lets them know they are special individuals with their own needs, preferences and moods. **Warm, responsive, individualized, consistent care** teaches the child that the caregiver can be "**trusted**" and that the world is a predictable place. The same applies to any 3 or 4 year old. All children need to know there is a "**trusted adult**" in the room for them.

Responsive care applies to every aspect of care and education. It is providing toys that are geared to a child's developmental level, to providing food when a child is hungry, or responding back to an infant with a smile & words when a child smiles and makes sounds. Each child has a special diaper song or a wake-up from nap song. Teachers should be aware of what is pleasurable to children and encourage their reactions. If learning is a pleasurable experience, more learning and exploration will take place. Discovering how to learn with pleasure involves a special kind of social interaction with the "teacher".

When adults respond to distress promptly and appropriately, babies learn to manage their own distress instead of crying excessively to get what they want. Every baby showing any sign of real distress should be responded to **verbally** within 15 to 20 seconds, and **physically within a minute**. The key is to become better at being alert and noticing and being intentional in our responses. However, *primary does not mean exclusive*.

Other staff should have the opportunity to develop a warm relationship with the child and have caring and learning interactions with the child while the child explores the learning environment. Some guidelines for quality interactions include:

1. **Involve** children in things that concern them; respond to their interests...
2. **Give** children your full human presence; Don't be there half of the time...
3. **Learn** children's unique way of communicating: cries, words, gestures, movements, facial expressions, etc
4. **Invest time & energy** to build a total person; allow a full range of active experiences...
5. **Model** the behavior you want to teach, use words to describe what is happening...

Please review specific policies & procedures for Infants, Toddlers & Twos

COMPLIANCE POLICES (Employees are responsible for understanding applicable laws & regulations)

Legal Authority: N.J.S.A. 30:5B-1 - 15, supplemented by P.L. 1992,c.95.

The Manual of Requirements For Child Care Centers, under the laws specified above, is the published terms of the Department of Children & Families who is authorized to **License, Inspect, & Request** the appropriate State & local fire, health & building officials to determine a center's compliance with State & Local ordinances, codes & regulations. To ensure compliance of this "manual", responsibility is delegated to "Office of Licensing". Centers must comply with physical facility; life/safety; control of medication; environmental sanitation; supervision; staffing; & discipline & communicable disease requirements & reporting provisions of the manual.

Equal Employment Opportunity & Affirmative Action

Beachwood Nursery School offers equal employment opportunities to all qualified applicants without regard for age, ancestry, color, creed or religion, marital/civil union status, national origin, political affiliation, race, sex, sexual orientation, veteran status, citizen status, disability or perceived disability or any other protected employee status as defined by applicable law. Hiring an individual is based upon **qualifications**, the **ability to perform the essential functions of the job** and the **willingness** of the employee to continue acquiring new knowledge in the early education field annually, including professional credentials. This policy governs all areas of employment including hiring, training, compensation, promotion, assignment and termination.

It is the responsibility of each employee to be professional and to treat every other employee with respect and in a fair, objective, non-discriminatory manner.

American with Disabilities Act

It is Beachwood Nursery School's policy to comply with the Americans with Disabilities Act (ADA) of **1990** and its amendments . We shall not discriminate against any qualified applicant or employee with regard to an individual's disability or perceived disability so long as the employee can perform the essential functions* of the job. We will make reasonable accommodation for a disability on a case-by-case basis unless any reasonable accommodation would cause undue hardship on the operations of this school. Employees/Applicants with a disability who believe they **need a reasonable accommodation** to perform the essential functions of their job must request this need to the Director during the initial interview process.

Harassment-Free Workplace

We are committed to providing and maintaining a productive work environment that is characterized by mutual respect and is free from any type of harassment or discrimination, including but not limited to that of a sexual nature or otherwise intimidating behavior, threat or assault. Any employee who engages in unlawful or objectionable conduct as described herein is subject to discipline action including termination. This policy prohibits not only unlawful harassment, but also actions that are offensive or demeaning to others such as: derogatory remarks, slurs, jokes or creating a hostile, uncomfortable work environment. Everyone is expected to promptly disclose to the Director anything that may be a **violation** of this Policy. No employee should be subjected to any type of harassment from parents, suppliers or its community at large & must report such situations to the Director, Sponsor or Head Teacher immediately !

Ethics

The highest standard of ethical conduct is expected of each employee, supervisor, director, volunteer and all others associated with Beachwood Nursery School. Employees are encouraged to read and make judgements based on the National Association for the Education of Young Children (NAEYC) "**Code of Ethical Conduct**" and/or *Statement of Commitment*. The **reputation** of our **school** is our most **valuable asset** and depends on the integrity and good judgement of each employee.

Drug- Free Workplace

We are committed to providing a safe and healthy workplace for all employees, children, and families.

In keeping with the federal Drug-Free Workplace Act of **1988**, it is our policy to maintain a drug-free workplace. This policy prohibits employees from being under the influence of alcohol or prescription drugs or improperly using medication in any way that could diminish, or raise questions concerning an employee's ability to perform his or her essential job functions. Compliance with this policy is considered a **condition of employment**. Under these circumstances, employees may be subjected to pre-employment and random drug screenings. The employee's refusal to cooperate with such a request and to provide a specimen will result in **termination**. This policy also prohibits the sale, possession, manufacturing and/or distribution of illegal drugs. Violations of this policy will result in immediate **termination**. Any illegal substances discovered in the workplace will be turned over to law enforcement.

Personal Medication

Please do not take over-the counter or prescription medicines in the classroom or keep medications for colds, headaches, or other ailments in a pocketbook in the classroom that children could access. **No medications** of any kind should **ever** be in the classroom! Please adhere to our medication procedures. All medication, if truly necessary, must be in the **lock boxes** and administered in the first floor kitchen areas of **either** building.

School-sponsored events

It is understood that employees may attend school sponsored events after the work day where alcohol is served. While consuming alcohol on such occasions is not prohibited, employees are expected to exercise proper judgement and must observe professional, legal and common-sense guidelines at all times.

Smoking

Consistent with the desire to create and maintain a safe and healthy work environment, Beachwood Nursery School has implemented a **no-smoking** policy inside all facilities. Anyone who wishes to smoke can do so after work hours off premises. Because toxins from tobacco smoke cling to hair, are in the fabrics worn and in the environment of smokers, any employee or volunteer who smokes is required to shower and then change into clean clothing on arrival at school. Smoke products contain toxic substances that can irritate sensitive airways and trigger asthma and allergies in children.

Weapons

No weapons of any type are permitted on the facility premises or anywhere being used for activities that are part of the facility's program including toy versions of weapons.

Immigration Law Compliance

Beachwood Nursery School is committed to full compliance with the federal Immigration Reform Act of **1986**. Each employee whether (US Citizen or non-citizen) must provide satisfactory evidence of his or her identity and legal authority to work in the United States. This verification (**I-9 Form**) must be completed before employment begins.

Time Sheets

All employees must enter the hours worked daily on the Pro-Care System as required by licensing. It is the employee's responsibility to check the accuracy of the hours reported. Regular attendance is a condition of employment.

WORK-PLACE FUNDAMENTALS

Employee Documentation

Prior to hiring or utilizing a staff member (employee) who will be working at school on a regularly scheduled basis, the sponsor or director shall require and maintain on file for each individual the following:

- The individual's name, address, telephone number and signature;
- Education and work experience
- Disclosure of the presence or absence of conviction(s) for crimes or disorderly persons offenses;
- Completion of a Child Abuse Record Information background check, as specified in N.J.A.C. 10:122-4.9
- Criminal History Record Information fingerprint background check, as specified in N.J.A.C. 10:122-4.10;
- Completion of a Mantoux tuberculin skin test as specified in N.J.A.C.10:122-7.4
- A pre-employment Physical Exam as specified in N.J.A.C.-7.4(b);
- The staff member's signature attesting to the receipt of the Information to Parents document N.J.A.C.10:122-3.6(b)
- The staff member's signature attesting to the receipt of the policy statement on the disciplining of children by staff members, as specified in N.J.A.C. 10:122-6.6(e);and other related school policies;
- A copy of a high school diploma, GED, CDA, AA, BA OR MA degree, Educational Credentials; N.J Dept. of Education Certifications, college transcripts, CPR and/or First Aid Certifications
- Two written references (documentation of verbal references)
- Disclaimers: Criminal & Medical / Receipt & Release

If a background check, medical or any other subsequent investigation reveals any misrepresentation on an application or information suggesting the individual is not suited for employment, the applicant will be refused employment or terminated if already employed.

For payroll purposes, a staff member (employee) must complete:

- W-4
- A Direct Deposit Agreement
- I-9 form plus documentation such as a Driver's License issued after May 1,2016 & Social Security Card.

Employee-At-Will

Employees are employed at the will of Beachwood Nursery School and are subject to termination at any time, for any reason not prohibited by law, with or without cause or notice. At the same time, employees may terminate their employment at any time and for any reason. Statements of specific grounds for termination set forth in this handbook or in any other document are examples only, not all-inclusive lists, and are not intended to restrict our right to terminate at- will employees.

Essential Physical Job Functions*

Working with young children requires employees to participate in numerous physical activities including:

- The ability to **lift a minimum of 40 - 50 pounds at all times**;
- The ability to **run** after and/or **restrain** a child from leaving the **classroom, playground or property**;
- The ability to participate in **outdoor activities, climb stairs, vacuum & sweep**;(see sanitation table)

Employees can not have any significant **sight, hearing or breathing impairments** that would affect the adult/child interaction both indoors and outdoors.

Essential job functions are the fundamental job duties that are intrinsic to the employment positions, rather than marginal or peripheral functions that are incidental to the performance of primary functions.

Personnel Records

To ensure personnel records are kept up to date, employees must notify the Head Teacher, and Director or Sponsor promptly of any changes, or additions to his/her name, address, telephone number, marital status, dependents, emergency contact information, etc. **Please inform the Sponsor regarding payroll information prior to the end of a pay period so appropriate changes can be made in a timely manner.** Staff members may be asked to complete a new W-4 and to update emergency contact information. Staff members may review their own personnel records and copy, add written comment, but may not remove any documents.

Background Checks

Each employee shall complete a signed consent form provided by Licensing that indicates the identifying information necessary to conduct a **Child Abuse Record Information (CARI)** background check to determine whether an incident of child abuse and/or neglect has been substantiated against the individual. Until the results of the CARI background check has been received from the Department of Children & Families, the school shall ensure that a current staff member is present whenever the new staff member is caring for children. If an employee refuses to consent to a CARI background check, the sponsor shall **terminate** employment. Child Abuse Record Information background checks on all employees are repeated every three years during the child care license renewal process.

Each employee over 18 years old shall complete the electronic fingerprinting process through the vendor authorized by the State to conduct a **Criminal History Record Information (CHRI)** background check. If the CHRI check reveals a record of conviction for a crime or offense, the sponsor shall terminate employment.

Staff Orientation; Professional Development Training; Required Reading

The school shall ensure that all new employees receive written information & orientation within two weeks of hire and prior to working **without direct supervision** by an approved staff person 18 years or older on the following:

1. Supervising and tracking all children;
2. Understanding the Educational Philosophy, Goals, Operations, Policies & Procedures of BNS;
3. Implementing group size limits and **Primary care-giver responsibilities**;
4. **Recognizing and reporting child abuse and/or neglect**;
5. **Evacuating the facilities** and using **fire alarms and extinguishers**; (Fire Drill Procedures)
6. Implementing the policy on the **Release of Children**;
7. Implementing the policy on the **Disciplining of Children**;
8. Implementing **Health Practices**

New Employees are expected to read and understand the content of the Parent Handbook, and the Infant, Toddler & Twos Handbook to assist parents with questions on policy and procedure.

New/Current Employees “ Need to know” & Reference the Employee Handbook and the following:

1. The applicable High Scope Curriculum for the age group assigned
2. NAEYC observable Criteria
3. ECERS-3rd edition and ITERS (or current editions as applicable)
4. NJ Pre-School Teaching & Learning Standards
5. NJ Birth to Three Standards
6. Grow NJ Kids: Quality Rating Improvement System
7. NJ Core Knowledge & Competencies: pinj.org
8. COR Advantage/ observation & anecdotal notes

Professional Development

All employees are expected to comply with **twenty hours** of continuing professional development each school year completing at least two hours of training in each of the three following areas:

1. Child growth and development, including, but not limited to:

- Understanding the stages of child development;
- **Planning for and providing age appropriate activities; (Posted Lesson Plans)**
- Creating a classroom environment;
- Children with special needs

2. Positive guidance and discipline, including, but not limited to:

- Using **positive methods of guidance** and discipline;
- Promoting **positive staff/child interactions**;
- Recognizing, reporting and preventing **child abuse** and neglect;

3. Health & Safety procedures, including, but not limited to:

- Understanding NJ Childcare Center Licensing Regulations;
- Understanding the nutritional needs of children;
- Implementing infection control techniques;
- Recognizing & responding to symptoms of illness and disease;
- Recognizing & responding to **injuries** and **emergencies**;
- Preventing Shaken Baby Syndrome;
- Placing Infants in the appropriate Sleep Position;
- Administering Medication & Health Care Procedures
-

In lieu of the training above, the Director, Head Teacher, Group Teacher, or Lead Teacher may complete training in one or more of the following areas:

1. The NJ Administrators' Credential approved by Professional Impact NJ

2. The Professional Impact NJ approved Infant/Toddler Credential or

3. Equivalent training in three or more of the following areas:

- Planning & Evaluation;
- Staff Management & Professional Development;
- Educational, Physical Activity & Special Needs programming;
- Fiscal management;
- Legal issues, including ADA guidelines;
- Facilities management;
- Family support & community resources;
- Marketing and Public Relations;
- Leadership & Advocacy.

All employees must register with Professional Impact NJ for training. This registry is an on-line database which records and recognizes a person's education, training and work experience in the field of early childhood education, afterschool, and primary education. Once you are registered, you can choose training in specific **Core Knowledge** and **Competencies** available throughout the State. Employees without specific training in early childhood education must complete the **Child Development Associate Credential within two years of employment**, than **continue** their education taking college level courses that address learning birth through age eight in early childhood education, child development, special education, family studies, etc.

Performance Evaluation & Management

All teaching staff who supervise or mentor other employees are required to have specialized college-level course work or professional development training and preparation in adult supervision and leadership.

Administrative staff will meet with employees to discuss each employee's professional development plan, their progress toward educational objectives and to review the Professional Development Portfolio (Training Log) for the required hours of training for the period from June to June.

New Employees are evaluated for performance after an initial period of fourthree months through classroom observation, according to the job description and professional conduct. **All employees meet at least twice a year** to review classroom observations and **self-evaluation** forms. Employees are encouraged to **self- assess** performance with either **ECERS** or **ITERS** with the objective of obtaining the highest rating in all areas. **Staff sharing a classroom must work together to achieve a satisfactory shared learning environment.**

Employees **not** receiving a satisfactory performance review including attendance, conduct or failure to follow policies & procedures **may** be given a warning and/or coaching and/or a corrective action plan and time to implement recommendations to improve their performance or the employee may be terminated.

Employee Privacy

We respect an employee's right to privacy and to the protection of his or her personal information. Some information about employees may be shared for the sole purpose of complying with statutory and regulatory requirements. We are required to retain information for a minimum of 5 years.

Medical files and test results are maintained separately from personnel files. These records cannot be disclosed to any person except where the employee has signed a release authorizing the release to an authorized person(s) or in accordance with a valid court order.

Employees should refrain from bringing " personal items" to work which they do **not** wish to share.

Confidentiality & Non-Disclosure

Employees will be exposed to information and files regarding **children, families, other employees, school incidents, etc.** that may be sensitive and/ or **confidential**. Confidential business information includes, but is not limited to: (a) marketing, business plans, budgets, licenses, cost data,(b) the identity, skills and compensation of current employees and former employees, (c) policies and procedures of BNS, and other propriety information. For reasons of **liability and professional ethical standards**, this information is **confidential** and must never be discussed casually.

Information concerning a child should only be discussed with other staff members on a need to know basis. Under no circumstances should an employee discuss a child's behavior with other parents. If a child imparts information to you that implies abuse or neglect, you are legally obligated to report that information to the proper authorities. This type of information should be shared with the Director/Head Teacher immediately and all observations and conversations **documented**.

In the event of employment termination for any reason, the terminated employee shall **not** have further contact/communication with **children, families,** or other **employees** of Beachwood Nursery School for a period of 6 months or more. **The terminated employee shall return any and all borrowed resources such as curriculum manuals, training materials, videos, children' books, the employee handbook, key fobs, staff shirts or any educational materials.**

Confidentiality & Social Networking

Social networking presents two concerns for our school: how employees are spending their time at work and how employees are portraying our school when they are not at work.

1. **At work**, employees agree not to publish on or over the social networking system any information which violates another person's rights or any information that would be considered confidential, abusive, offensive, violent, sexual in nature or is unauthorized content. **Unauthorized content** includes material that is **copyrighted** or **photos** you do not have the written **permission to share** which includes all activities at school.

Each person agrees not to conduct any non-school related business or solicit the performance of any activity which is prohibited by law or is **non-educational**. The **teaching staff are directly responsible for the supervision of children that have access to the Internet**. **Violations can be a cause for termination**.

2. **At home**, employees should understand that if they post as an employee of our school, or it is **public knowledge** that they are an employee of our school, we **will hold them responsible and possibly liable** for any negative portrayals which will result in their termination. Employees should understand that what they post on line is public, and they have no privacy rights in what they put out for the world to see. We nurture and care for young children and their families and it is important that teachers adhere to their **ethical** responsibilities at all times and in all circumstances.

At orientation we advise parents that teachers who have their children in their classroom not "friend" parents on Facebook as it may create a conflict of interest for the teacher and violate privacy laws. The shared experiences between a teacher and a family may not be posted on social media and must extend 6 months beyond the school year should the teacher be terminated or resign.

Public Release of Information

News Media Inquiries – To the maximum extent possible, all news media inquiries, written or verbal, made by a representative of the news media should be referred to the Director or Sponsor who will then consult with Counsel for a response. Employees are prohibited from discussing school matters with the news media.

All information concerning the operations of this school shall be considered private. Items such as number of employees, etc. should be regarded as confidential information. Unless expressly authorized to do so, an employee may not use this information for any outside purpose.

Core Values of NAEYC

Those who work with young children face many daily decisions that have moral and ethical implications. *The NAEYC Code of Ethical Conduct* (naeyc.org) offers guidelines for responsible behavior focusing on the **daily practice** with children, their families, colleagues and community, which we expect our staff to adhere 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**
- **Support** the bond between the child and family and work to facilitate responsive communication,
- **Recognize** that children are best understood and supported in the context of family, culture, community & society
- **Respect the dignity**, worth, and uniqueness of each individual child, family member & 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**

We want our employees to be aware of their moral and ethical responsibility to children and families and the possibility of disciplinary action, including termination, as a result of an employee's indiscretion regarding the following:

- **Personal information for a child.** We must have **written permission** from a parent in order to give out a home address, phone number or to photograph a child.
- **Personal information about families:** divorce, separation, arrest, serious illness, job loss, etc. Information should only be discussed with other teachers on a need to know basis in order to support the child. (**The Director should be advised of any of the circumstances above.**)
- **Repeating stories** about families children tell you. The information is often distorted.
- **Judging** a family or imposing your values on a child when there is a difference of opinion between your beliefs and those of the child's family.
- **Telling a Parent on a daily basis about a child's inappropriate behavior.** Schedule a conference with the parent to discuss observations, possible causes and possible solutions. Inappropriate behavior must be discussed privately and not where others can hear the conversation.
- **Telling a Parent** a child has autism, learning disabilities or other special needs without a professional diagnosis. We are not diagnosticians.
- **Expectations** for a child that causes noticeable stress. (Children should **not** be forced to participate)
- A child who **loses control** should be allowed a private place to express emotions without an audience, but with an adult nearby for re-assurance.

Outside Employment/Activities

We expect our employee's activities and conduct away from the job to be professional & not conflict with our interests, or adversely affect job performance and **loyalty to our school**.

Babysitting

We consider our teaching staff to be professional teachers, so it is hoped that parents will not ask our teachers to babysit for them or transport their children. We do not object to parents asking our student workers to babysit if they need care during an evening or on weekends. Parents are responsible for contacting a student who indicates an interest and for making arrangements regarding location of care, payment, etc. Parents are solely responsible for screening any potential care providers. We have **no responsibility** for the actions of an individual a parent hires outside of school.

Conflicts of interest

Employees must manage their personal, financial and business affairs to avoid conflicts of interest. A conflict arises when an employee's personal interest in a transaction comes into conflict with the employee's obligation to the school. The employee must disclose the conflict to the director & excuse herself from any deliberation with the transaction.

Employees must not accept anything of value from clients, suppliers, or others in return for any business, service, or confidential information of Beachwood Nursery School.

Weather/Emergency Closings

We follow Toms River Schools should they announce a delayed opening or early dismissal due to weather. If we have a delayed opening, we will open at 8:00 AM for childcare and our AM staff should arrive at least 15 minutes before 8:00 AM and our school day staff should arrive at regular session times. For early dismissal, children should be picked up by 3:00 with no after-school childcare. Staff will be paid for hours worked. Staff will **not** be paid for a snow day during the school year as we must make up snow days at the end of the school year. Staff will be paid for the make-up snow days at that time. Listen to WOBN (92.7) or check the Storm Watch on WOBN's website or our Facebook Page.

EMPLOYEE PROFESSIONAL CONDUCT

Computer systems, Office or Building Equipment/Telecommunications

All employees have the responsibility to use computers, I-pads, and **other** school equipment in an efficient, effective, ethical and lawful manner guarding against **loss or damage of equipment**. Employees may not install software onto individual computers or I-pads. Any duplication of copyrighted software is a violation of federal law. Employees should not open unfamiliar e-mails or attachments. **Report any problems** with equipment immediately to the **Head Teacher**.

E-MAIL

E-Mail Communication with parents is necessary to keep parents informed. You will need to have parents sign up for REMIND to read your newsletters. The COR Advantage (our assessment tool) has a secure online portal for families to connect with their child's teacher. We have provided parents with an e-mail which is monitored by our office staff. Parents e-mail questions and concerns to the teacher which the office staff then forward to the teacher to respond to the parent. Keep all e-mails professional. There are some situations when e-mails are **not appropriate** such as:

- To notify a parent that their child is ill and needs to be picked up from school;
- To notify a parent regarding an injury at school; **(Parents should be called for head injuries and when the teacher will not be dismissing the child personally)**
- To discuss discipline or behavior issues that occurred at school;
- To discuss confidential or sensitive information;
- To request a conference with a parent regarding expectations or progress;
- To request permission from a parent for evaluations, release of information; class trips, medication, etc. (Parents must sign appropriate consent forms)
- When a Statement in an e-mail could be misconstrued. (Use the Telephone)

Telephones/I-Phones/I-Pads

When **calling** a parent, please **document** the date, time, name of child, and the purpose of the phone call on the "**Phone Log**" which must be kept in the attendance book(A separate log book is kept in each classroom for illness or injury). **During the first few weeks of school, the team in each classroom should call parents they do not see at arrival and dismissal times to establish a relationship with each family.** Please call parents if a child is absent more than two days. Encourage parents to call if a child has difficulty separating. The office will transfer calls to the classroom. If the child is an infant or toddler, use the I-Pad, rather than your personal cell phone, to send a photo if the child has settled down and is engaged in play.

Phone Answering Skills

The way a staff member answers the phone will form the **first impression** of our school for potential families and our existing families. **Please...**

- **Answer incoming phone calls by the 3rd ring.**
- **Be warm and enthusiastic;**
- **Welcome callers courteously by saying: "Good Morning; Beachwood Nursery School; Susan speaking; How may I help you?"**
- **Enunciate clearly, speaking in a moderate tone.**
- **Use a message book to write down the name of the caller, time, date, & purpose of the call.**
- **Make sure the recipient of the message gets the message same day; Return phone calls same day.**

Cell Phones

Personal phone calls may be made **before** or **after** your **scheduled work time** or during **breaks**. The use of a cell phone, including **texting**, while directly supervising children is **not permitted**.

Visitors

All visitors should enter the buildings through the main entrance, building #1. Approved visitors will be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

Personal Appearance and Dress Code

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and directly affect the business image of our school presented to customers, parents, children and visitors. The dress code is "**Business Casual Dress**". Think classic rather than trendy. Khakis, dark pants or jeans that do **not** show wear are appropriate attire as is blouses, golf shirts or sweaters that do **not show cleavage**. Items that are too tight or too baggy are not acceptable. **Casual clothing such as jogging suits, distracting or revealing clothing are not appropriate for work. Clothing cannot have rips, appear worn or damaged.** Pants need a belt. Sneakers or leather shoes are appropriate. We ask parents not to send children to school in open toe sandals, so please **be a good role model**. Please do not wear flip/flops as they are dangerous on the playground. For parent activities more formal business attire is appropriate. **Nails must be short** when working with infants & toddlers to prevent injury during routine tasks. Tattoos should be covered & body piercing removed in the facial area. (**Summer Only**: shorts must be fingertip length and no bare mid-riff)

Workplace Expectations

Employees are expected to abide by our policies which are based on acceptable performance, safety, honesty & **fair play**. The quality of our program depends on our "**Teaching Teams**" developing positive relationships with children, family members, & other staff members. Staff is expected to act professional & contribute to a nurturing environment free from stress. To serve the interests of all, we expect staff to:

- **Be in the classroom 5 minutes before the start of your scheduled work hours** ready to receive children/parents at the start of the session or for childcare whichever is the situation.
- **Call the director or head teacher as soon as you know you will be absent from work or late for work.**
- **Greet each child & parent** as they arrive in the classroom. Be helpful to parents at dismissal.
- **Treat** parents, coworkers, visitors and children in a courteous and respectful manner.
- **Promote teamwork with co-workers by supportive modeling and good co**
- **Refrain from conducting one's personal business while you're being paid to supervise young children**
- **Be cautious about** getting involved in the **personal affairs** of families outside of school.
- **Comply with our policies & procedures, handbooks, licensing, safety & security procedures;**
- **Perform** tasks efficiently following **quality** standards in all aspects;
- **Maintain the environment** in a clean & orderly manner; report any problems to the Sponsor/Director
- **Return materials** to the appropriate place after use/**Exchange or add** classroom materials weekly.
- **Discourage parents from discussing personal information at drop-off & pick-up.**
- **Ask parents** not to discuss their observation of another parent's child with you.
- **Encourage** parents not to make a hurtful comment about a child in front of the child or children.
- **Report suspicious, unethical or illegal** behaviors of a parent, coworker, visitor, etc.
- **Refer parents to the appropriate person on matters "you" are not well informed on.**
- **Participate in school activities after hours.**(i.e. staff meetings, trainings, social & community events)
- **Don't be afraid to ask for help, express a concern, or question a policy or procedure!**
- **Regular attendance is a requirement of job function & workplace expectations!**

Termination/Resignation

A termination initiated at the employee's request or action is considered to be a voluntary termination. While employees are encouraged to finish out a school year (September to June) and give at least two (2) weeks' notice of their planned termination date, our administrative staff may accelerate the termination date for the benefit of the children. The termination will remain classified as a voluntary termination. Examples of voluntary termination include:

- An employee who elects to resign from Beachwood Nursery School.
- Failure to return from an approved leave of absence on the date specified.
- Failure to report to work **without notice to BNS** for two (2) consecutive business or regularly scheduled workdays. Employees will be sent a letter accepting their resignation.
- Actively pursuing employment elsewhere.

Involuntary termination includes:

- Reduction in work force and/or retirement
- Lack of work due to enrollment
- Job elimination
- Poor Performance*
- Disciplinary actions
- Violation of Employee Handbook* and/ or NAEYC Code of Ethics*

*Grounds for termination include failure to correct unsatisfactory performance, failure to complete required tasks in a timely manner, **habitual absences** or **lateness**, uncooperative behavior affecting services or parent relationships or failure to complete required training hours. Circumstances that result in **immediate termination without notice include any of the following:**

- **Physical punishment**, psychological abuse or coercion of a child;
- **Allowing a child or group of children to be unsupervised by leaving the room;**
- **The improper disclosure** of sensitive and/or **confidential information;**
- **Unprofessional & unethical** behavior relating to a parent or co-worker;
- **Insubordination** including refusal to follow policies or procedures required by licensing, NAEYC or other legal authorities;
- **Failure to abide by health, safety or security procedures or policies;**
- **Falsifying** or altering any record or information on an application for employment, medical record, a child's record, time sheets, absentee reports, etc.
- **Reporting to work under the influence of alcohol or drugs or the possession of the same;**
- **The use of profanity** or abusive language directed at children, co-workers or others;
- **Improper attire;** inappropriate personal appearance; impaired ability to function in the job.

Open Communication

Employees should share their concerns, provide input, seek information and resolve work-related issues by **professionally discussing them first with the Head Teacher, then the Director or Sponsor if not resolved.** This is the simplest, quickest and most satisfactory solution. If discussion with one of the above does not resolve the matter, the concern may be presented to a grievance committee. **An employee** may request a review of a personnel action that has resulted in a disagreement concerning the interpretation of policies, practices, or job description. The employee should discuss the disagreement with the Head Teacher or the Director, whichever one was not involved with the personnel action. If either person is involved, the employee should discuss the issue with the Sponsor. A good work environment begins with **open communication.** (If you see something, say something.)

SAFETY AND SECURITY: Supervision

Parents must escort children into the classroom, wait to be acknowledged by a teacher thus transferring responsibility for the child to our school and classroom teachers.

Children must be supervised by a staff member at all times, including outdoor activities, rest and sleep, toileting procedures as **age appropriate**, the utilization of any off-site locations, including playgrounds and field trips and when **transitioning** through hallways to other classrooms. **At least 2 staff will be present for a group of 6 or more children** below the age of 6 years. Infants & Toddlers & Twos must be supervised by sight and sound at all times, including rest and sleep. One member of the teaching staff does not need to be directly looking at each child at all times, but looking up or slightly adjusting one’s position will meet the requirement for sight supervision. **Preschool & Prekindergarten** (children 30 months to 5 years) may be momentarily out of sight and sound as long as the child is back in sight and sound with in **one minute***. It is permissible for staff members to supervise preschool children by sound for up to **five minutes*** before regaining both sight and sound observation. (Example: children making a tent with a table & blanket)

Group Size	NAEYC* Teacher-Child Ratios with-in group size								Licensing Ratios		
	6	8	10	12	14	16	18	20			
Infants 0-15mos	1:3	1:4								18mos	1:4
Toddlers 12-28 mos	1:3	1:4	1:4	1:4						18-30mos	1:6
Toddlers 21-36 mos		1:4	1:5	1:6							
Preschool 2.5 to 3 yrs (30-48mos)				1:6	1:7	1:8	1:9			30-48mos	1:10
4 year-olds						1:8	1:9	1:10		4 year-olds	1:12
5 year-olds						1:8	1:9	1:10		5 year-olds	1:15

*NAEYC 4/16

Staff members **under** 18 years of age must be supervised by a staff member 21 years or older. New staff must be supervised when with children until the results of the **CARI** background check has been received from Licensing.

Daily Attendance: Children

Teachers & Assistants must post on a wipe-off board the number of children attending, morning and afternoon and know the name and age of the youngest and oldest child in the classroom upon request. Daily attendance is taken in each of the classrooms in the AM & PM, including: **staff**, and volunteers in the room. Children are listed alphabetically, then staff & volunteers. Photocopies of the yellow emergency information cards are kept in the attendance book, along with a parent phone-call log. Attendance is taken for before & after school childcare children, including the time of arrival & dismissal, and lunch-time, especially if children are transitioning between classrooms. Teachers call a parent if a child is absent for (2) two sessions. The office records daily totals & reports **significant absences** to the director.

Tracking: Supervision

The primary teacher is responsible to count the number of children before leaving a classroom, at the destination & again upon returning to the classroom to keep track of the number of children. A white board in the classroom indicates the total number of children in attendance for the AM & PM sessions. **The Teacher Assistant** is responsible to perform a **sweep** of the classroom & bathroom to ensure an accurate count when transitioning to another classroom, outdoors or to another building. **Children should be counted every 15 minutes**. These tracking methods are in addition to child care parents signing children in and out of the building daily. **Staff is responsible to remind parents to sign in and out of the building** at dismissal. Staff must keep “track” of children until a parent is acknowledged at dismissal and the responsibility is transferred back to the parent or responsible party picking-up the child. (see Release Policy)

FIRE Drills & Building Evacuation are practiced monthly. Teachers must take attendance books with copies of the emergency cards, **any medication for children, &** the emergency backpack when evacuating the building. **Teachers** must **verify** the # of children present at the meeting place & upon return to the classroom. Please review fire drill procedures, emergency #'s & be familiar with the posted evacuation route.

Missing Children

If a child is missing or lost, the teacher will immediately notify the Director or Head Teacher for assistance.

Children in classrooms may be combined to free up teachers to assist in an immediate search of the area.

After 15 minutes, call 911 and ask for assistance in the search from the Sheriff Department's search dogs and notify parents of the situation. (See **Action Plan**) On a FIELD TRIP, the staff will notify the facility management to assist in the search for a child. The remaining children may be escorted to another group so that all available personnel may make a sweep of the buildings, the grounds, and surrounding areas and roadways.

Yellow Release & Medical Emergency Information Cards*

Located by the main exit doors in all classrooms, each child has a yellow card authorizing who picks up the child & who to contact in a medical emergency.

Security

1. We are a locked facility. To gain access to either building, staff must have a programmed **KEY FOB** available from the office manager. Please report a lost or missing key fob to the office manager immediately so it can be de-activated.

2. Closed circuit video monitoring is ongoing in our Infant/Toddler room & the Twos room. The outside cameras monitor **both front doors & both playgrounds. All camera views can be monitored on any office computers.** An **intercom alert system** broadcasts to all classroom areas, the APR and the outside play areas.

3. Employees must sign in & sign out on the electronic keypad. It is important to make sure time is correct as the electronic print out is the basis for hours worked for payroll. The staff member must sign out* at lunch time when **leaving** the building or if not directly **supervising** children. (*Required by licensing)

4. It is the employee's responsibility to be familiar with our "Release Policy" and the "transfer of responsibility" . Parents escort children into the classroom and wait until the parent and child are acknowledged by a staff member thus transferring the responsibility of the child to our school. At dismissal, children are released individually to the parent or a person authorized by the parent on the yellow release/emergency card,*thus transferring the responsibility for the child back to the parent or responsible person.

If you are unsure of the identity of the person picking up the child, please ask for a photo I.D. and compare the information on the yellow release/emergency card with the I.D. If you are still unsure, please call the parents for a verbal authorization of release or seek assistance from a supervisor.

The yellow release/emergency card must be coded with a RED Stripe when a COURT ORDER regarding custody is involved. Staff should familiarize themselves with the contents of Court Orders A copy is usually attached to the yellow card.

5. Parents must sign their child in or out of the building either on the electronic keypad or on a daily clip board. Staff members must ensure parents are following this procedure.

Integrated Pest Management

We use the least hazardous means to control pest and unwanted vegetation. Pesticides & herbicides, if used are applied according to manufacturer's instruction when children or adults are not present. We currently us spray on the outside foundation & the perimeter of the play yards to create a barrier. If you find an insect inside, bag it give it to the Director. We have sprays to control flying insects, if there is a problem. **Check the play equipment daily for nests to prevent children from being bitten by a wasp.**

HEALTH

Handwashing

All staff, volunteers, & children must **wash their hands upon arrival for the day**, when moving from one group to another, coming in from outdoors; before & after eating, handling food, feeding a child, giving medication, playing in water, after toileting or diapering a child, handling bodily fluids, handling garbage or pets, playing in the **water table**, with sand, or rice. Handwashing helps prevent the spread of illness. Children should be **taught to wash hands properly** (20 seconds) and taught to shut off the water with paper towel. (Please remind each other about handwashing.)

Facility Cleaning, Sanitizing & Disinfecting*

Cleaning means removing visible soil. *Sanitizing* means reducing the number of germs that can cause disease to a level accepted as safe by public health authorities. *Disinfecting* means nearly, but not completely, eliminating germs that can cause disease. **Each classroom has a posted cleaning and sanitation frequency table which must be followed to protect everyone from infectious diseases. Rotate washing manipulatives weekly in the dishwasher & wipe puzzles with a bleach solution before returning items to the resource room.**

A self-made solution of bleach water consisting of one tablespoon of non-concentrated bleach to one quart of water shall be prepared daily and placed in a labeled, sealed container. All areas such as the table tops to be disinfected shall **first** be washed with a **soap and water** solution and then cleaned with bleach water for a **two-step process**. (Children may not be in the **immediate area** when using a **bleach solution**, but may be encouraged to help clean tables using the water solution and paper towels.)

Daily Health Check*

Each day, the staff member who assumes responsibility for the child from the family performs the health check. The health check includes a friendly greeting of the child and family, asking about the child's well-being since the child was last at school, while observing the child for signs of obvious ill health (or injury). If the staff member has concerns, s/he should express the concern, **verifying a method of easy contact** should s/he need to contact the parent later in the day. Questions raised by staff members about a child's health should be directed to the Head Teacher, Director or Sponsor. If a child is sent home for illness, the office manager should be notified to **record the illness on the log provided by licensing in the office.**

Accidental Injury or illness (Adult or Child)*

***For breathing difficulties,* seizure episodes, *unconsciousness, * severe bleeding or *chest pain; call for help, the Director, Head Teacher or designee calls 911; then parents(or medical emergency contact).The Director or Head Teacher will make decisions regarding the care of a child/adult until a parent, emergency contact or an ambulance arrives. The teacher or teacher assistant will accompany a child to the hospital in the absence of a parent or medical designee. (A detailed report must be completed ASAP)**

Incident Reports: (First Aid Kits/Masks are located in Kitchen Areas) (A log book is in each classroom)

The staff member who provides first aid for a minor injury completes an incident report and logs the information in the classroom injury log. This applies to all classrooms: Infants through PreKindergarten. The parent /responsible party must sign the report at dismissal. Copies are kept in a **classroom file**. The teacher/or assistant will accompany & remain with a child who is injured/ ill until the parent/responsible party assumes responsibility for the child. Treatment for minor injuries is limited to cleaning the injury, applying ice and/ or a *band-aid*. **Staff must CALL the parent & notify the Director when the following occurs:**

- **A child is bitten and the skin is broken*** (Parents must be called for any bite)
- **A child sustain a head injury*** (an injury above the shoulders)
- **A child falls from a height greater than the height of the child***
- **An injury requiring professional medical or dental care occurs** *(Ex: stitches/chipped tooth)

***The CFOC incident report must be completed for any of the items with an ***

Standard Precautions to Avoid Exposure to Body Fluids* (Blood-borne Pathogen Exposure Plan)

Precautions developed by the CDC, & adapted for child care are consistent with Universal Precautions required by OSHA related to the **prevention** of blood-borne infections. Adaptation of Standard Precautions for child care requires the **use of gloves*** *if blood or infectious body fluids might contact hands. Gowns and masks are not required unless blood might spray into the mouth, nose, or eyes. (Masks with First Aid Kits)*

Surfaces that might come in contact with infectious body fluids must be disposable or able to be disinfected.

When surfaces are soiled by *body fluids* or other potentially infectious material, they are cleaned with detergent and water, rinsed with water to remove all organic material and disinfected with a diluted solution of household **bleach** according to the instructions on the CDC website: www.cdc.gov.

a. Spills of Body Fluids: *Spills of vomit, urine and feces, blood, and injury and tissue discharges are cleaned and disinfected as for the procedure for diaper-changing tables.*

b. Disposal of Contaminated Materials: *Contaminated materials are disposed of in a plastic bag with a secure tie or closure (ie, gloves, paper towels, or other materials used to wipe up body fluids.) Soiled clothing items are placed in a sealable plastic bag and sent home.*

c. Contaminated Articles That Can Be Used Again: *Reusable rugs and other fabric articles are laundered. Brushes, brooms, dustpans, and mops **if used** to clean up body fluids are washed with detergent, rinsed, and soaked in a disinfecting solution according to instructions on the product label. Items such as reusable rags are washed with hot water and detergent in the washing machine.*

For carpeting, *blot to remove body fluids from the fabric as quickly as possible. Then disinfect by spot cleaning with a combination detergent/disinfectant, and shampooing, or **steam-cleaning** the contaminated surface.*

d. Hand Hygiene After Handling Contaminated Materials: *Wash hands for 20 seconds or more after removing gloves.*

If a staff member (**not wearing the required gloves***) comes into contact with any body fluids, the exposed area is washed immediately with soap and warm water, rinsed and dried with paper towels. When a staff person comes into contact with blood (eg, **staff member provides first aid for child who is bleeding**) & is exposed to blood because of an open wound, the staff person should immediately wash hands thoroughly and inform a supervisor of the exposure. (Director, Sponsor, Head Teacher). Any exposure to blood must be documented. Blood-borne transmission of infection through contact with blood is rare in a child care setting, but Hep B, C, & D & HIV are viruses that are transmitted via blood.

Following a report of an exposure incident, BNS will make immediately available to the exposed employee a confidential medical examination and follow-up. (See Bloodborne Pathogens Standard)

The full hepatitis B vaccination series will be made available as soon as possible, but not later than 24 hours, to all unvaccinated first aid providers who have rendered assistance in a situation involving the exposure to blood or other potentially infectious materials. Records must be kept regarding HBV vaccinations or declinations.

Fresh Air

It is up to our employees to open windows frequently, particularly during the winter months. Fresh air actually facilitates good health by circulating the air and decreasing exposure to germs. **Please shut the windows before you leave the classroom after session.**

Outdoor Play

Our Licensing agency requires children to have moderate to vigorous activities for a minimum of **60 - 90 minutes** for **toddlers** and **90 - 120 minutes** for **3, 4, and 5 year olds**. A minimum of 60 minutes must be **outdoor play** per eight hour day. Outdoor play should include 2 or more structured adult-led activities or games. Weather charts are posted by exit doors. The only exceptions to outdoor play are if it is raining, the heat index is above 90 or the wind- chill factor is below 32. **Staff** will ensure children are dressed properly and for outdoor conditions.

Supervision of Active Large-Muscle Play

Teachers **limit adult-adult socializing during large muscle play both indoors and outdoors**. Staff should be interacting with children to ensure they are using equipment correctly and watching, counting, and listening for sounds or the absence of sounds. High risk play areas (ie. **climbers, slides**, water play, sand play) receive the most **staff attention**. Children should be **assigned** to a **specific teacher** or caregiver to be regularly counted at timed intervals of 15 minutes to confirm each child's safe whereabouts.

Sunscreen

Please remind parents to put sunscreen on their child(ren) **before** coming to school from May to September. Sunscreen must be at least SPF 15 with UVA & UBA protection. If children stay all day, parents must provide sunscreen and a **permission form** for our staff to re-apply sunscreen during the day, approximately every 2 hours.

Playground inspections and Maintenance (Office manager will review the list & report problems)

The **first classrooms (PreSchool or Infants/Toddlers & Twos)** assigned for outdoor play, will do the daily **inspection of the playground**. Each group will have a clip board to complete the check list.

Environmental Health

All of our heating systems are equipped with April Air Filters and Humidifiers to limit exposure to air pollutants and ensure proper heating and cooling. The Infant & Toddler room is "shoeless". Stanley Steamer cleans our carpets, but individual classrooms may request **additional** cleaning for soil or illness.

Health Practices

Care is given to children's appearance. (Examples: faces are washed, soiled or wet clothing is changed, smocks are provided for messy play; diapers are changed **before** dismissal of infants, toddlers, and twos) Children are taught to manage their own health practices (Examples: to wash hands for 20 seconds & shut off water with their paper towel, to put on their coat/ smock, reminded to use a tissue for noses or a sneeze.)

Accident Reporting (Employees)

If any employee sustains an injury at work, no matter how minor, she/he should notify the Head Teacher, Director (732-267-5149) or Sponsor (732-272-2105) immediately. (The injury must be logged on an accident report and the injury evaluated for treatment. This protects the employee's right to workers compensation benefits in the event that the injury is more serious than first suspected. Each staff member is required to provide us with emergency contact information. This is updated annually at our " back to school meeting" & is filed in the employee application book. (Any **changes** should be reported to the Office Manager & Payroll.

PROGRAM

Nutrition (10:122-6.3)*

Food Allergies must be posted in each classroom & indicated on the Medical Emergency Info Card with an Orange Stripe across the top. All snack & lunch food is PARENT PROVIDED.

- A. In the presence of children, **all adults** drink water or a healthy beverage and eat fruits and vegetables, meats or meat alternatives such as beans and grains as an example of good nutrition. (No junk food)
- B. **Staff ensures children have two items that meet nutritional guidelines & supplement** if necessary.
- C. **Staff makes water available** throughout the day, inside and outside, including the Toddlers & Twos.
- D. **One staff member sits with children** during snack & lunch time as role models encouraging social conversations.
- E. Staff request milk* as a **donation** to serve at lunch time for child care children. (check milk allergies)
- F. **Food brought from home for a special occasion to be shared should be store bought in original container**
- G. Baked goods may be from home if fully cooked & do not need refrigeration.
- H. Staff provides parents with the nutritional foods list in the " *parent handbook*" & the suggested menus*.
- I. Remind parents to use icepacks for lunch boxes & a wide-mouth 12 hour thermos for hot food.
- J. Staff serves half portions at one time & **discard** uneaten food*
- K. **STAFF shall call a parent at lunch time if a child refuses to eat and/or drink to ask for suggestions.***
- L. **Children are fed in small groups**: *Older Infants (maximum of 3) Toddlers & Twos (6) Threes, Fours, and Fives (8 or 9) divided into two groups with an adult. (Suggestion: alternate snack and small group time.)
- M. Staff provides New Mothers information on the benefits of Breast Feeding Infants*
- N. See additional policies for feeding children under three years of age.

Physical Activity (10:122-6.1)*

- 1. **Teachers** promote physical activity indoors with a short **10** minute burst of activity balanced with a quiet activity. Example: A circle game; then a story.
- 2. Teachers participate in active games, music CD's or gross motor skills as appropriate.
- 3. Types of Physical Activity for 3-5 year olds
 - a. Vigorous-Intensity: causes rapid breathing such as: running outside
 - b. Moderately Intense Activities: increases heart rate such as: following an obstacle course
 - c. Structured Activities: provides practice for motor skills such as: music CDs & rhythm instruments
 - d. Unstructured Activities: children direct their own activities
 - e. Activities that encourage physical movement: neighbor- hood walk, dancing, obstacle course, tunnels, kicking & throwing a ball, pulling a wagon, riding on wheeled toys, building with large blocks, etc.
- 4. Types of Physical Activity for Infants, Toddlers & Twos
 - a. tummy time for non-mobile infants with teacher interaction
 - b. pull-up bars & push chairs that slide for walking
 - c. infants not seated for more than 15 minutes, except while eating
 - d. riding toys & wagons for pulling
 - e. plastic balance beam for balance & coordination
 - f. balls for kicking & throwing
 - g. slides, rocking toy, stepping stones, large blocks for building

Screen Time (10:122-6.1)*

No screen time is permitted for children under two. Screen time is limited to **educational** or physical activity only, age & developmentally appropriate and for no more than **10 minutes at a time, 30 minutes per week**. Screen Time must be indicated on posted lesson plans.

*As specified in the *Manual of Requirements for Childcare Centers*

Rest & Sleep requirements (10:122-6.4)*

1. Children 12 months of age and younger must be placed on their back to sleep in a crib to prevent SIDS, **without** loose bedding or soft objects. Parents may provide a **sleep sack** instead of a blanket for Infants. Cribs & mattresses are sanitized **weekly**.
2. Children who can turn themselves over will be allowed to assume that sleeping position.
3. Children under 18 months of age and younger shall rest and sleep according to the child's physical needs.
4. Children attending school for four or more consecutive hours, over the age of 18 months, shall be provided a rest **period of 30 minutes**.
5. Bedding materials for mats will be stored in such a way so that there is no contact between the sleeping surface of (1) one child with the sleeping surfaces of another child. (Green sides are stacked together)
Mats are green side down; blue side up. Covers are washed & mats sanitized **weekly**. Parents provide a small blanket which may be folded into the mat or stored in a labeled zip lock bag.
6. Bed linen provided for cribs, cots, or mats will be tight-fitting.
7. Cribs, cots, or mats will be individually assigned and a chart posted with the #, name & location of each item.
8. Children under 18 months of age and younger shall rest and sleep according to the child's physical needs.

Field Trips & Family Participation (10:122-6.8)*

The school will arrange for a Fall Field Trip and a Spring Field Trip for the Pre-School & Pre-Kindergarten children with transportation provided by the **families**. Parents must have a valid driver's license and utilize their own vehicle with a valid inspection sticker, & liability insurance. **Each child must have an age appropriate car seat.**

Parents must sign in at school and must sign out at departure from the trip site as a means of tracking each child & family. Parents are **required to return a Permission Form** stating their participation or non-participation.

(Children not attending the trip will be cared for in another classroom as there will be no regular session on trip day.)

1. **Children should wear a Beachwood Nursery School Shirt** or a Beachwood Nursery School Name Tag with phone #.
2. **Teachers shall bring copies of classroom Emergency Cards, an Emergency Bag & a Cell Phone.**
3. **Develop a schedule for the day/Collect trip costs in cash in advance.**
4. **Provide parents with a map and directions to the field trip site.**
5. **Ask parents to Call the day of the trip if the family will not be attending so that we do not wait for a family.**

Family & Community Participation (10:122-6.8)*

Parents of enrolled children may visit the school at any time during our normal operating hours to observe program activities without prior approval. We encourage parents to share with teachers anything that might help us in our work with children: developmental concerns, medical needs, the birth of a baby, **divorce, separation**, a death in the family, a new pet, a new home or moving away etc. **The staff must nurture the relationship in which parents feel secure to share.**

We encourage staff to greet parents warmly at arrival and dismissal & **to call or e-mail parents that teachers do not see on a daily basis**, especially at the beginning of the school year. Log your phone calls or emails daily.

Use the technology we have to keep parents informed of school events through newsletters; both print or on-line or send a photo of a child that is happily engaged in an activity after a teary good-bye.

It is important for all **staff to participate** in Open House Sessions, Back –to-School nights, Parent-Teacher Conferences, Holiday Celebrations, Our School Picnic, Field Trips, and other family events planned during the school year. Families need to see their child's teaching team at school functions. Encourage parents to volunteer in the classroom or make play dough, share a skill, read a story in the classroom or help with special events at school.

Invite community workers into the classroom to share their work with the children. Learn what is in the community that might be of interest to parents. Post lesson plans for parents, a monthly calendar of school events, parent workshops & information on our lending library on the classroom bulletin. Don't forget to keep the bulletin boards up to date!

*As specified in the *Manual of Requirements for Childcare Centers*

Release Policy (10:122-6.5)*

The Release Policy is on our web-site and was previously referenced under **Safety** regarding the “Transfer of Responsibility”. **For closing staff**, it is important not to release a child to a parent or guardian that appears to be **physically** and/or **emotionally impaired** to the extent that the child would be placed at risk of harm if released to such an individual, particularly if the smell of alcohol is obvious. The other staff person should call the other parent or other responsible persons and explain the situation seeking assistance & call the Director.

Please begin calling both parents whose child is still at school at 5:25PM. If no one is reached by 5:35 PM, call the Emergency Contacts listed on the Yellow Release/Medical Information card. **At 5:45, call the Director** or designee to come to the school. One hour after closing time if no one has come for the child, a staff member shall call the Department’s State Central Registry Hotline **(1-877 NJ ABUSE/1-877-652-2873)** to seek assistance in caring for the child until the parent or person authorized is able to pick up the child.

Discipline Policy (10:122-6.6)*

The Discipline Policy is also on our web-site. Our policy offers guidance techniques that are designed to help the individual child develop self-control and begin to assume responsibility for his or her actions. Rules should be simple and understandable- **redirection, along with an explanation, is a common technique for Twos & Young Threes** Natural and logical consequences are used to help children learn to make good decisions.

If it is necessary to remove a child from the group or an activity to gain control, it should be for just a few minutes. Generally, a child having difficulty in one area can be redirected to another area to play.

Remember young children need the experience of interacting with other children on a consistent basis. Learning how to share and cooperate with others is an ongoing process for young children and consequently some aggressive behavior will occur. It takes time for a child to learn acceptable ways of dealing with his or her anger and frustration. It is important **for the teacher to acknowledge a child’s feelings, actions or words** and offer alternative ways of dealing with anger and/or frustration. (“*You are angry, but you used words and didn’t hit. I am proud of you.*”)

Affirming children’s thoughts and feelings recognizes that children think this way or feel that way. The connections you make in these conversations will tell the child you care. Through trust comes growth, in both you and the child.

Challenging Behaviors (10:122-6.6)*

Challenging behavior is any behavior that (1) interferes with children’s learning, development and success at play, (2) is **harmful** to the child, other children, or adults, or (3) puts a child at high risk of later social problems or school failure according to Kaiser & Rasminsky;2007. The teaching staff should immediately begin documenting when, where and with whom the behaviors occur and ask for assistance with additional observations. There must be a minimum of 3 one hour observations at different times during the day. When sufficient data has been collected, parents will be called in for a conference to develop an action plan; strategies that can be implemented in the classroom and at home to help the child. Recommendations will be made to the parent that need to be acted upon; other options such as changing classrooms or reducing child care hours will be considered. We will make every attempt to work with each child & family. We may ask parents to seek outside services from the school district, early intervention or POAC. It is never our goal to discontinue child care, but that will be our final option if we do not feel we can meet the individual needs of a child or family or if the child’s behavior is creating an unsafe environment for himself and others. Each situation is evaluated on an individual basis and the final determination regarding a child’s enrollment status will be made by the director and head teacher.

**As specified in the Manual of Requirements for Childcare Centers*

CLASSROOM MANAGEMENT CHECKLIST

- Teachers in the classroom establish positive relationships with families by greeting each child and parent upon arrival with a warm welcome and again at departure times.
- Teachers establish and maintain a safe learning environment that is well organized, labeled, rich in materials to explore and accommodates a wide range of “*dap*” activities and types of play.
- Teachers maintain a consistent daily routine. (**a predictable sequence of events displayed in pictures**)
- The daily routine allows for experiences that include a combination of child and adult initiated activities, during individual and group* times of the day. (*Large group and small group)
- Teachers model care and concern for people and materials throughout the daily routine
- Children have choices throughout the daily routine. Teachers support children’s choices and interests.
- Teachers elicit, value, and listen to children’s points of view, ideas, concerns, and feelings.
- Teachers implement the **plan-do-review** process which is a unique part of the High Scope Preschool Curriculum for 3-5 year olds that allows adults to observe, learn from and support children’s play.
- Children initiate their own plans at work time and carry them out with adult support.
- Teachers apply strategies to scaffold (support and gently extend) early development in children’s approaches to learning including: curiosity, creativity, confidence, independence, initiative and persistence.
- Teachers plan for and help children **anticipate transitions**. (Ex. a 5 minute warning before clean-up)
- Teachers participate in routine tasks: set-up/clean-up, snack, lunch, naptime, toileting, laundering etc.
- The **teaching team share anecdotal notes** (written observations about what children do and say) to plan supportive educational experiences for individuals and the group as a whole.
- The **teaching team discuss** and agree on classroom rules, limits and expectations and are consistent in following through on them. Children need to know what to expect.
- The **teaching team** gives children **consistent reasons** for the rules, limits & expectations they establish.
- The **teaching team works** together with families to support children’s growth and development.
- The **teaching team** maintains tracking #'s, daily sheets, anecdotal notes, COR Postings, Parent Communication log, incident reports & classroom log, etc. in a timely fashion.

On-the Spot Management Techniques

- Adults stop aggressive or destructive behavior **immediately**; (hitting, biting, kicking, throwing things) then gives a reason for their action, and suggests an acceptable way to handle the situation. An example for Toddlers is: “Stop biting, biting hurts. We bite our food, not people.”
- Adults help children resolve conflicts by:**
 1. listening to and acknowledging children’s description of a problem including their feelings, observations, and reasoning about it;
 2. encouraging children to talk with each other about the problem they are experiencing;
 3. interpreting for less articulate children’s needs, feelings, and actions to other children(if necessary);
 4. patiently supporting children’s efforts to generate appropriate alternatives on their own;
 5. helping children generate appropriate alternatives; *they* agree on a solution; & what happens next.
 6. using factual non-judgmental language and being prepared to give follow-up support.
- In conflicts that do not involve hurtful behavior, adults give children a chance to settle differences on their own.
- Adults help children become aware of and take responsibility for the outcomes of their actions: Example: Cleaning up a spill with paper towel;
- Adults acknowledge a problem- solving approach to child management takes time, patience & consistency. Concentrate on shaping positive behavior.
- Adults use distraction with children younger than three years to change behavior or gentle reminders.

ADULT/CHILD INTERACTIONS

A supportive environment climate brings intellectual and social benefits to adults and children. Adults balance the freedom children need to explore, with limits that children need to feel secure. Adults provide materials and experiences that build on children's interests and children initiate many of their own learning experiences. To establish a positive climate for learning, High Scope has identified six elements of supportive adult-child interactions listed here:

1. Sharing control between adults and children

Adults participate with children, in play and conversation, taking cues from them at their **eye-level**.

2. Focus on children's strengths

The motivation is built in when teachers focus on what children can do and what they are interested in.

3. Form authentic relationships with children

Learning is often a social activity, so children must trust the adults to be honest & open with them. Adults share their own interests with children, responding to children's interests and giving children specific feedback, answering questions and asking open-ended questions.

4. Supporting children's play

In exploratory play, children use materials to learn about them, not to make something with them.

Example: squeezing and pounding on play dough.

Constructive play involves building things, while dramatic play is pretending and acting out roles.

Be playful with children by getting down on the floor building roads with blocks or sitting at the table eating the pretend food served.

5. Using encouragement instead of praise

Adults use praise because they think it helps children feel good about themselves. Adults may also use praise as a behavior management tool to help children act "good". When adults use praise, children learn to depend on adults to figure out what is right or wrong instead of developing this ability for themselves. By encouraging children, adults acknowledge their efforts and accomplishments. The focus is on children's **actions** and what they are learning. It is not about pleasing adults.

6. Adopting a problem-solving approach to conflict

When children practice resolving social conflicts from an early age, they develop the skills and confidence to interact successfully with others throughout their lives.

SPECIAL PROBLEMS

There are key indicators that a child may have a special difficulty. These behavioral characteristics appear in many categories and could reflect problems in several areas of a child's development. The task is to identify a child who might have a problem and refer the child to an appropriate specialist for professional evaluation.

Some key indicators to document through multiple observations include:

- Inability to distinguish colors, shapes, numbers, letters & similar objects appropriate for the child's age.
- Poor or limited speech and language development for the child's age.
- Poor coordination and balance; or unusual body movements.
- A lack of energy or boisterous, loud behavior.
- A lack of response to people and situations; inattentiveness; lack of eye contact if culturally expected.
- Difficulty following directions.
- **Excessive anger** or irritability or low threshold for frustration.
- Withdrawal, or remaining alone for long periods. (No peer interaction or peer rejection)

If any staff member has concerns about a child, she should request the Head Teacher observe in the classroom during the first few weeks the behavior is noticed in the classroom.

LEADERSHIP & MANAGEMENT

We want to provide Excellent programming which requires effective governance structures, competent and knowledgeable leadership and comprehensive policies, procedures, and systems that support staff, children and families for quality experiences. Effective leadership and management create the environment for high-quality care and education by:

- Ensuring compliance with relevant regulations and guidelines;
- Promoting fiscal soundness, program accountability, effective communication, helpful consultative services, positive community relations and supportive workplaces;
- Maintaining a stable staff;
- Instituting ongoing program planning, career development opportunities for staff and continuous program improvement.

Understanding the table of organization will assist you in your quest for information and guidance:

The **Sponsor** is part of the administrative staff and has the responsibility to appoint the Director, ensure that the center complies with the *Manual of Requirements for Child Care Centers* and designates individuals with authority and responsibility to develop a "Table of Organization", job descriptions, titles and qualifications, and ensure that all staff complete orientation and professional development as specified in NJAC 10:122-4.7.

The **DIRECTOR** is part of the administrative staff and has the responsibility to observe all groups of children daily, to implement policies and procedures and provide orientation for new staff as well as oversee the implementation of all of the NAEYC Performance Program Standards.

The **HEAD TEACHER** is part of the administrative staff and has the responsibility to support the classroom team through effective communication, helpful recommendations, and in-class support and lesson planning. The Head Teacher may assign another qualified person to mentor inexperienced teachers or teacher assistants. The Head Teacher has the responsibility to oversee the implementation of the curriculum in the most effective way to benefit children. The Head Teacher has specialized knowledge in a particular area of Early Childhood Education.

The **TEACHERS & TEACHER ASSISTANTS** are viewed as **equal** in promoting children's learning and development. Both support families' diverse needs and interests. The Teacher (Group Teacher or Lead Teacher) in the classroom is ultimately responsible for the effective management of the classroom, co-workers, volunteers, and parents working in the classroom. The person is the supervisor and must communicate the policies, educational objectives, performance, and conduct expected in the classroom to maintain **the team approach**. The Teacher is also **responsible** for communicating to administrative staff the attitudes, suggestions, and any complaints of their co-workers.

The **Office Manager**'s job is multi-faceted. The manager is usually the **first contact** for families and potential families as a representative of our school. She is generally responsible for the co-ordination of office operations, but the primary role is to make it possible for **other staff members to function effectively & efficiently** by providing support as needed.

Support Staff are those employees who provide coverage for breaks, lunch, COR advantage & coverage for absences.

EMPLOYEE SCHEDULES* and COMPENSATION:

We follow the Toms River Schools' Calendar of 180 days, with the same holidays and vacation weeks . We also provide an Early Learning Calendar of 15 days & a Summer Calendar of 45 days totaling 240 work days. We are closed for one week prior to the start of the school year. Our hours are : 6:30 AM - 5:30PM. Each staff member receives a summary of the scheduled hours & the compensation. **Scheduled hours could be fixed part-time; (20 Hours) school day; (35 hours) childcare; (40 hours) or variable.** Each half day 2 ½ hour session, morning & afternoon, or school day has time built into the schedule for prep time, clean-up, planning & a 30 minute lunch for school day staff and 15 minutes for half day staff. However, half day staff **must work at least 20 hours** in order to be eligible for any benefits. Staff working **5+ hrs**, must take a break of a minimum of 15 minutes. **Staff are paid an additional hour weekly for restocking the classroom m**. ***Once the school year has begun, it may be necessary to adjust scheduled hours to accommodate needs.**

Staff must sign in and out on the Pro-Care System as required by Licensing. Staff are paid according to the hours on the print out, so it is important that hours are correct. If you are absent during a pay period, staff are required to fill out **an absence report even if the absence is not an allowable absence**, including the **name** of the person who covered.

Overtime is work over 40 hours per week, not including the half hour lunch & must be authorized by a supervisor. You must **clock out** for Lunch when leaving the classroom or building. Staff will be compensated for overtime with paid time applied to days school is closed (example: snow days) & not scheduled paid holidays/ vacation days. We maintain an employee record that includes hours worked, training, Paid Time Off, (PTO)Paid Holidays, Vacation Days, & Comp. Time.

Pay Procedures

Employees are paid by Direct Deposit on a bi-weekly schedule with the pay period **beginning** on Wednesday and ending on Tuesday. Pay is deposited to your checking on Friday. **Primepoint** will issue a check if direct deposit is not set-up. Checks are **mailed** and usually not available until Monday. Withholdings based on the W-4 you complete includes: Federal Income Tax, Social Security Tax , NJ Gross Income Tax, NJ State Unemployment and Disability Insurance and Family Leave Insurance. Approximately 11% of your gross wages is paid in taxes by your employer on your behalf.

Each employee should set up the Employee Experience at PrimePoint.com, so that you can print copies of your direct deposit and other payroll related documents. **Please check these documents for accuracy.**

No other deductions will be made unless required or allowed by law, contract or employee obligation. All voluntary deductions must be authorized by the employee in writing and follow our accounting procedures.

PAYROLL ERRORS should be reported as soon as possible to: Tina Newman (732 – 272 – 2105)

“REGULAR ATTENDANCE IS A CONDITION OF EMPLOYMENT “

Please keep in mind that children become very upset when their teachers are not in school. We strive for consistency in staffing for all of the children, but especially for the Infants, Toddlers and Twos. Primary Care-givers, Teachers & Teacher Assistants should have back-up care for their own children in case of illness. There are also certain times during the school year when we need “all staff” to be available including:

- ***The first two weeks of school in September that includes Open House.***
- ***The week of Back to School Nights (We want to introduce our teaching teams to our parents)***
- ***The weeks of Christmas & Easter Celebrations***
- ***The week of the Mother’s Day Art Show for Preparation (Sunday to Sunday)***
- ***The last week of the school year that includes any make-up snow days & the year- end meeting.***

Requesting Time Off (Minimum advance notice of 1 to 6 months)

1. All requests from **“everyone”** must be in writing using the **Absence Report** form; **signed by the HEAD TEACHER.**

2. PTO is given on a first come, first serve basis; posted on a large calendar in the Resource Room, Bldg.1

3. PTO **will not** be approved if staffing is affected. Keep this in mind when purchasing tickets, reserving rooms etc.

(Plan vacations when school is closed)

4. No PTO days will be given during the weeks listed above. (Most are Family Events)

5. Two staff members could be approved for PTO on a single day depending on how it will affect Staffing. If two staff cannot be accommodated, then time-off will be approved by **seniority.**

6. Circumstances will be considered when requesting time-off & a 10 month employee vs. a 12 month employee.

ABSENCES *

1. If you will be absent for any reason, you must **call the Head Teacher or the Director** if you are in the classroom , & The Director if you are in the Office or are Support Staff.
2. Call at least (2) **two hours** before the time you are supposed to start the work day. (4:25 AM for 6:25 AM)
3. If you are absent due to illness, please provide us with symptoms to be recorded on the illness log and a Doctor's Note stating you may return to work. **Staff must follow the Policy on" Communicable Diseases."**
4. To be paid for an allowable absence, an "Absence Report" with who covered must be completed.
5. If you are absent for (2) two consecutive days without notice, it will be assumed you have resigned on the 3rd day.
6. Paid Time Off cannot exceed the allowable 5 or 6 days earned by regular attendance
7. Paid Time Off (PTO) is earned at the rate of a ½ day per month accumulating 5 days, September to June for 10 mo. employees and 6 days, September to August for 12 mo. Employees.
8. Absences for any reason totaling 6 days will not accrue any **additional** PTO for the **remaining school year** & absences **exceeding 8 days (5%)** will be considered excessive & cause for disciplinary action &/ or termination.
9. No PTO (paid time off) is paid during the introductory period for new employees. (three months)
10. Unused PTO may be paid to an employee as an attendance bonus during the last pay period in June upon request as long as the total absences for the school year does not **exceed 5 days**.

Arriving Late for Work*

Staff that are scheduled to open the building for childcare should arrive by 6:25 AM; **5 minutes before the first child is due to arrive**. Each staff member that is scheduled to cover childcare in the morning must be in the classroom ready to receive children **5 minutes** before the scheduled **start time of their work day**. When a staff members **arrives late** for their scheduled hours, there is **inadequate coverage** to maintain the child:staff ratios. **This is not fair play to staff that arrive on time**.

Teachers and Teacher Assistants for the Half Day or School Day Program are scheduled for at least ½ (half) hour before the start of the class time, but are still expected to arrive in the classroom **5 minutes before** their scheduled work time. If you know that you will arrive late, please call so we cover the classroom . If you have an appointment in the morning, you must arrange for **time off** with the Head Teacher on a absence report form as previously stated.

Requests to Leave Early * (Minimum advance notice of 1 to 6 months)

Staff that need to leave early in an emergency will be covered by support staff. However, requests to leave early In advance must be pre-arranged with the Head Teacher & documented on an absence report.

Disciplinary Actions regarding Absences, Lateness, and Requests to Leave Early

- Must call out at least 2 hours prior to your scheduled start of the work day.
- Must have a back-up plan for childcare in the event your own child is sick.
- If you have a doctor's note for a call out, request to leave early, or to cause lateness, points are cleared.

**Call Out = 2 points per day*

**Late = ½ point per day, if you are more than 5 minutes. Late*

**Call Out (Mandatory Staff Meeting) = 2 points*

No call, no show = 5 points per day

** Leave Early, requiring coverage = 1 point per day*

- If you accumulate 3 points in 2 consecutive pay periods (4 weeks) you will receive a verbal warning;
- If you accumulate 5 points in 2 consecutive pay periods (4 weeks) you will receive a written warning;
- If you accumulate 6 or more points in 3 consecutive pay periods you will receive a written warning & time docked from holiday pay;
- If you accumulate 10 points or more in 2 consecutive pay periods this will be cause for termination.
- If you "no call, no show" 2 consecutive days, we will assume you have **resigned**.

*cumulative for each 12 week pay period

BENEFITS & ELIGIBILITY *Benefits may be modified, or discontinued on an annual basis due to budget restrictions.

- A. **School Year Full-Time:** Employees scheduled for a **minimum of 35 hours** per week & 10 months.
- B. **Regular Full- Time:** Employees scheduled for **40 hours per week** & 12 months. (Flex hours in summer)
- C. **FIXED PART TIME:** Employees scheduled for **20 – 29 hours per week, 5 days a week, 10 or 12 months.**
- D. **Variable Employees:** Employees scheduled on an as needed basis

Full-Time or Part-Time **NEW Employees** are **not eligible** for any benefits during the **introductory period (3 months)**
 Part-Time Employees working **less than 20 hours** per week are **not eligible** for benefits.
 Part-Time **Variable Employees** scheduled on an as-needed basis are **not eligible** for benefits.(Ex: Substitutes)

Paid Time Off (PTO) (Illness or Other)

Five days of Paid Time Off are available to full-time 10 month employees who have completed the introductory period
Six days of Paid Time Off are available to full-time 12 month employees who have completed the introductory period
Five or Six days of Paid Time Off are available to Fixed Part Time employees equal to the regular scheduled work week

Paid Time Off is earned at the rate of **1/2 day per month** from the initial date of employment thru months 10 or 12.
Unused Paid Time Off is a benefit & paid as a **Bonus** at the end year as long as there were **5 or less absences. PTO does not carry over from year to year. PTO does not accrue** while on disability, workers' compensation, unpaid vacation, **after 5 absences** or any other leave of absence. Paid time off must be **requested** in writing and approved by the Head Teacher. PTO will not be approved if staffing is affected. Please see : **"Requesting Time Off"**.

Illness or injury extending more than 5 working days may be covered under Temporary Disability. This plan through the State of New Jersey provides up to 26 weeks of benefits after all PTO is used. A claim form must be completed by the employee, physician & our school. Earnings must be over a certain dollar amount for 26 consecutive weeks to qualify.

Vacation Week (*applicable only to the **vacation weeks** listed on the **TR Schools' Calendar**)

Full-Time Employees who have completed the first year of employment are eligible for **one paid vacation week***. After completing **five years of service**, a second vacation week will be added. If employees do not request a specific week, vacation days will be applied between Christmas and Easter. **Unpaid Vacation at other times during the school year must be pre-approved 6 months in advance as coverage must be provided for the office and for the classrooms.**
Fixed Part-Time Employees working 20 hours, 5 days per week receive one paid vacation week after the fifth year.

School Calendar Holidays (applicable to the **holidays** listed on the **TR Schools' Calendar**)

Full-Time Employees are eligible for 5 paid holidays* (10 mo. Employee) **6 paid holidays*** (12mo.employee)
 Fixed Part Time Employees are eligible for 5 paid holidays* after completing the first year of employment.

Labor Day**	<u>Rosh Hashanah (ELC)</u>	<u>Yom Kippur (ELC)</u>	<u>Columbus Day(ELC)</u>
Veteran's Day**	NJEA Convention	Thanksgiving*	Black Friday**
Christmas*	New Year's Day*	<u>MLK Birthday (ELC)</u>	Presidents' Day*
<u>Good Friday (ELC)</u>	Memorial Day*	July 4th*	Personal Holiday**

(ELC) The Early Learning Calendar includes: Rosh Hashanah, Yom Kippur, Columbus Day, Martin Luther King's Birthday & Good Friday as days we provide childcare. Employees who chose to work these days will be paid for hours worked. These are not paid Holidays. However, days indicated with ** are possible incentive days earned through job performance.

ADDITIONAL BENEFITS:

Professional Membership: NAEYC @ \$66.00. We provide membership for our full-time teaching staff to the National Association for the Education of Young Children which also provides members the benefits of belonging to NJAEYC and the local Ocean Chapter of AEYC. Members have access to the National Conference and the State Conference as well as professional development opportunities locally and throughout the state. We believe it is important for our staff to belong to a Professional Organization that represents Early Childhood, but more important are the opportunities to attend trainings, seminars and conferences to keep current in Early Childhood Practices. Membership also provides opportunities to use www.NJSharedResources.org. It is important for all of our staff to continue their education to accumulate the required 20 hours of training annually. Staff needs to make sure that all trainings are registered through Professional Impact New Jersey. By registering with PIN-J, staff members can print out the trainings they have attended during the school year.

First Aid & CPR

Each year we pay for training for staff that need to renew their certifications in Child CPR & First Aid. **(\$45.00-\$60.00)**

Mantoux & Health Exams

Staff must have an **initial health exam** prior to beginning work at our school on the form we provide for you. We will **reimburse** a staff member **\$75.00** for a health exam and **\$20.00** for obtaining the Mantoux TB test at the Ocean County Health Department. Employees must provide receipts and complete a reimbursement form.

Childcare for Employees:

Full-time employees are eligible to enroll one child in our program at a reduced rate of 25 to 50 % . A second child may be enrolled only if space is available. Childcare fees are withheld from the direct deposit after completing the **required forms**. Savings for a full-time employee exceeds **\$425.00** a month. (Part-time is pro-rated)

Reimbursement

Employees may be reimbursed up to **\$100.00** per classroom each school year, plus **\$25.00 in gas for the Cape May Zoo, or a training* more than 50 miles away and \$20.00 for Storybook Land.** (The employee* who drives their personal vehicle for the benefit of other staff members). Employees must present all receipts & complete a reimbursement form.

Education Expense

We require new employees to obtain the CDA within 2 years of employment. We will **assist** in paying for the CDA on an individual basis, including books. However, should an employee leave before the completion of the CDA or before staying with the job for at least **one year** after completing the CDA, all costs will be **deducted from the last pay.**

Simple IRA PLAN

Employees who earn at least \$5,000 in a calendar year are eligible to participate in a "5304" Savings Incentive Match Plan for employees of small business. (Simple IRA) A summary of the plan is available to eligible employees to review. Participating employees must complete a Salary Reduction Agreement. The salary reduction amount is withheld from the employee's pay on a pretax basis for 20 pays (40 weeks of the school year) Employees may increase or decrease the deferral amount either in September or January, whenever they join the plan. New Employees may join the plan in January after the introductory period. Beachwood Nursery School **matches your contribution** \$1.00 for \$1.00 **or up to 3% of the gross annual wages**, whichever is less. (The 3 % contribution can be lowered to 1 % twice in a five year period due to budget restrictions.) The employer contribution for each employee must be made by March 15th, therefore the dollar amount of the contribution is reflected on the April Statement without additional notification.

We pay the initial set-up fee for the IRA. Employees are responsible to pay the annual maintenance fee charged by the custodian of the account. Your annual contributions can be more than \$10,000, and is indexed for inflation each year. Early withdrawals are subject to ordinary income tax. Additionally, participants **under age 59 ½** will face a **25 % Penalty** above & beyond their income tax rate if they make withdrawals during the **first two years** of plan participation. After this period, a **10 % Penalty** in addition to ordinary income taxes will be applied to early withdrawals. Certain exceptions apply. Please contact our investment representative to learn more: **Steve Newman:732-770-5528**

Conferences

Employees are paid for parent/teacher conferences before or after scheduled work hours, including one evening date. Conference fees for state/ national conferences will be **reimbursed** up to \$100.00 with a reimbursement form & receipt.

Bereavement Leave

Full-Time and Part-Time Employees are eligible for funeral leave immediately upon employment for **two** consecutive work days for the death of the employee's parents, grandparents, spouse, children, brothers, sisters or the spouse's siblings, parents, or grandparents. Additional time off can be arranged based on individual circumstances **without** pay.

Workers' Compensation

This insurance covers employees for job related accidents. Medical bills incurred as a result of a job related injury or illness will be paid as prescribed by the workers' compensation law through our insurance carrier. **Regardless of the nature or severity, employees who become injured on the job must immediately report the incident to the Director.** (Michelle Newman: 732-267-5149) (Sponsor, Tina Newman: 732-272-2105)

The injury must be documented immediately. If the nature of the injury requires the employee to miss time from work, the necessity for lost time must be authorized by the medical doctor recommended by the insurance company. Workers' compensation insurance will cover a portion of lost wages. If an employee who qualifies for FMLA is on workers' compensation for more than 3 consecutive work days, all subsequent work days missed will count as days taken under FMLA leave.

Family & Medical Leave

It is BNS's policy to comply with the Family Medical Leave Act of 1993 (FMLA), its amendments & related NJ FLI of 2008. Additional information on the Family Leave act is on the website for: *NJ Depart of Labor & Workforce Development*.

Eligibility ,Duration & Purpose

FMLA leave is available to any employee who has worked for BNS for one (1) year and has worked at least 1,250 hours in the past 12 months. An employee is eligible to take up to **12 weeks of unpaid FMLA leave** during the period beginning from the date the employee's first FMLA leave begins and forward for a 12 month period.

Under the New Jersey Family leave Insurance provision of the New Jersey Temporary Disability Benefits Law, cash benefits may be payable for up to six (6) weeks to bond with a **newborn or newly adopted child or to provide care for a seriously ill family member**.

Maternity Leave

Employees must have worked for BNS for one year (1) and the minimum number of 1,250 hours in order to apply for Family Medical Leave Insurance through the state of New Jersey Temporary Disability Benefits Law. Employees are asked to return to work in 6-8 weeks or when released by a medical doctor.

Lactation Policy

BNS accommodates mothers who wish to express milk during the workday. It is the employee's responsibility that break time is not abused. BNS will take reasonable steps to provide an appropriate location that can be locked while in use.

Jury Duty

Full-time & part-time employees will not be compensated for scheduled work hours missed. Employees not required to report for jury duty are expected to report to work any time they are not in court.

***A reasonable amount of unpaid time will be expected for special events, parent activities, classroom prep, etc. Evening Staff Meetings & mandated Trainings are paid. Review your job description for performance indicators. Incentive pay is determined on an annual basis by individual performance, attendance & ethical responsibility. It may be in the form of a percentage tied to inflation, additional PTO, Holiday Pay, Personal Days, etc.**

Date: _____

Employee Name: _____

REASON FOR ABSENCE

- PTO** Position: _____
- Time Off** Date(s) Absent: _____
- Vacation:12mo** Requested Absence Date(s): _____
- Jury Duty** Substitute: _____
- Late/Leave Early** Supervisor Signature: _____
- Staff Meeting** Employee Signature: _____

Paid _____ Not Paid _____ # of days Remaining of PTO _____ Total Absences to Date _____ Notice _____

Date: _____

Employee Name: _____

REASON FOR ABSENCE

- PTO** Position: _____
- Time Off** Date(s) Absent: _____
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