



**TLC** Development  
**Centers**  
*Your child's future starts here!*

# **Building Blocks Learning Center**

## **EMPLOYEE HANDBOOK**

Open 6:30 AM to 6 PM M-F

301 W Reinken Ave

505-864-6131

Revised 8/23/2023



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## Organizational Chart

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Updated or revised information is always available on our website! [www.tlcdcdevelopmentcenters.org](http://www.tlcdcdevelopmentcenters.org)

## Job Descriptions

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

Job titles include the following:

Director	Teacher	Maintenance
Co-Director	Assistant Teacher	Cook
Administrator	Floater	Driver

Please see our website (<https://tlcdcdevelopmentcenters.org/careers/>) for detailed descriptions of each job title.

You may have other jobs which can follow this same format.

## Standards of Conduct

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

- Failure to follow Building Blocks Learning Center's Standards of Conduct
- Failure to report observed inappropriate behaviors to a supervisor
- **Leaving children unattended - Staff may never leave a child unattended for any reason at any time! This includes hallways, adjoining classrooms, restrooms (when appropriate), and diapering tables. Children are not allowed in the kitchen at any time, attended or not!**
- Negligence or carelessness in caring for children or ANY act that endangers the children.

- Inappropriate discipline of a child, including isolation, verbal abuse, spanking, pulling hair, or any other rough or inappropriate handling or inappropriate use of restraint. Refer to our discipline policy.
- Allowing personal visitors to have contact with the children
- Consuming or being under the influence of alcohol or drugs while working, or on Company business, or reporting to work under the influence of such substances.
- Fighting or assault on a co-worker or any other person on Company premises. This includes things such as yelling or throwing rocks from the parking lot, or any such behavior.
- Reckless conduct which threatens the life, safety or health of customers or employees including actual or THREATENED violence toward ANYONE.
- Threatening, harassing, or intimidating customers, guests, co-worker, or children.
- Insubordination (refusing to follow a manager's directions) or other disrespectful conduct when dealing with management or personnel designee.
- Possession of firearms, weapons, illegal drugs, or chemicals on Center premises.
- Unauthorized removal or use of equipment, supplies, food, Center property or any other materials.
- Falsifying forms, records, reports, time sheets or time cards, employment application forms or other information.
- Falsifying time records in any manner, including clocking in/out for another employee or having another employee clock in/out for you.
- Violating safety or health rules.
- Sleeping while on duty
- Excessive tardiness or absenteeism.
- Conduct that causes repeated customer complaints.
- Refusal to conform to dress code standards.
- Unexcused absence for more than 3 consecutive working days (voluntary resignation)
- Frequent or multiple documented 'write-ups'.

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

### *Social Media Policy*

The following principles apply to professional use of social media on behalf of TLC Development Centers as well as personal use of social media when referencing TLC Development Centers:

Think twice before posting: Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the center. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a staff meeting or to a member of the media, consider whether you should post it online. This includes pictures of yourself in compromising situations or displaying controversial lifestyle choices including, but not limited to, substance abuse. If you are unsure about posting something or responding to a comment, ask your supervisor.

Remember your audience: Be aware that a presence in the social media world is public. This includes prospective families, current families, co-workers and colleagues in the early childhood education community. Consider this before posting to ensure the post will not alienate, harm or provoke any of these groups.

- Employees need to know and adhere to the TLC Development Centers and NAEYC Code of Conduct, Employee Handbook, and other company policies when using social media referenced to TLC Development Centers.
- Employees should be aware of the effect their actions have on their image, as well as TLC Development Centers' image. The information that employees post or publish may be public information for a long time.

- Employees should be aware that TLC Development Centers may observe content posted to their personal Social Media accounts. Individuals must use their best judgment in posting material that is neither inappropriate nor harmful to TLC Development Centers, its employees, or customers.
- Although not an exclusive list, some specific examples of prohibited Social Media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment.
- Employees are not to publish, post or release any information that is considered confidential or not public. If there are questions about what is considered confidential, employees should check with their Director.
- Employees should get appropriate permission before referring to or posting images of current or former employees, members, vendors or suppliers. Additionally, employees should get appropriate permission to use a third party's copyrights, copyrighted material, trademarks, service marks, or other intellectual property.
- Social Media use may not interfere with employee's responsibilities at TLC Development Centers. TLC Development Centers' computer systems and iPad devices are to be used for business purposes only. Using TLC Development Centers' computer or iPad devices for business purposes is allowed by authorized individuals only (ex: Facebook, Twitter, TLC Development Centers blogs and LinkedIn), personal use of Social Media networks or personal blogging of online content is discouraged and could result in disciplinary action.
- Subject to applicable law, after-hours online activity that violates TLC Development Centers' Code of Conduct or any other company policy may subject an employee to disciplinary action or termination.
- It is highly recommended that employees keep TLC Development Centers related Social Media accounts separate from personal accounts, if practical.

### *Dress Code*

What we wear to work reflects the pride we have in ourselves and in the Center. It is important for all employees to present a professional appearance. In order to provide uniformity, as well as individuality, Building Blocks Learning Center requires *all* employees to wear "scrubs" of any style, or a TLC Development Centers logo shirt that has been approved. Shirts must be full length and provide full coverage in the neckline. Scrub tops are available at a variety of retail locations, and in a variety of styles. We encourage you to have fun with your uniform and take advantage of the many prints available that the children would like. When reporting for work, you are required to be dressed in appropriate attire in good repair. Pants do not have to be scrubs, but they must be properly fitting, provide full coverage (not see through in any section) and be in good repair. Shorts are acceptable during warm weather, provided they are 3 inches or less above the knee.

### *Attendance Policy*

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

- For unscheduled absences, you must notify your supervisor **personally** in advance of the start of your scheduled shift. Leaving word with another co-worker is NOT acceptable - nor is sending a text message. It is also requested that you make every effort to cover your shift through another co-worker.
- If you are going to be tardy, you must notify your supervisor personally of the expected time of your arrival prior to the start of your shift. It is NOT acceptable to call and say you will be tardy, then NEVER show up that day. This is grounds for immediate termination.

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

Questions regarding this policy should be directed to management.

### *Health Policy*

If you become ill, you may not attend if:

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

The guidelines for sending a sick child home are:

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

Notify your director immediately if you see any of the above problems.

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

### *Employee Injury*

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

If you are injured on the job, follow these steps:

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



## Professional Development

### Training Requirements

**Within 30 days of hire date, employees must complete the following:**

- ❖ Quorum CCDF Trainings to meet the 11 Health and Safety Topic Training requirements outlined in 8.9.4 and 8.9.5 NMAC. These are:
  - Cut the Cooties: Communicable Disease Prevention (2 hours)
  - Safe Sleep & Sweet Dreams for Infants (2 hours)
  - From Food to Physical Activity (4 hours)
  - Understanding Child Abuse & Prevention (3 hours)
  - Keeping Our Children Safe: Planning Ahead and Being Prepared (4 hours)
  - Traveling with Precious Cargo/Transportation Training for GA (3 hours)
- ❖ First aid/CPR.
- ❖ **All employees must have completed one three credit course in child development (ECED 1110 at CNM) OR a college credit bearing 45 hour early childhood education class to qualify to work in our Program. We may allow otherwise qualified individuals 6 months from their hire date to complete the college course at their own expense.**

### Training Hours Policy

As educators of children, we are all required to complete 24 **clock** hours of continuing education each year. This is an ECECD Licensing rule that we at TLC Development Centers feel is beneficial to our educators and the children we serve. NM PreK Teachers must complete 6 college credits each semester as well as additional training courses as dictated by NM PreK.

There are many regulatory agencies involved in our industry. To ensure compliance with all agencies, we must follow strict procedures when it comes to training hours. Please use the following guidelines when completing training hours:

- Step 1 - Find out if there are required trainings you are lacking - those should be taken FIRST!
  - Ensure that you have not already exceeded your hours for the year and sign up for the class.
  - Ensure you have not taken the same class within the last TWO anniversary years - **repeat trainings DO NOT COUNT for credit!**
- Step 2 - Notify your director or supervisor of the date/time/total hours of the class. **Training hours MAY NOT put you into overtime! Your schedule for the week MUST BE ADJUSTED!**
- Step 3 - REMIND your director/supervisor of your scheduled training the week it is to occur. Remember - training hours may not put you into overtime!
- Step 4 - Take the class - If the class is 'Multi Date', please ensure that you will receive your certificate BEFORE THE END OF THE PAY PERIOD (15<sup>th</sup> or last day of month). If not, NOTIFY your director IMMEDIATELY!
- **Step 5 - Email your certificate to [tlcdc.cloud@gmail.com](mailto:tlcdc.cloud@gmail.com). This must be done PRIOR to the end of the pay period to ensure you are paid for your time! Certificates received after payroll has been processed CAN NOT be processed and you will not be paid.**
- If you are taking an online class, it is to be done AT YOUR CENTER - and ON THE CLOCK. We **cannot accept** online certificates for paid training hours.

TLC Development Centers will ensure you are paid for all training hours that follow the above guidelines.

## Your Responsibilities:

- Infant/Toddler teachers (6wks through 2 years old) - MUST complete 4 clock hours of infant/toddler specific training each anniversary year.
- All educators and admins must complete 3 credit hours OR 24 clock hours each year.
- NM PreK Teachers must complete 6 college credits each semester unless they hold a Bachelor's Degree.
- Ensure you do not **exceed** 24 paid training hours per year. Any overpaid hours may be deducted from earned PTO (Paid Time Off).
- After 1 year of employment - complete 3 college credit hours **each** year in pursuit of a degree in Early Childhood Multicultural Education. College credit classes may be taken in lieu of 24 clock hours **provided all FOCUS required trainings are complete.**
- Submit your transcript each semester via text or email to verify completion.
- **Costs paid for tuition, fees and books for any courses dropped without refund, failed, or otherwise incomplete will be payroll deducted at \$25 per check until costs are recouped.**
- ECED Licensing Regulation (NMAC 8.9.4.23(B)(2)(c)) states:
  - New staff members working directly with children regardless of the number of hours per week will **complete** the 45-hour entry level course or approved three-credit early care and education course or an equivalent approved by the department **prior to or within six months of employment.**
  - On occasion, educators have been hired who have not completed the 45 hour entry level course (or equivalent). In these cases, educators must **complete ECED 1110 - Child Growth and Development within 6 months** of employment. TLC Development Centers **does not** pay for this class as it is a PRE-HIRE requirement. We can cover the cost up front and payroll deduct small amounts until it is paid back; typically \$25-\$50 per pay period.
- **Effective 1/1/2019, all TLC Development Centers educators and administrators are required to complete 3 college credit hours per anniversary year. Staff members who currently hold a bachelor's degree or higher are exempt from this requirement. Failure to complete a minimum of 3 college credit hours per anniversary year or 24 hours of continuing education will result in no PTO or holiday pay for the following anniversary year.**

## Career Lattice

It is the intention of Building Blocks Learning Center to have an educated, well trained, responsible, caring staff. Therefore, we have developed the following career lattice classification levels to guide your professional development:

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

**Level 2:** A level 2 employee has all required entry level training and certification. **All employees must be at level 2 within 6 months of their hire date.** A level 2 employee, although still learning, takes initiative to do things on their own and can be trusted to take care of situations without being told what to do or how to do it. A level 2 employee requires little supervision and instruction from a senior staff

member, meets the needs of children, maintains a clean and safe environment, and demonstrates positive child interactions consistently.

**Level 3:** A level 3 employee is self-motivated, requires very little or no supervision, and asks for help or advice when needed. They perform all assigned job duties without being constantly told, and offer suggestions on improving our center. They meet the needs of the children while maintaining a CLEAN environment free from debris and hazards. A level 3 employee knows their children well and meets their emotional needs. They take care of the equipment and supplies, know what is needed and when, and makes sure this is communicated to management. A level 3 employee is working toward their degree in Early Childhood Multicultural Education, has completed all required FOCUS trainings and keeps their training log up to date. He/she is familiar with ALL state licensing regulations and abides by them strictly. He/she keeps their classroom orderly, the areas defined, and has a professional demeanor and attire.

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

Your CNM Advisor can assist you with your degree plan. Check [QuorumLearning.com](http://QuorumLearning.com) or [NMELS.org](http://NMELS.org) for available classes to complete your required coursework as outlined in the Professional Development Plan in the back of this handbook. **You will be required to complete a "Professional Development Plan"\* each year.**

### Procedure for Performance Evaluation

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

### Pay and Benefits

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

**It is the philosophy of our Board of Directors that:**

1. Our compensation will be consistently administered throughout our organization.
2. The employee compensation will reflect the value of each employee and the position they hold.
3. Our pay scale will be according to work ethic, job performance, and professional development.

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\* Forms are located in the back of your handbook

## Working Hours

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

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

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

## Breaks

- **Minimum of one half hour lunch break for every six hours worked - this is required!**
- **ALL EMPLOYEES MUST CLOCK OUT FOR EVERY BREAK**
- Directors and supervisors are to allow coverage for short restroom breaks as needed. DO NOT leave your class unattended at any time for any reason.

## Pay Period

Building Blocks Learning Center observes and complies with all applicable state and federal laws pertaining to the payment of wages. The company operates on a semi-monthly payroll. Pay periods are the first to the 15<sup>th</sup> and the 16<sup>th</sup> to the last day of each month. Payday is the 7<sup>th</sup> and 21<sup>st</sup> of every month. Should these days fall on a weekend, pay will be issued on the Monday following the scheduled day.

## Payroll Deductions

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

Those required by law include:

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

Those authorized by you include:

1. Health insurance premiums (above what Building Blocks Learning Center provides)
2. Dental insurance premiums (above what Building Blocks Learning Center provides)
3. Long Term Disability Insurance premiums (above what Building Blocks Learning Center provides)
4. Additional Life insurance premiums (paid by you)
5. Additional accident insurance premiums (paid by you)
6. Direct payroll deposit to banks, credit unions, etc.

7. 401K plan deductions
8. Advances
9. Miscellaneous deductions.
10. Employee child care

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

## Flexible Sick Pay / Paid Time Off / Holiday Pay

### *Flexible Sick Pay – Effective 1/1/2022*

Flexible Sick Pay starts accruing on your first day of employment. All employees accrue 1 hour of FSP for every 30 hours worked. Hours paid for Holiday Pay or PTO do not accrue FSP. Your accrued hours will be updated each pay period and shown on your check stub.

Employees may use no more than 64 hours of FSP each calendar year. These hours may be used for any reason but **will not be paid** out unless the employee is off work. Any unused FSP will carry over to the next calendar year.

### *Negative Hours Available (During Public Health Emergency Only)*

It is allowable to borrow against FSP (go into the negative for available hours) **ONLY** for any of the following:

1. Center closure for COVID-19
2. For the employee's
  - a. Mental or physical illness, injury or health condition
  - b. Medical diagnosis, care or treatment of a mental or physical illness, injury or health condition; or
  - c. Preventative medical care
3. For care of family members of the employee for:
  - a. Mental or physical illness, injury or health condition
  - b. Medical diagnosis, care or treatment of a mental or physical illness, injury or health condition; or
  - c. Preventative medical care
4. For meetings at the employee's child's school or place of care related to the child's health or disability; or
5. For absence necessary due to domestic abuse, sexual assault or stalking suffered by the employee or a family member of the employee; provided that the leave is for the employee to:
  - a. Obtain medical or psychological treatment or other counseling;
  - b. Relocate;
  - c. Prepare for or participate in legal proceedings; or
  - d. Obtain services or assist a family member of the employee with any of the activities set forth in Subparagraphs (a) through (c) of this paragraph.

The negative balance may not exceed 64 hours at any time, and must be zeroed out within 12 months, before being borrowed against again. This means that the available balance should only be negative one time in a rolling 24-month period.

### *Paid Time Off*

After one consecutive year of employment and completion of the continuing education requirement for their position, employees are entitled to Paid Time Off (PTO), and paid holidays. PTO is calculated at a rate of:

Year 1 = 0.0096153846153846 per hour worked (roughly 20 hours for FT employees).

Year 2 and up = 0.0192307692307692 per hour worked (roughly 40 hours for FT employees).

Employees who have not completed their continuing education requirement for their position **BEFORE** their anniversary date will not receive PTO or holiday pay until their **NEXT** anniversary date.

**Any unused FSP or PTO will not be paid out in the event of termination of employment for any reason.**

### *Holiday Closings*

- ❖ New Year's Day, or the closest weekday (New Years Eve we will close at 5:00 pm)
- ❖ Memorial Day
- ❖ July 4<sup>th</sup> & 5<sup>th</sup> - Independence Day, or closest weekday(s)
- ❖ Labor Day
- ❖ Veteran's Day
- ❖ Thanksgiving Weekend (Thursday, Friday, Saturday, and Sunday)
- ❖ Christmas Eve and Christmas Day, or closest weekday(s)

**Closings other than what is listed above may occur. Those listed above are paid holidays.**

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

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

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

### *Health Insurance*

After 60 days of employment, you are eligible to participate in our Health Insurance Plan through Presbyterian which includes Vision and Dental. Plan details and premiums change from year to year. You will be provided with the current plan details by your center director. If you choose to participate, the company pays 50% of the monthly premium. If you decline, you will not be able to enroll in the plan until the next open enrollment and you must still complete the Enrollment Form and indicate that you decline coverage. Open enrollment happens each December.

### *Medicaid Recipients*

If you lose your Medicaid Benefits after you have declined to participate in our Health Insurance Plan, an exception can be made to open enrollment. To enroll in our plan, you must do so **within 30 days** of the date on your denial letter from Medicaid. We will need a copy of the denial letter and you will complete a special enrollment form. If you turn the letter in on day 31, you will have to wait until open enrollment.

### *Center Tuition Assistance*

To allow employee children to take advantage of our high-quality learning environment, employees receive a discounted tuition rate of \$3.50 per hour. Those who receive Child Care Assistance Contracts through the State will have their co-payment waived up to \$75 per month. Anything over \$75 is the employee's responsibility. Tuition charges or co-payments will be payroll deducted.

### *Harassment Policy*

You have the right to work in an environment free of discrimination, which includes freedom from harassment - whether that harassment is based on sex, age, race, color, religion, national origin, physical or mental disability,

marital status, or veteran status. Building Blocks Learning Center prohibits and condemns employee harassment in any form - by managers, co-workers, visitors, or other business contacts.

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

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

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

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

## ***Grievance Procedures***

Procedures for handling complaints:

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

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

## *Resignation or Termination Procedures*

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

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

## *Employee Discipline Policy*

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

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

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

### **Examples of performance and conduct covered by this policy**

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

An employee is expected to have sustained improvement while on progressive discipline. Should an employee be away from work for an extended and continuous period of time for any reason, the disciplinary action step may be extended by the time the employee was away from work and the employee would be given the opportunity to demonstrate improved behavior once the employee returns to work.

## *Discipline Steps*

The purpose of progressive discipline is to assist employees by being clear and precise about problems and the consequences if the same or other mistakes or misconduct reoccur. It is important that discipline is applied in a fair and consistent manner. The supervisor has a critical role in conducting a fair and objective investigation of a situation. An investigation may be as simple as confirming a late arrival through a time clock or more complex with



interviewing many employees and reviewing documents. More complex investigations should be conducted in coordination with the Chief Operating Officer, Chief Financial Officer or other appointed upper management officer. The supervisor should review all relevant documents, review how the employee was notified of the expectation that has been violated, speak with any witnesses (and obtain written statements, if appropriate) and ask the employee about the situation. The conversation with the employee should include asking if any extenuating or mitigating circumstances exist.

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

#### *Step 1- Verbal Warning:*

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

#### *Step 2 - Written Warning:*

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

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

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

#### *Step 4 - Termination of Employment:*

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

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

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

### Impact of Written or Final Progressive Discipline Warning

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

### *Plan for Retention of Qualified Staff*

TLC Development Centers truly cares about our employees. We strive to be among the best early childhood education organizations to work with. We acknowledge that we may never be entirely competitive with other programs when comparing base pay rates alone. However, we recognize the importance of being as competitive as possible to attract and retain high quality early educators.

#### Basic Principles:

1. Hire individuals who have passion, respect, and a true love of working with young children.
2. Ensure that teachers have access to ongoing education and professional development.
3. Monitor program quality and continually seek out ways to improve.

### *Standard Procedures*

#### Accident/Injury

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

1. Assess the nature of the accident or injury
2. Call 911 if required
3. Administer first aid if required
4. Contact child's parent or emergency contact
5. Notify Center director
6. Fill out injury/ accident report

7. If accident requires any outside assistance, the accident must be reported to ECECD

## Child Left After Closing

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

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

## Enrollment

Procedures for admission of children:

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

## Disenrollment

Procedures for discharging children:

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

## Transportation

1. ALL children must be logged onto your roster for each transport.
2. Ensures that all children under 5 years of age or under 40 pounds are in an approved booster safety seat
3. Ensures that all children, regardless of age or weight, are in a seat with the seat belt fastened before the vehicle begins moving
4. Ensures that all children are checked off on your roster upon exiting the vehicle - EACH CHILD - EACH TRANSPORT.
5. Drivers will physically check the interior of the vehicle for compliance, debris, and ensuring that all persons have exited the vehicle. Only after ensuring compliance, is the driver to proceed to bring children into the building.
6. Ensure that all children are accompanied into their CLASSROOM and that rosters are turned in to Classroom teachers after each transport.
7. Classroom teachers will then do roll call - name to face - from the van roster and check in all children on the ProCare App.
8. In the event a child on the roster is not present at roll call, follow procedures for a missing child.

## Missing Child

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

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

## Emergency Procedures and Disaster Plan

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

### Evacuation Location

In the event we have to evacuate the building the children will be taken to Our Lady Of Belen Church located at 101-A North Tenth Street. The phone number there is 505-864-8043. We will notify parents if this becomes necessary. Our policy is to ensure the safety of the children at all times.

### Local Emergencies

In the event of a gas leak or similar situation, where we are required to evacuate the area, we will go to Our Lady Of Belen Church.

### Disaster Plan- Revised 8/23/2023

#### *Children With Special Needs*

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

#### *Natural Disaster*

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

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



## *Terrorist Attack*

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

## *Shelter In Place / Lockdown Procedures*

First, lock your classroom doors to keep intruders out. Close curtains or blinds and turn off the lights. Keep the children in the area that is least visible to anyone trying to look in windows and away from exterior walls. Use your walkie talkie or phone to communicate with other staff members to alert them of the intruder or receive updated on the situation. Keep the children calm and engaged until help arrives or you are informed that it is safe to resume normal activities.

## *Reunification Plan*

A full emergency contact list must always be available in every center vehicle. This list is to be updated monthly. Parents should be notified (as soon as it is safe to do so) in the event of any disaster procedure. Teachers will stay with the children at the evacuation location, contact each parent individually, and hand off the children to their parents as they arrive. Our policy is always to ensure the safety of the children.

## *General Safety*

### *Smoking*

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

### *Telephone Calls*

Telephones are a vital part of our company since our parents must always be able to reach us. As an Eastern Child Development Center employee, it is important that you always use care and courtesy in handling phone calls. Your personal telephone calls, except for emergency telephone calls, should be limited to your breaks and meal periods. We reserve the right to verify emergency phone calls. Friends and relatives should be asked NOT to call you during working hours. You may NOT make personal long distance phone calls. In addition, personal cell phones are to be used for work purposes only during working hours. Work purposes include things such as using the Procure App, looking up ideas to improve your classroom, etc. You are here to interact with children, not to check Facebook or text with friends. If you are found using your phone for personal reasons during working hours, you will be subject to disciplinary action. First offense is a written warning, second offense is termination.

### *Mealtimes*

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

## Family Involvement

Children are happy to have the experience of the special people in their lives working together and getting along with each other. This allows children to develop a sense of security and will allow us to develop closer relationships with the children.

Supportive relationships are a crucial component in achieving positive outcomes in children's academic success. TLC Development Centers provide many different opportunities for families to get involved in their child's education.

Welcome Interviews are a requirement for NM PreK, and a vital part of the enrollment process. During the interview, valuable information will be gathered about children's needs as well as their wants. The information will make it possible for us to create a lesson plan that will peak the child's interest in learning. Typically, these interviews are held where the child is most comfortable. Allowing children the opportunity to interact with their teacher in the comfort of their own home lets them know that the teacher can be trusted. This makes the transition from home to school more successful on their first day.

Family-Teacher Conferences: There will be a total of three conferences held each year. These provide information regarding children's classroom experience as well as an opportunity to showcase his/her achievements.

Volunteering in the classroom allows families to bond in an academic environment. Families are encouraged to share their cultural and family traditions with the entire class. Career Day, field trips, holiday events, family nights, and classroom activities are a few of the many other ways in which we encourage participation.

Materials/Services: If volunteering time simply is not possible, families are asked to consider volunteering services or donating upcycle able materials. Some examples are: Small plastic food containers (butter, cream cheese, etc) to be used in home living, empty paper towel or toilet paper rolls to make into art projects, pine cones or other nature items for the science centers. Children get a great sense of pride and purpose when their items become the next class project! Examples of services needed are: Book Doctor, Weekend Pet Parent, Naptime Laundry Fairy, etc.

## Confidentiality Policy

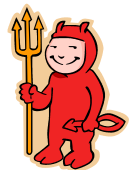
It is our policy to respect the privacy of children, their families and our employees. It is our intention to ensure that employees and families can share information in the confidence that it will only be used to enhance the welfare of the children we serve and the harmony of our overall program. Employees are not to discuss families, children or family situations in the presence of children or other parents. Any specific issues involving families should be brought to the attention of the director. Employees should never be confrontational, or rude to families. If you need to discuss issues with a parent, please bring the parent into the office or break room for a private conversation.

## Child Guidance Policy



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

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



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

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

The following methods should be used on a daily basis:

### For Infants and Toddlers

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

### For Preschool Children

All of the above PLUS:

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

### For School age children

All of the above PLUS:

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

**It is not acceptable for adults to administer the following negative discipline:**

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

### *Child Abuse / Neglect*

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

Information For Reporting Child Abuse and Neglect:

#### **New Mexico Children, Youth & Families Department**

*You can help protect New Mexico's Children!*

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

**1-800-797-3260 (Nationwide) or 841-6100 (In Albuquerque)**

***It's the Law!***



## ***Forms and State Regulations***

*FILLABLE versions, other forms, and current Licensing Regulations available on our website!*

[www.tlcdevelopmentcenters.org](http://www.tlcdevelopmentcenters.org)



Teacher Evaluation Form

Employee Name: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

**BEFORE beginning evaluation, pull previous year's PDP. Were last year's goals met?**

**Instructions:** Use the following abbreviations for each of the indicators listed. Please use the Comments sections to provide feedback and discuss possible CQI goals identified by evaluation.

CQI = Will set CQI goal to strengthen skill.	G = Not meeting basic criteria and needs guidance.	N/A = Not Applicable
O = Often	N = Never	S = Sometimes
AL = Always	R = Rarely	U = Usually

**General Work Habits:**

- |                                    |  |
|------------------------------------|--|
| Arrives on time                    | Flexible with assignments and schedule   |
| Calls out for scheduled shift      | Comes to work with a positive attitude   |
| Gives ample notice for absences    | Looks for ways to improve the program    |
| Responsible in day-to-day duties   | Remains calm in tense situations         |
| Alert in health and safety matters | Completes required documentation on time |
| Open to new ideas                  |  |

Comments / Feedback:

**Professional Development, Attitude, and Efforts**

- |  |  |
|--|--|
| Takes job seriously and seeks to improve skills                                | Uses new instructional strategies                      |
| Is working toward a degree in ECME   | Reads and discusses informational materials with peers |
| Participates in workshops, classes, peer groups                                | Is self-reflective with goals for ongoing development  |
| Shows improvement in areas on which they have received training or instruction |  |

Comments / Feedback:

**Attitude and Skills with Children**

Friendly, warm, and affectionate  
Bends low for child level interactions  
Uses a modulated, appropriate voice  
Provides a variety of developmentally appropriate activities for children throughout the day  
Encourages independence/self-help  
Promotes self-esteem in communications

Asks children open ended questions during free play activities  
Reinforces positive behavior  
Acknowledges children's questions and comments immediately  
Welcomes children upon arrival  
Regularly records observations of children

*Comments / Feedback:*

**Attitude and Skills with Families**

Available to families and approachable  
Listens to and responds well to families  
Is tactful with negative information and 'sandwiches' it with good things  
Maintains confidentiality

Acknowledges and welcomes families at every drop off or pickup  
Seeks a partnership with families  
Regularly communicates with families  
Conducts family conferences on schedule

*Comments / Feedback:*

**Attitude and Skills with Class**

Creates an inviting learning environment  
Classroom is clean, organized, visually appealing and maintained  
Provides a variety of developmentally appropriate activities for children throughout the day  
Develops lesson plans/modifications from observations and portfolio entries  
Has materials for all curriculum components ready in advance  
Cares for classroom materials

Teaches children to care for materials  
Children utilize all interest areas of their classroom and materials are available in each area  
Provides an appropriate role model  
Anticipates problems and redirects  
Is flexible and responsive to child interests  
Is prepared for day's activities  
Handles transitions well (little or no wait time for students)

*Comments / Feedback:*

**Attitude and Skills with Co-Workers**

Is friendly and respectful with others

Strives to assume fair share of work

Offers and shares ideas and materials

Communicates directly and avoids gossip

Approaches criticism with a learning attitude

Looks for ways to be helpful

Conversations relate to the children and the work at the center and not personal information

Works as a team player, completing job tasks in a timely manner

*Comments / Feedback:*

**We have discussed and agreed upon this evaluation. Date:** \_\_\_\_\_

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Staff Signature**

*Supervisor recommendation for new pay rate:*

*If this is outside of pay chart guidelines, please explain your reasons for this recommendation:*

*\*Upload this form to the employee's PDPs and Evals folder on the internal server. The original is to be placed in the employee's file. A copy may be given to the employee.*

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



# Professional Development Plan



<b>Staff name:</b>	<b>Date:</b>
<b>Position:</b>	<b>Date of hire:</b>

- **All educators and administrators must have or be taking credit-bearing college course work toward a bachelor's degree in Early Childhood Education which may qualify them for the New Mexico Early Childhood Teacher License: Birth through Third Grade or the New Mexico Early Childhood Teacher License: Age three through grade three.**
- **All program staff must have a current professional development plan with specific professional goals and timelines related to these Standards. 3 credit hours or 24 training hours per year is required.**  
Staff must document their on-going activities to increase their knowledge, specialization and qualifications in early childhood education, individualization, and family support.

**Current Education:** Highest Level of Education **Completed** (Certificate **must** be in Procare file cabinet):

<input type="checkbox"/> High School/GED	<input type="checkbox"/> Associates	<input type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's
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### TRAINING REQUIREMENTS

Requirement Timeline:	Requirement:	Date Completed:
<b>Date of Hire</b> <b>30 Days</b>	Health and Safety Orientation	
	CPR/First Aid (List <b>Expiration</b> Date)	
<b>6 Months</b> All complete by 1 <sup>st</sup> anniversary	Child Growth, Development & Learning	
	Powerful Interactions	
	Full Participation of Each Child	
All complete by 2 <sup>nd</sup> anniversary	Quality Child Care Programs for All	
	CQI I	
	CQI II	
	ELS I How Children Learn Through Play	
All complete by 3 <sup>rd</sup> anniversary	ELS II Exploring the Foundations	
	CQI III	
	ELS III Putting it into Practice	
	ELS IV Weaving it All Together	

**Our goal for all educators:** Meet the criteria in Essential Element 6: Professionalism of the New Mexico PreK Program Standards by requiring staff to obtain six (6) hours of college credit annually toward the Educational Requirements Compliance Indicators.

- **All** staff members should be registered with the [ECECD Scholarship and Wage Supplement Program](#) to cover tuition and books.
- Upload documentation of the successful completion of the college credit hours and/or training certificates into employee file cabinet in ProCare along with new annual PDP.

**CNM Coursework: (CDA-11 or 12 Credits) (AA-64 Credits) (AA-64 Credits Admin Tract\*)**  
**COMPLETED AND PLANNED COURSEWORK**

Course Number	ECME Course Number	Course Name	Credit Hours	Year Completed/Planned	Semester Completed/Planned	FINAL GRADE*
ECED 1110	1104	Child Growth, Development and Learning*	3			
ECED 1115	1108	Health Safety and Nutrition*	2			
ECED 1120	2214	Guiding Young Children*	3			
ECED 1130	2206	Family and Community Collaboration*	3			
ECED 1125	2204	Assessment of Children and Eval of Prog*	3			
ECED 2110	1102	Professionalism*	2			
ECED 2115	2201	Introduction to Language, Lit & Reading	3			
ECED 2120	2109	Curriculum Development Through Play	3			
ECED 2121	2190	Curriculum Dev Through Play Practicum	2			
ECED 2130	2212	Curriculum Dev & Imp: Age 3-Grade 3	3			
ECED 2131	2290	Curriculum Dev & Imp: Age 3-Grade 3 Prac	2			
ECED 2215	2220	Program Management	3			
ECED 2140	2222	Effective Program Dev/Diverse Learn/Fam	3			
ECED 2141	2490	Eff Prog Dev/Diverse Learn/Fam - Prac	2			
ECED 2280	2224	Professional Relationships	3			
ECED 2281	2590	Professional Relationships - Practicum	2			

\*enter upon completion

**INDIVIDUAL GOALS FOR PROFESSIONAL DEVELOPMENT:**

Attach a minimum of TWO current CQI goals in progress that you will be working on during this anniversary year. **If CQI goals for the classroom or center don't reflect you individually, write out SMART goals below:**

Professional Goal:

Educational Goal:

**Keep a copy of your SMART goals in your CQI Binder for regular review. Be sure to update PDP if goals are completed prior to anniversary date.**

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

**TLC Development Centers**  
Personnel & Administrative Action Form

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date of Hire: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

**Type of Incident: (Select all that apply)**

Attendance

Tardiness

Unsatisfactory work

Rudeness to employee or customers

Careless

Failure to follow instructions

Willful damage to material or equipment

Violation of policies, state licensing or other

Insubordination

Violation of safety rules

Other \_\_\_\_\_

**Brief Description of Incident:**

**Action to be Taken:**

Corrective Action:

Review Date: \_\_\_\_\_

I have read and understand this action report.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date