



TLC Development
Centers
Your child's future starts here!

The Learning Curve Child Development Center

EMPLOYEE HANDBOOK

Open 7 AM to 5:30 PM M-F

48 Horton Road South

Edgewood, NM 87015

505-286-4077

Revised 4-1-2026

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Organizational Chart

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

Executive Administrator: Hannah Tapia (505) 934-4504 email: htapia081703@yahoo.com

HR / Payroll Admin: Terah Dehne (505) 357-4130 email: missterah21@gmail.com

Director: Rachel Woody (505) 318-6314 email: rachel.tlcdc@gmail.com

Updated or revised information is always available on our website! 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 The Learning Curve Child Development Center employees are employees at will, and as such are free to resign at any time with or without notice or reason. The Learning Curve Child Development Center, likewise, retains the right to terminate employment at any time without reason or notice. This policy may not be changed by anyone. The following are examples of policy violations that may result in disciplinary action such as verbal reprimand, suspension without pay, or immediate discharge:

- Failure to follow The Learning Curve Child Development 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-workers, 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 timecards, 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, The Learning Curve Child Development 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, The Learning Curve Child Development 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. It is extremely important for all teaching staff to show up EVERY DAY. This is crucial for establishing secure relationships, predictable routines, and stable learning environments that young children need for optimal social-emotional and cognitive development.

We understand that occasionally you may be absent from work or late 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.

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

Questions regarding this policy should be directed to management.

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

New Hire Training Requirements Timeline:

| Complete <i>on or before</i>: | Requirement: | Enter date COMPLETED: |
|--------------------------------------|--|------------------------------|
| | <u>Health and Safety Orientation:</u> | |
| Date of Hire | Keeping Our Children Safe: Planning Ahead and Being Prepared (4 hrs) | |
| 5 Days | Cut the Cooties! Communicable Disease Prevention (2 hrs) | |
| 10 Days | Safe Sleep and Sweet Dreams for Infants (2 hrs) | |
| 15 Days | From Food to Physical Activity (4 hrs) | |
| 20 Days | Traveling With Precious Cargo (3 hrs) | |
| 30 Days | Understanding Child Abuse & Prevention (3 hrs) | |
| 40 Days | CPR/First Aid | |
| 45 Days | Developmental Milestones: Look At Me Now (5 hrs)** | ** |
| 6 Months | College course - ECED 1110 Child Growth, Development & Learning | |
| 6 Months | Powerful Interactions (4 hrs) | |
| | Full Participation of Each Child (6 hrs) | |
| | Quality Early Childhood Programs for All (6 hrs) 6 Hour Inclusion | |
| 9 Months | Learning Environment: How Classroom Arrangement Impacts Behavior (4 hrs)** | |
| | Challenging Behavior: Reveal the Meaning (3 hrs)** | ** |
| | Building Strong Relationships with Families (3 hrs)** | ** |
| | Honoring All Families (4 hrs)** | ** |

****Developmental Milestones: Look at Me Now!, Challenging Behavior: Reveal the Meaning, Building Strong Relationships with Families, and Honoring All Families are not required IF Child Growth, Development and Learning (ECED 1110) OR Guiding Young Children (ECED 1120) have been completed PRIOR to hire date.**

All employees are required to create a Professional Development Plan annually. The plan must include an educational goal and a SMART goal for the year. The SMART goal must focus on an area identified during the annual evaluation.

Professional Qualifications Policy

It is our goal at TLC Development Centers to ensure that our teaching staff are well trained and qualified to teach in a 5 Star Program. To achieve this goal, we have instituted a strict Professional Qualifications Policy.

Effective Date: November 11, 2024

Basic Requirements:

- Each anniversary year, all teaching staff who work 21 hours or more per week must complete a minimum of 24 hours of continuing education.
- Those who work 20 hours or less per week must complete a minimum of 12 hours of continuing education.
- Training hours must be completed within each employee's anniversary year. The year starts ON the anniversary date and ends the day BEFORE the next anniversary.
- Coursework that is re-taken within 24 months will NOT count for credit.
- College coursework must be **ECED specific** – **OR** degree path must be in **Early Childhood Education** to count for credit. A single college credit is equivalent to 15 training hours.

Additional Criteria:

- **Infant / toddler teachers** must complete a minimum of 4 hours of infant/toddler SPECIFIC training each anniversary year.
- **NM PreK teachers** who do not hold a BA (or an AA for assistant teachers) must complete **no less than** 6 credit hours of college coursework per **school year AND** any other specific coursework required by NM PreK for the school year ending closest to their anniversary date.
- No more than ONE COURSE or FOUR HOURS of training (whichever is greater) may be completed in a single day to count for credit. ***If more are completed, only 4 hours or one course will count for credit.***
- In-person classes must be scheduled IN ADVANCE. The director must be notified, and the teacher's schedule must be adjusted to ensure training hours DO NOT put them into overtime.
- CPR classes may not be taken more than ONE MONTH prior to current CPR expiration date.
- CPR certification may not be expired on anniversary date.

Education Bonuses:

Education bonuses will be paid out for the Spring, Summer and Fall semesters each year. Bonuses will be \$100 per college credit each semester with a maximum of \$600 per semester. Transcript deadlines will be announced each semester through the payroll system. **If you do not upload your transcript by the deadline, you will not receive the bonus for that semester.**

Additional Bonus Criteria:

- Coursework must be ECED specific OR degree path must be Early Childhood Multicultural Education.
- Coursework must be completed with a C or better

All teachers hired 4/1/2026 or later MUST complete ALL of the following by their FIRST anniversary date:

1. Quorum HSO – The **FULL 6 course Quorum HSO** with certificates dated within 3 months of their hire date (or prior to hire date).
2. CPR certification (may not be expired on anniversary date)
3. ECED 1110 or ECME 1104 – Child Growth, Development & Learning (3 credit college course)
4. Powerful Interactions
5. Full Participation of Each Child
6. Quality Early Childhood Programs for All (6 Hour Inclusion)

All teachers – regardless of hire date – regardless of what age group they work with – are expected to have completed AT LEAST TWO of the following courses by their 2nd anniversary date:

- ECED 1110 - Child Growth, Development and Learning (Formerly ECME 1104)
- ECED 1115 - Health, Safety and Nutrition (Formerly ECME 1108)
- ECED 1120 - Guiding Young Children (Formerly ECME 2214)
- ECED 1130 - Family and Community Collaboration (Formerly ECME 2206)

Non-Compliance:

TLC Development Centers will support our teachers in every possible way to ensure they succeed in their professional development. In the unlikely event that teachers are not in compliance with all requirements at their anniversary date, there will be no wage increases, Holiday Pay or PTO until the anniversary date **following** the date they come into compliance.

Training Hours Procedures

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 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 (15th or last day of month). If not, NOTIFY your director IMMEDIATELY!
- **Step 5 - Upload your certificate to your documents in the PDIS**
- **Step 6 - Upload your certificate to your documents in the payroll system and submit a request to add the hours. 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.

Career Lattice

It is the intention of The Learning Curve Child Development 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, entry level course requirements 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 9 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 demonstrate positive child interactions consistently; 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 make 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 training and keeps their PDIS profile 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 properly labeled; 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 frequently implement new techniques. They have 2 years of Early Childhood experience and have earned a Child Development Certificate 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.

Level 5: A level 5 employee is invaluable! They are the shining example of what everyone should strive to become. They have 4 years of Early Childhood experience, have earned a CDC, **and** have earned or are close to earning an associate's degree in ECME (80% or more completed toward degree plan). They mentor other employees and provide support throughout the program. All while maintaining a welcoming environment that children are happy to be in every day.

Procedure for Performance Evaluation

Once hired, employees will have 'check-ins' at 30 days, 90 days, and 6 months. Formal Performance Evaluations will occur annually. TLC Development Centers makes every effort to ensure that performance is evaluated by all parties impacted by a single employee's performance. Supervisors will complete an evaluation form* (sample available in 'forms') with no prejudice or favoritism. Surveys may be sent out to co-workers and/or families as part of this process. Information will be compiled into a summary that will become part of the employee's permanent file. A Professional Development Plan will be developed with a SMART goal that helps improve on something identified during the evaluation process.

Pay and Benefits

Our center philosophy is to compensate our employees based on education level, years of service and most importantly - their effectiveness in the classroom. 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 professional development, work ethic, and job performance.

Working Hours

It is extremely important for all teaching staff to show up EVERY DAY. This is crucial for establishing secure relationships, predictable routines, and stable learning environments that young children need for optimal social-emotional and cognitive development.

* Forms are located in the back of your handbook

No employee of our company is guaranteed any minimum amount of weekly work hours. Although every effort will be made to establish a regular work schedule, daily hours may vary according to department needs. Starting and ending times can only be modified by management and any shift swaps must have management's approval. Schedule change requests for days off or shift adjustments must be in by Wednesday at 5:00 pm for the following week.

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.**

The falsification of time records is considered STEALING, and is grounds for immediate termination of employment.

Breaks

- **ALL EMPLOYEES** scheduled to work more than 8 consecutive hours must clock out for a **60-minute break (minimum)**
- **ALL EMPLOYEES** scheduled to work 6.5-8 consecutive hours must clock out for a **30-minute break (minimum)**
- 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

The Learning Curve Child Development Center observes and complies with all applicable state and federal laws pertaining to the payment of wages. The company operates on a semi-monthly payroll.

Pay periods are the 1st through the 15th and the 16th through the last day of each month.

Payday is the 7th and 21st of every month.

Should these days fall on a weekend or holiday, pay will be issued the following business 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. The company pays an 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 (employee portion)
2. Dental insurance premiums (employee portion)
3. Long Term Disability Insurance premiums (employee portion)
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.

Any fees related to criminal records clearance check, tuition, books, or any other employment related expenses paid for by the company on your behalf will be deducted from your final paycheck if you leave employment for any reason within one year. Should your final paycheck not cover the amount owed, a small claims suit may be filed in civil court to recoup our expenses.

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. Please note that your accrued hours may not show accurately if you have time off requested in the future.

Employees may use a maximum of 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
- ❖ Memorial Day (and the Friday before)
- ❖ July 4th & 5th - Independence Day, or closest weekday(s)
- ❖ Labor Day (and the Friday before)
- ❖ 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 do not work their scheduled shift the day before or the day after the holiday will NOT receive holiday pay. The **ONLY** exception is for those who have an **approved** time-off request **IN THE PAYROLL SYSTEM** that was submitted **AT LEAST ONE FULL WEEK PRIOR** to the holiday.

Monthly in-service days and other meetings may occur during holiday breaks. These 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 Package Plan (includes Dental and Vision) through Presbyterian. Open enrollment happens each year between November and December. Plan details and premiums change from year to year. Details for the current year will be made available through our current payroll system. 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.

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 \$6 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. The Learning Curve Child Development Center prohibits and condemns employee harassment in any form - by managers, co-workers, visitors, or other business contacts.

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

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

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

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

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

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

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

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.
5. One week's tuition or current month's copayment must be paid UPON ENROLLMENT
6. Enter account into Procure and show parent how to clock child in through Engage
7. Enter child into Teaching Strategies
8. Provide teacher with a contact sheet for the child

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 an ECECD contract, notify their case worker. If they did not pay the balance due, notify the case worker of that as well.
5. Withdraw child in Procure and deactivate account
6. Deactivate child in Teaching Strategies

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. Ensures that all children are accompanied into their CLASSROOM and that rosters are turned in to Classroom teachers after each transport.
7. Classroom teachers will then do roll call - name to face - from the van roster and check in all children on the current classroom roster which is to be turned in to the office.
8. Office personnel will clock children into ProCare based on the classroom roster.
9. In the event a child on the roster is not present at roll call, follow procedures for a missing child.

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.
5. ECECD must be notified within 24 hours.

Emergency Procedures and Disaster Plan

Evacuation Location

In the event we have to evacuate the building the children will be taken to Edgewood Elementary located at 285 Dinkle Road. The phone number there is 505-832-5740. 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 Edgewood Elementary.

Disaster Plan- Revised 3/1/2026

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.

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.

In the event of extended facility closure, TLC Development Centers will collaborate with other local providers to ensure continuity of care for each of our children. Parents will of course have the final decision as to where their child re-locates to until our facility is able to re-open.

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 a The Learning Curve 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



Professional Development Tracking



| | |
|--------------------|----------------------|
| Staff name: | Date: |
| Position: | Date of hire: |

TRAINING REQUIREMENTS

| Requirement Timeline: | Requirement: | Date Completed: |
|--|--|-----------------|
| Date of Hire | Keeping Our Children Safe: Planning Ahead and Being Prepared (4 hrs) | |
| Date of Hire | Cut the Cooties! Communicable Disease Prevention (2 hrs) | |
| Date of Hire | Safe Sleep and Sweet Dreams for Infants (2 hrs) | |
| 15 Days | From Food to Physical Activity (4 hrs) | |
| 15 Days | Traveling With Precious Cargo (3 hrs) | |
| 30 Days | Understanding Child Abuse & Prevention (3 hrs) | |
| 30 Days | CPR/First Aid (List Expiration Date) | |
| 6 Months | ECED 1110 or ECME 1104 Child Growth, Development & Learning | |
| 6 Months | Powerful Interactions | |
| | Full Participation of Each Child | |
| | Quality Early Childhood Programs for All 6 Hour Inclusion | |
| All complete by 2 nd anniversary | ECED 1115 or ECME 1108 Health, Safety & Nutrition | |
| | CQI I | |
| | CQI II | |
| | ELS I How Children Learn Through Play | |
| | ELS II Exploring the Foundations | |
| All complete by 3 rd anniversary | CQI III | |
| | ELS III Putting it into Practice | |
| | ELS IV Weaving it All Together | |

- All educators and administrators must have or be taking credit-bearing college course work toward a [degree in Early Childhood Education](#).
- 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.**
- All staff members should be registered with the [ECECD Scholarship and Wage Supplement Program](#) to cover tuition and books.
- Ensure documentation of the successful completion of the college credit hours and/or training certificates are uploaded in your Documents in Paylocity.

**ECED Coursework: (CDC-11 or 12 Credits) (AA-64 Credits) (AA-64 Credits Admin Tract*)
COMPLETED COURSEWORK**

| Course Number | ECME Course Number | Course Name | Credit Hours | Enter the following: YYYY – Semester - Grade |
|---------------|--------------------|--|--------------|---|
| ECED 1110 | 1104 | Child Growth, Development and Learning | 3 | |
| ECED 1115 | 1108 | Health Safety and Nutrition <i>-OR- 1120</i> | 2 | |
| ECED 1120 | 2214 | Guiding Young Children <i>-OR- 1115</i> | 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 | |

Select one of the following:

- All required training/college coursework listed on Page 1 of my Professional Development Tracking are on track for completion or are all completed at this time.
- All required training/college coursework is **NOT** completed according to the timeline identified on my Professional Development Tracking Sheet. My failure to complete these requirements could result in my center losing a star level during FOCUS Verification. ***I will complete all requirements before my next anniversary date. I understand that I am not eligible for a raise in pay, PTO or Holiday pay until I meet the educational requirements of my center's star level.***

Your SMART goal is developed as part of your annual evaluation. Keep a copy in your CQI Binder for regular review.

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

Sample Evaluation



Floater Evaluation Form

Name: Sample Evaluation Hire Date: 4/1/2025 Today's Date: 4/3/2026

Instructions: Use the dropdowns to select the most accurate choice for each of the items listed.

*****Hover over dropdown arrow to see more detailed information about each indicator.*****

Use the comments sections to provide details/feedback

PULL AND REVIEW LAST YEAR'S EVAL AND PDP BEFORE BEGINNING THIS ONE!

General Work Habits and Professional Responsibilities:

- Adheres to assigned work schedule *Yes, but issues with coming back from breaks on time*
- Minimal missing punch/ change requests *Almost never*
- Calls out for scheduled shift *Rarely*
- Gives ample notice for absences *Follows rule of week in advance*
- Comes to work with a positive attitude *Nearly every day*
- Flexible with assignments & schedule *Is usually willing to do whatever is asked*
- Looks for ways to improve the program *Has come up with a few great suggestions*
- Open to new ideas *Asks for ideas and tries the suggestions to improve skills*
- Responsible in day-to-day duties *Mostly - except (Explain in comments)*
- Completed training requirements & met last year's goal *Yes to both (DOCUMENTATION verified)*
- Utilizes time effectively *Moves to next classroom in a timely manner*
- Knows and follows health and safety guidelines *Chats with teachers on playground-doesn't engage with children*

Comments/Feedback:

Sample teacher is punctual and flexible. However, playground safety rules are not followed. We discussed that teachers are to be at opposite ends of the playground and engaging with the children - not each other.

Professional Development Attitude and Efforts:

- Is working toward a degree in Early Childhood *CDC almost complete - will continue*
- Takes job seriously and seeks to improve skills *Successfully implements changes when issues are brought to their attention*
- Shows improvement in areas where they receive training/instruction *Implements new strategies often*
- Shares information and techniques with peers *Still learning and asks questions often*
- Self-reflective with goals for ongoing development *Actively seek to improve on regular basis*

Comments/Feedback:

Sample teacher has only been here a year and is still learning. They ask questions often and check to make sure they are following procedures and regulations. Bright future!

Attitude and Skills with Children:

- Friendly, warm and affectionate *Very! Children LOVE her!* ▾
- Uses a modulated, appropriate voice *Yells across classroom sometimes - we're working on this* ▾
- Welcomes children upon arrival *Relies on other teacher to do that* ▾
- Bends low for child interactions *Bends at waist most of the time* ▾
- Promotes self-esteem in communications *Gives warnings before transitions* ▾
- Reinforces positive behavior *Uses descriptive phrases when giving praise* ▾
- Encourages independence/self-help *Practices family style dining* ▾
- Asks children open ended questions during free play *Often says things like 'that's a cool tower' or 'What a pretty flower you're drawing'* ▾
- Acknowledges children's questions and comments right away *Unless talking to a parent* ▾
- Provides engaging activities throughout the day *Children are rarely observed 'just waiting' with nothing to do* ▾

Comments/Feedback:

We discussed the importance of not yelling across the room - even if a child is about to fall off of something. Teachers should be actively watching to PREVENT things rather than reacting to them. - Sample Teacher is typically engaging with the children already in the class. Other teacher welcomes newcomers.- Sample teacher bends at waist due to knee issues. We discussed sitting in a chair during conversations to be at child level. - Discussed the importance of asking questions during free play. Giving positive feedback is great, but we want children to tell us about their creation. - Even when talking to parents, children should be acknowledged right away. Overall very good in this area.

Attitude and Skills with Families:

- Available to families and approachable *Takes time to answer questions - but doesn't often ask any* ▾
- Maintains confidentiality *Often talks to other teachers about children from their classroom* ▾
- Acknowledges/welcomes families at drop off/pick up *Stops activities to speak with parents* ▾
- Listens to and responds well to families *Acknowledges concerns and brings issue to admin* ▾
- Is tactful with negative information-'sandwiches' it w/good things *Asks admin to address negative with families (pt2)* ▾
- Regularly communicates w/families *When needed* ▾
- Seeks partnership w/families *Is friendly and approachable, but doesn't really engage with families* ▾
- Conducts family conferences on schedule *Has nothing to do with conferences* ▾

Comments/Feedback:

Asking families questions helps to build deeper relationships. Will work on this. - Sample Teacher has to ask teachers questions about children, however, if conversations relate to behavior issues or home life situations, please let the office know that you need a few minutes in private with the other teacher. Children hear EVERYTHING! - Try to continue the activities AND acknowledge families. That lets the children know that they are important too. - With more experience, Sample Teacher will be able to address negative issues tactfully. Until then, it's great that these are being brought to the office.

Attitude and Skills with Classroom:

- Teaches children to care for materials *Has a great technique for clean up time* ▾
- Cares for materials and equipment *Looks for things to clean or organize during nap time* ▾
- Creates an inviting learning environment *Helps decorate and label classrooms* ▾
- Classroom is clean, organized and appealing *Asks teacher what she needs done while she's gone* ▾
- Children utilize all areas and materials are available in each *Children actively engaged when she's in classrooms* ▾
- Develops/follows lesson plans *Follows the classroom schedule and lesson plan* ▾
- Is flexible and responsive to child's interests *Typically has a 'plan b' and keeps children engaged* ▾
- Has materials prepared in advance *Asks teacher what needs to be done while she's out* ▾
- Follows classroom schedule *Yes - and lesson plan* ▾
- Handles transitions well *She mostly reacts to things in the moment* ▾
- Provides an appropriate role model *Treats others with respect and conducts themselves appropriately* ▾
- Records observations of children *Documents notes about children in classrooms she covers* ▾
- Records reflections *Not formally, but reflects on children and activities that went well* ▾
- Required paperwork is complete and on time *For the most part* ▾

Comments/Feedback:

Overall very good in this area. Discussed working on transitions. Clean-up time is great, but other transitions are a little rough. Sample Teacher will observe in the 2s room next week to get some ideas.

Attitude and Skills with Co-workers:

- Friendly and respectful with others *Gets along fine with everyone* ▾
- Looks for ways to be helpful *Asks what they can do to help often* ▾
- Approaches criticism with a learning attitude *Asks questions regularly to make sure they're doing things correctly* ▾
- Communicates directly and avoids gossip *Sometimes yes-sometimes no* ▾
- Promotes a productive work environment *Stays busy most of the time - limited down time* ▾
- Conversations relate to children/center – not personal *Mostly* ▾
- Effectively resolves conflict when it occurs *I can't think of any time they've had conflict* ▾
- Strives to assume fair share of work *Yes - and does what needs to be done without having to be asked* ▾
- Contributes to maintaining common areas *Is always picking up trash outside, straightening things in hallway, etc* ▾
- Works as a team player *Flexible when needed to stay late/come in early* ▾

Shares ideas and materials *Has recommended specific courses because they learned so much in them* ▾

Comments/Feedback:

Sample Teacher has been pulled in to the center gossip mill a couple times this year. When this happened, she came to me with questions and we cleared things up quickly.

Professional Development Plan

Educational Goal:

Current Degree Path:

CDC

College Credits completed to date:

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Courses in progress THIS semester: *CDC Course(s) 1110, 1115, 1120, 1125, 1130* ▾

Courses planned for upcoming semester: *ECED Course(s)* ▾

Professional SMART Goal (NOT education related):

S - What SPECIFICALLY needs to be accomplished?

Sample teacher will take 6 hours of CE focused on transitions. She will journal challenges and celebrations regularly throughout the year to document her journey.

M - How will it be measured? What evidence will there be that the goal is in progress/achieved?

Teacher will track through documentation that will be uploaded to Paycom each month ▾

A - Can it be attained within one year?

Yes - and will be ongoing ▾

R - Is it relevant to the job? What will improve when this goal is achieved?

Yes - improving transitions will foster more self-esteem within children and create a calmer environment overall.

T - What is the timeline for check in points? Weekly? Monthly? Quarterly?

Teacher will track through documentation that will be uploaded to Paycom each month ▾

SET UP CALENDAR REMINDER IN TEACHER'S PHONE FOR REQUIRED UPLOADS! It is the TEACHER's responsibility to upload their documentation as agreed upon above!

We have discussed and agreed upon this evaluation and PDP. Date: 4/3/2026

Supervisor Signature

Teacher Signature