



Employee Handbook



ORGANIZATIONAL INTRODUCTIONS

The information herein provided has been carefully prepared in order to assist employees in fully understanding the personnel guidelines in regard to policies, practices and benefits of *the Togetherness, Sharing and Learning Adventures Company* (hereafter referred to as TSL). A copy will be made available to all new employees at their beginning date of employment. Thereafter, as changes become necessary, related to providing more efficient service or in consideration of staff and/or center needs, these changes may be implemented even if they have not been first communicated, reprinted, or substituted in this handbook.

This set of Personnel Policies is intended to merely be a guideline. This handbook is not a contract and should not be construed as such. Furthermore, no promise, statement or writing made by a supervisor may be interpreted to constitute an employment relationship. Rather, your employment with this corporation is “at will”, and termination by either yourself or the corporation at any time, without notice, with or without cause, can be initiated except as otherwise provided by law.

It should be understood that each employee should read and agree to work in accordance with the guidelines set forth herein.

MISSION STATEMENT

The mission of TSL is to provide a safe, loving, and a mutually respectful environment with, in our school-age program, a stronger emphasis on cooperative-based learning, creative expression, and various forms of play, which emphasizes social growth, problem-solving, and character-building initiatives. Our daycare classrooms will focus on the same, but also strive to include an “academic” component related to the deployment of classroom curriculum that uses the New York State Early Learning Standards as the basis for creating lesson plans serving to help our youngest children achieve developmental milestones.

Regardless of program, TSL’s goals heavily emphasize community building at each local level, which echoes their namesake: Togetherness, Sharing, Learning. The program's strength and uniqueness rests in the experience, credentials, enthusiasm, and working relationship of its owners and employees. TSL strives to offer a high degree of professionalism and experience.

TSL strives to teach employees who put children first in all facets of the day. We are likewise committed to doing everything we can to create a unique experience for your child in an environment where they will: have fun, take risks, make friends, feel loved, nurtured, challenged, and respected.



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PRACTICE

Management Rights

TSL shall have the right to determine its programs and policies in line with the Office of Children & Family Services and/or any regulatory or funding agency, which supports the day care center. In addition, TSL shall have the right to set forth the working rules and procedures and shall determine the extent and scope of each job.

These Personnel Guidelines may be amended, modified, or terminated at any time by TSL without the consent or prior knowledge of the employees. Though TSL will strive to update its employees on handbook changes, we are not obligating ourselves to do so. Henceforth, employees are encouraged to inquire about any handbook updates a minimum of once annually. All other Personnel Guidelines, whether written or oral, are declared null and void, ceasing to have any effect whatsoever by the publication and dissemination of the current Personnel Guidelines. The current set of Personnel Guidelines supersedes all prior Personnel Guidelines.

Owner Responsibilities

The owners, Thomas Styles, Shameka Brown Johnson, Lynette Smith, have responsibility for all policy decisions. Mr. Styles, being the managing member of the company, is designated to carry out all functions of the day-to-day operations in cooperation with a designated team of managers to fulfill the ministerial functions of the corporation.

The managing member, along with the management team in consult with Mrs. Brown-Johnson and Mrs. Smith, are charged with the duties of effectuating the purposes of the organization, carrying out all functions necessary and proper to ensure that the mission, policies, objectives and aims of the organization are carried out.

EMPLOYMENT

Selection of Personnel

Employees are hired based on their personal and professional qualifications and ability to meet specifications of the position to be filled. Said specifications meet all Office of Children & Family Services Regulatory criteria for the position. Factors considered in hiring include but are not limited to:

- Formal Training
- Previous Experience
- Ability to Work with Others

- Philosophy of How to Work with Young Children
- Ability to design curriculum in accordance with the TSL framework, which relies upon the use of NYS Early Learning Standard guide.
- Fitness to Give adequate Care to Children

TSL is committed to complying with the ADA, the NYHRL and all applicable laws providing for nondiscrimination in employment against qualified individuals with disabilities. TSL will work with employees who have disabilities to develop reasonable accommodation that allow an individual the opportunity to perform the essential functions of his or her job in a safe and efficient manner. Employees are encouraged to inform the Director/Program Coordinator of any physical or mental disability and to suggest appropriate methods of reasonable accommodation. The failure to volunteer for this information will not subject an employee to any adverse treatment or penalty. All information concerning disabilities will be considered confidential and will be released only in accordance with the requirements of the ADA and the NYHRL.

TSL offers new applicants up to 90 days of probationary work in which time work-related behaviors are more carefully observed, documented, and scrutinized to see if said applicant will be a good long-term fit for employment. Directors and supervisors will strive to communicate with new applicants via a documented evaluation, conference form, or verbally within the specified 90 days, about work-related behaviors that may jeopardize their long-term employment. TSL can fire at-will and exercises its right to do so *at any time*, if it is determined an applicant is not a good fit for employment with the company.

The Hiring Process

All new applicants are required to successfully complete the comprehensive background check clearance requirements prior to beginning the childcare program. Once this process is complete, written notice will be provided to the program by OCFS reflecting an individual's eligibility or approval to work at a program.

This will require that any prospective operator, director, employee or volunteer at a child day care center, small day care center, school-age childcare program, group family day care home or family day care home, and any person aged 18 or older living in such home, complete the following background clearances:

- A NYS criminal history record check with the Division of Criminal Justice Services
- A national criminal record check with the Federal Bureau of Investigation (FBI)
- A search of the NYS Sex Offender Registry

- A database check of the NYS Statewide Central Register of Child Abuse and Maltreatment (SCR) in accordance with section 424-a of the Social Services Law
 - Because this clearance costs the company \$25, this fee will be payroll deducted if the employee leaves his or her position, whether of his own accord or by being terminated, within 90 days.
- A search of the national sex offender registry using the National Crime and Information Center (This check will not be conducted upon initial implementation and will be required to be completed later.)
- A medical and TB test on the OCFS issued forms.
 - TSL will subsidize the cost of the medical and TB test ONLY if the employee has no insurance and is not able to pay for the appointment. Employees who accept subsidy for this purpose will agree to payroll deduction of the cost if he or she leaves the position within three months of the employment. This includes whether the employee quits or is fired.
- A 6000 packet
- SEL database check
- Working papers (if under the age of 18)
- I-9 form as required by the Department of Homeland Security
- Payroll paperwork
- Two references who can be contacted and speak on their behalf. One personal and one professional, as well as to complete an application for employment and OCFS's qualifications form.

In addition, the following background clearance checks will be required to be conducted where an individual, listed above, resides, or resided outside of New York State in the five years preceding working or living in a childcare program in NYS:

- A search of the criminal history repository in each state where the individual resides or resided outside of New York.
- A search of any state sex offender registry or repository in each state where the individual resides or resided outside of New York.
- A search of state-based child abuse or neglect repository in each state where the individual resides or resided outside of New York Any new/prospective operator, director, employee, or volunteer who is subject to out of state clearance requirements, may be granted conditional approval by OCFS to begin working while their out of state clearances are in process.

Before OCFS will grant a conditional approval, the individual must complete all other comprehensive background clearance requirements. The individual may work on site, but not be left alone, unsupervised with children if the only outstanding clearance is the SCR decision. Once the CBC is fully approved and all clearances are completed, OCFS will notify the program that the candidate is fully cleared.

In general, employees may not be left alone, unsupervised with children if they have not completed their 5-hour safety foundations course, or their CBC clearance is incomplete of the SCR clearance decision, or they are under the age of 18.

Position Vacancies

Employees may announce their interest in any new position that becomes available by making written or verbal notice to the owners or director supervisors.

Workplace Harassment

TSL is committed to maintaining a workplace free from Workplace Harassment. TSL will not tolerate any kind of workplace harassment to be visited upon its employees by other employees, or by parents, vendors or individuals providing services. In addition to disciplinary actions being taken against offending employees, cessation of the parental or vending relationship will be considered, as would legally action.

Sexual Harassment is defined as unwelcome sexual advances, request for sexual favors, and other gender based, verbal or physical conduct of a sexual nature.

Specific forms of behavior that TSL considers sexual harassment include, but are not limited to the following:

1. Verbal harassment including sexual innuendos or slurs; sexual propositions or threats; jokes of sexual nature; or suggestive, derogatory, or insulting comments or sounds, such as whistling.
2. Non-verbal harassment including abusive written language; showing or displaying pornographic or sexually explicit objects, pictures, or graphic commentaries; or leering or obscene gestures in the workplace such that it unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
3. Physical harassment or sexual conduct, which is unwelcome, including touching, petting, pinching, coerced sexual intercourse, assault, or persistent brushing up against a person's body.

Prohibited harassment based on race, color, national origin, ancestry, religion, physical or mental disability, marital status, age, sexual orientation, or any other protected basis, includes behavior like sexual harassment, such as:

1. Verbal conduct such as threats, epithets, derogatory comments, or slurs.

2. Visual conduct such as derogatory posters, photographs, cartoons or drawings, or gestures.
3. Physical conduct such as assault, unwanted touching, or blocking normal movement; and
4. Retaliation for reporting harassment or threatening to report harassment.

Workplace harassment will not be tolerated and will be considered a form of employee misconduct. Any employee who feels that he or she is a victim of any unlawful harassment should promptly report the incident to his or her Supervisor, Program Coordinator or Director. All complaints will be promptly investigated. Confidentiality will be maintained throughout the investigation to the greatest extent practical and appropriate under the circumstances. If it is determined that unlawful harassment has occurred, appropriate corrective action will be taken, up to and including discharge.

TSL prohibits any form of retaliation against an employee for filing a complaint under this policy or for assisting in any investigation resulting from a complaint filed under this policy.

Employees must also agree in writing to the company Code of Conduct that not only sets forth the company's expectations related to workplace harassment, but also stipulates the company's general behavioral expectations for its employees.

TSL will provide, annually, for the administration of training required by governmental bodies in New York State.

Personnel History File

A copy of anything relative to your appointment, including evaluations, documentation of disciplinary action or any other items deemed necessary by the administration of TSL will be placed in your file. This file may be used in considering promotion, reassignment, and training.

An employee may examine the contents of this file upon request to the management. Management has the sole authority to remove or add items to the personnel history file as well as to copy any documents for the employee. It is the employee's responsibility to keep items, such as emergency contact numbers, up to date.

Training

As per OCFS Regulation 418-11.14 (b), all employees are required to attend a minimum of 30 training hours per 24-month period. All employees must receive at least 15 hours of training in their first 6 months of employment. Staff meetings and on-site training are a required professional obligation of all employees of TSL. The Center may offer its employees the opportunity to attend work related conferences, workshops, or other training programs. Employees may attend such training with the approval of the Director/Program Coordinator. All employees will also be required to take upon hire the **5-hour Foundations of Health and**

Safety Training online as well as the **ACES training, Mandated Reporter Training, and Elijah’s Law training**. All new directors will be scheduled to take the **15-hour Foundations of Health and Safety course** within their probationary period if offered through OCFS within that time.

TSL subsidizes training related to staff meetings, First Aid and CPR certifications, and 15-hour Director courses.

Employees who are in college may submit relevant coursework hours toward their training hours in the form of a college transcript.

Child Supervision Policy

Children cannot be left without competent supervision at any time. Competent supervision includes awareness of and responsibility for the ongoing activity of each child. Each staff member needs to know how many children are in your care as well as which specific children are in your care. It requires that all children be within a staff member’s range of vision and that staff member be near enough to respond when redirection or intervention strategies are needed. Competent supervision must consider the child’s age, emotional, physical and cognitive development.

Staff members may only be left alone with children if they are 18 years of age or older, have been cleared through all required NYS OCFS clearances, have a current medical on file and have completed the Orientation as well as the 5-hour OCFS Foundations Training.

Ratios

The following child/staff ratios must always be met during the program’s hours of operation. These ratios are required by the New York Office of Children and Family Services. Once you have met your maximum number of children, you must inform the office that you need another staff member in the classroom before any other children can be dropped off. Check with your center/site director for specific group sizes; according to NYS regulations group sizes are determined by the square footage of each classroom.

<u>Ages</u>	<u>Staff: Children</u>	<u>Group Size</u>
6weeks-18months	1 staff: 4 children	8 children
18months-36 months	1 staff: 5 children	12 children
3 years	1 staff: 7 children	18 children
4 years	1 staff: 8 children	21 children
5 years	1 staff: 9 children	24 children
6-9 years	1 staff: 10 children	20 children
10-12 years	1 staff: 15 children	30 children

** Ratios are determined by majority of ages (unless the age difference between the youngest child and the oldest child in the group is more than 2 years)

Staff members are required to position themselves so that they have a clear view of the entire classroom/playground/gym/library area. Staff members should never be leaning on the fences, bunched up together or sitting having conversations with other teachers. Staff members always need to be alert and ready to get to a child in need quickly. It is imperative to know who is in your classroom and what they are engaging in. **Always know how many children and which children you have in your classroom.**

Supervision Considerations

- Personal Electronic devices-- For the safety of the staff and children, cell phone or other personal electronic device use in the center (**while on the clock supervising children**) for any personal reason is prohibited. Cell phones cannot be carried on you during your working hours, it should be kept put away in a purse, bag or car. If you need to be reached by a family member or friend during your shift, the main center phone number can be called at any time. A staff member will cover for you so that you can take the phone call. First violations of this policy will result in a written warning. Second violations of this policy will result in termination of employment. The use of social media such as Facebook, Twitter, Instagram, and Snapchat are prohibited while on the clock at TSL Adventures. Keep in mind that when you are using any social media website on your own time, you are still responsible for your ethical duties of confidentiality and respect to our Childcare Center staff and families. The intention of our policy is not to prohibit communication, it is only to remind you that what you put out on the internet is public and can never be taken back.
- Outdoor Play-- While outside children play within the fenced in playground areas during their assigned playground time. Staff members must position themselves so that they can always see the entire playground area and all the children. Staff members should position themselves in different areas of the playground. Staff members should never be leaning on the fences or sitting having conversations with other staff members. Staff members need to be alert and ready to get to a child in need quickly. Upon returning inside, all children and Staff members must wash their hands. Staff members will check all children for ticks, bites, and injuries.
 - The administration at each program checks the playground each day for hazards such as animals, debris, and broken toys. Proper child/staff ratios are always met, including during outside times.
- Bathroom—When the bathroom is located outside of the program area, small groups of children will be escorted to and from the bathrooms by a staff member. If a staff member cannot be present in the bathroom, they will let children use the bathroom one child at a time. At no time will more than one child be in the bathroom without staff supervision.
- Injuries and Illness— When a child needs medical attention and must be treated in such a manner that may impact the staff child ratio in each given space is compromised, the staff member must take other children with them to administer first aid. For example, if a child is injured outside, the staff member needing to accompany the child in for

treatment will need to take other children in with them so that the other half of the group can stay within ratio with the other staff member. A child who becomes ill during program must be supervised in the designated “sick area” that is separate from the larger group, with access to a cot to rest on until their parent is able to pick them up. The child must be supervised while ratios are maintained in the larger group.

Visitor’s Policy

- TSL’s **visitor’s log** is used to sign in to any guests of TSL that are in the childcare spaces for special visits. Visitors come for a variety of reasons and are required to sign in, wear a visitor’s badge, and sign out upon leaving.

RELEASE OF CHILDREN

- Children will be released to a parent or other adults as indicated on the Pick-Up Form.
- Please notify the Center if someone other than the usual person will be picking up your child.
- If someone other than the parents is to pick up your child, he/she must have identification upon arrival.

Classroom Transition Policy

When children arrive at the classroom upon drop-off, the child must be signed in on the face-to-name attendance sheet by the classroom teacher. (This does not take the place of the monthly classroom attendance sheet).

Teachers must take attendance using the face-to-name attendance sheet when they are transitioning the children outside of the classroom area to any other area inside or outside of the building.

- The children should be gathered in one area of the room by one teacher and the other teacher should sweep the area to be sure everyone is in line.
- The teacher in the front of the line needs to go through the face-to-name attendance sheet by physically looking at each child and marking down that they are accounted for.
- The teacher needs to count the number of children in line and the number of children accounted for on the face-to-name attendance sheet to be sure the numbers match.
- The office needs to be notified through the phone/walkie talkie how many children will be leaving the room and where they are going.
- One teacher should walk in front of the line, and one teacher at the end of the line.
- If there are any interruptions during the process, the process needs to be started over.
- When the group arrives at the new area, the same process needs to be repeated.
- Every time the children leave or enter a new area, the face-to-name attendance needs to be completed.
- All teachers are required to call the office and tell the administration that they are transitioning to a new area and how many children they are taking with them.

- Teachers need to call the office upon returning to the classroom to report how many children they are back inside with.

****Remember during the process of walking the children to and from areas that you need to be fully attentive to the children and watching that the children stay in a group while moving. If there are two teachers with the group, one teacher should be at the front of the group and one teacher should be at the back of the group to ensure that the children stay in between the two teachers. If a staff person is alone transitioning children, they will need to walk in the front of the line facing the group of children so that they can always see the group of children they have.

Parents may not take their children out of the line while a group is transitioning from one area to another. Parents may only pick up/sign out children once they have arrived at their destination. This is for the safety of the entire group.

CHAIN OF COMMAND

The chain of command begins with the **three company owners**, Thomas Styles, Shameka Brown-Johnson, and Lynette Smith. Mr. Styles is the CEO and shall represent the three owners in day-to-day matters relating to the company's employees. Employees are encouraged to reach out to Mr. Styles at 518-368-2653 with any issues that go above and beyond the scope of the employee's general supervisor or if they feel issues or concerns are related to their direct supervisor.

Mr. Style's also serves as **financial manager** for the company. All inquiries regarding pricing, enrollment, billing, payments, receipts, or any other questions related to the financial end of the business MUST be directed to Mr. Styles. Information obtained through any other person in the company may not be deemed valid.

Next in the chain of command is **Administrative Management**. These employees are responsible for training and supervising site directors and coordinators, coordinating the site directors and coordinators in their day-to-day activities, monitoring their development, program development, responding to parent issues where applicable, and assisting to keep all sites in compliance. Administrative management is appointed to monitor, observe, report on, and administer feedback to all company employees in daycare centers AND SACC programs.

Beneath them are **Program Administrators**. These are the site directors, assistant site director's preschool consultants, and coordinators at specific site locations. They are interviewed, screened, reviewed, and evaluated by the Super Administration. They direct subordinate staff beneath them on the chain of command and handle all aspects of program implementation and

organization in fulfillment of the framework laid out for them by the Administrative Management.

Beneath them are the **Compliance Officers**. These people are charged with circulating to various centers and monitoring the status of a given sites compliance with regulatory compliance. If a compliance offer provides a report of compliance to a center director or supervisor, it is the responsibility of the respective program administrator to make changes, per the report, to come into compliance on the timeline provided. *Compliance officers are NOT beneath program administrators in this sense. Compliance officers override the authority of program administrators in this respect and where compliance is concerned.

Beneath the Program Administration fall into the **Instructional Team**. These are the teachers and program aides. They will answer to any level of management above them in the chain of command in ascending order. Their role is to support learning and recreation (aides), plan curriculum and lessons plans (teachers) and manage or assist with management in children in a classroom or recreational setting.

TIME OFF

Holidays

All holidays which result in the closing of TSL will be observed and paid to full-time employees only. (Employees working 35 hours a week or more)

Standard New York State Holidays are New Year's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving and Christmas Day. TSL closes the Friday before Labor Day annually for a staff development day.

Vacation Time

Requests for vacations require administrative approval by submitting a time-off request form to the Director/Program Coordinator at least two weeks in advance of leave time. Vacation time cannot be paid out as sick time. The only vacation time that will be paid out is scheduled time that has been approved for the employee to take a vacation. Full time employees vested 12 months will receive 20 hours of vacation time at the beginning of each calendar year. Each new calendar year an increase of 20 hours of vacation time will be issued until the employee caps in his third year with 60 hours. Employees will have until the end of the calendar year to use their vacation time, as they will not carry over from year to year. Employees will not be compensated for any unused accrued vacation.

leave upon termination or resignation of employment. Employees who reach their anniversary date in the middle of the year will receive a pro-rated number of vacation hours for that year and start a full cycle of regular vacation hours on January 1. For instance, an employee who

reaches their 1-year anniversary in November, will receive 5 hours of vacation pay in November, and then 20 hours on January 1.

Seniority among regular staff will be the deciding factor if requests are received to take vacation leave within the same time frame. Teachers in the same classroom will not be allowed to take the same days off for vacation. Vacation time should be planned at times when TSL expects to have decreased enrollment due to down times and holiday schedules. Employees will not be compensated for any unused accrued vacation leave upon termination or resignation of employment.

Employees will not be authorized to use their vacation time surrounding more than one major holiday per school year (September-June). For instance, an employee should not be expected to be approved to take vacation time surrounding Christmas AND Thanksgiving.

Sick Time

All employees will be entitled to sick leave to be used for an employee's own illness, for family illness and/or for any other reasons outlined below:

- for a mental or physical illness, injury, or health condition of such employee or such employee's family member, regardless of whether such illness, injury, or health condition has been diagnosed or requires medical care at the time that such employee requests such leave.
- for the diagnosis, care, or treatment of a mental or physical illness, injury or health condition of, or need for medical diagnosis of, or preventive care for, such employee or such employee's family member; or
- for an absence from work due to any of the following reasons when the employee or employee's family member has been the victim of domestic violence pursuant to subdivision thirty-four of section two hundred ninety-two of the executive law, a family offense, sexual offense, stalking, or human trafficking: (a) to obtain services from a domestic violence shelter, rape crisis center, or other services program; (b) to participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or employee's family members; (c) to meet with an attorney or other social services provider to obtain information and advice on, and prepare for or participate in any criminal or civil proceeding; (d) to file a complaint or domestic incident report with law enforcement; (e) to meet with a district attorney's office; (f) to enroll children in a new school; or (g) to take any other actions necessary to ensure the health or safety of the employee or the employee's family member or to protect those who associate or work with the employee. For purposes of this subdivision, the reasons outlined above in subparagraph (a) through (g) must be related to the domestic violence, family offense, sexual offense, stalking, or human trafficking. Provided further that a person who has committed such domestic violence, family offense, sexual offense, stalking, or human trafficking shall not be eligible for leave under this subdivision for situations in which the person committed such offense and was not a victim, notwithstanding any family relationship.
- For purposes of this section, "family member" shall mean an employee's child, spouse, domestic partner, parent, sibling, grandchild or grandparent, and the child or parent of an employee's spouse or domestic partner. "Parent" shall mean a biological, foster, step- or adoptive parent, or a legal guardian of an employee, or a person who stood in loco parentis when the employee was

a minor child. "Child" shall mean a biological, adopted, or foster child, a legal ward, or a child of an employee standing in loco parentis.

Part time Employees will accrue sick time at the rate of 1 hour for every 30 hours. Unused sick time will carry over from one calendar year to the next, but employees may only use 56 hours of sick time in any given calendar year. Employees will not be compensated for any unused accrued sick leave upon termination or resignation of employment.

Full time Employees will receive 56 hours annually per use for designated sick time.

Call out procedures for employees vary from site to site and are based on the preferences of program administrator. Employees should make sure they are aware of these procedures while program administrators should strive to communicate their preferences to their support staff.

An employee who is deemed by the administration to be chronically late or absent for reasons not stated, or for reasons outside of being sick will face the disciplinary action outlined in this handbook.

Leave Without Pay

Leave without pay may be granted for renewable periods of and not to exceed 30 calendar days each year. The Director shall prepare a written memorandum stating the reasons for this leave, which shall be approved by the Program owners.

The types of Leave without Pay are:

Jury Duty

Employees who are summoned for Jury Duty shall be paid their normal rate of pay for up to 3 days. If the employee receives payment from the courts for those three days, the Center will be reimbursed for that amount. The employee shall make arrangements with the Directors/Program Coordinator as soon as the employee receives the summons. The employee is expected to return to the Center if the employee is excused from Jury Duty during the employee's regular work hours. Employees are required to submit proof of service to the Director/Program Coordinator upon completion of Jury Duty.

Military Leave

The employer will continue to comply with New York State Military Law for all employees who are on military reserve or guard members called to active duty. This will include a paid leave of absence of up to 10 working days each calendar year when called to active duty. This military leave shall be paid at the difference between the employee's base pay and the allowance paid by the military for up to 10 working days each year. Employees must present their military orders and their rate of pay for verification. No employee will suffer a loss of vacation or personal leave from this regular active duty. To the extent an employee is

called to other active duty the employer will provide a necessary leave of absence as required by law.

Bereavement Leave

The Director/Program Coordinator may grant up to three (3) days of paid leave for each death in a full-time employee's immediate family. This shall include father, mother, sister, brother, father-in-law, mother-in-law, grandparents, grandchildren, and any member of the household in which the employee resides. If the employee requests additional time off, it may be charged to vacation or sick leave. Since TSL does not offer personal days in a general sense, administration must inform the financial management team responsible for payroll when an employee is requesting paid leave for a death in the family. If approved, up to 24 of paid time can be claimed that will not be used against the employees sick or vacation time.

Disability Leave

Employees who have completed at least 4 weeks of continuous covered employment will be eligible for a leave of absence due to illness or injury.

Employees should provide the employer with written notice of disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work and the expected date of return to work.

The leave of absence will be for a period of up to one month. It may be extended on a month-to-month basis for a maximum of 3 months upon the employee's written request each month with proof of continued disability from his/her physician.

When the employee can return to work, he/she should give the employer at least 1 weeks' notice by mail, including a doctor's certificate stating that he/she is physically able to return to his/her normal duties.

TSL will make reasonable efforts to return the employee to the same or similar job as held prior to the leave of absence, subject to its staffing needs and business requirements that may exist. The employee's continued absence from work beyond the leave granted will be deemed a voluntary resignation of his/her employment.



Maternity/Paternity Leave

Pregnancy should be reported to the Director/Program Coordinator within three (3) months of discovery, accompanied by a statement from the treating physician as to the estimated delivery date and a certification that the employee may continue working.

Sick leave may be used by a parent to care for a newborn baby or newly adopted child during the 30 working days immediately following birth or adoption, or for illness or disability caused by pregnancy or childbirth. Requests for leave without pay should be made in writing at least three months in advance.

Employees can also request paperwork to claim disability reimbursement for maternity leave. It is up to the employee to return the completed claim form for submission.

Should an employee decide not to return from Maternity/Paternity Leave, at least one month's written notice is expected.

COMPENSATION POLICIES

Salaries

Salaries are determined by the most relevant pay guidelines that are established. While the Company consistently seeks to pay a fair and adequate wage to all employees, the provision of wage increases is contingent upon sufficient funds being available to the Center. TSL does guarantee annual raises of 5% minimum. Payments are made bi-weekly. Direct Deposit will be available to all employees and is preferred. Pay stubs are accessible through the ADP app and your ADP portal. It is up to the employee to make sure current email addresses are on file with the office.

Mandatory deductions will be taken out of every paycheck issued by TSL. They include Federal Withholding Tax, Social Security Tax and Medicare (FICA), State Withholding Tax (SIT), Medical Insurance, and such other deductions arising out of the due course of employment, including wage assignments, childcare and liens and the NY Paid Family Leave.

The amount of the state and federal taxes withheld depends upon the employee's income bracket and the number of dependents that are claimed. Any change in the number of dependents claimed would be reported to the Director immediately by completing IRS Form W4.

Work Schedule

TSL is open from 7:00 a. m. until 6:00 p.m. (Hours may vary site to site). Full-time employees work 8 ½ hour day. This work schedule shall include a thirty (30) minute duty free unpaid lunch break. To be entitled to the thirty (30) minute break an employee must work at least five (5) hours on a given day.

Since TSL is open for longer than an 8 ½ hour day, employees' schedules may be subject to change at any time in order to meet the overall needs of the Center. Teachers employed for TSL must have flexibility with the schedules and expect their schedule is going to change at times.

Overtime

If hourly employees are required and authorized to work more than 40 hours in a given week, they will be paid time-and-a-half for the excess in accordance with the Fair Labor Standards Act. It may be necessary for the Director/Program Coordinator or Center Supervisor to mandate an employee for overtime depending on ratios. However, any time worked in excess of 40 hours is subject to the prior approval of the program administrators. Hourly employees will be paid according to the actual hours worked. Overtime will not be paid if said Overtime was noted to be in conjunction with the use of sick or vacation time or in conjunction with vacation pay earned the result of holiday or snow day. Overtime is only earned when an employee has put in more than 40 hours of actual work in a given week.

Teachers may not leave their post if such departure leaves the center in a state where minimum ratios are not being met. In such cases, the center imposes.

mandatory overtime for its employees. That means employees will be required to work until such a time that minimum ratios can be met but will be paid accordingly. Any teacher working outside his or her normal shift hours must have approval from the administration prior to signing up for those hours. If a teacher is asked by the administration to extend their shift, employees shall need no further permissions to sign up for that extra time.

It is expected that all employees will maintain acceptable records. In the event of excessive or abusive tardiness, the Director/Program coordinator will take appropriate disciplinary action.

PERFORMANCE REVIEW

Introductory Period

All newly hired employees with TSL shall be subject to a ninety (90) day Probationary period. Seasonal employees subject to a 14-day Probationary period. During the Probationary Period, each employee will be rated on how well he/she works with others and how well he/she can do the job. Particular attention will be given to interactions with the children, the development of curriculum if applicable, on-site fulfillment of expectations, reliability among several other factors as outlined as criteria on the employee evaluation form available for review in **Appendix A** of this handbook. The probationary period is the last step in the selection process. An employee is subject to dismissal at any point during his probationary period if it is felt he or she is not going to be offered longer term employment.

Probationary employees may or may not be provided with written feedback in the way of a formal evaluation. Feedback may be given verbally by the program administrator as a way

to guide their performance. Whether written or oral feedback is provided as a means to guide employee performance is at the discretion of the program administrator.

Regardless of the probationary period tenets, employees should understand that in New York state, an employee can be fired “at-will” at any time without the company needing to provide “just cause”, outside the violation of any governmental laws ie violation of Labor Law standards.

Job Performance

Job performance deficiencies will be communicated to the employee immediately in a constructive manner. Remedial actions will be recommended, in a written or verbal form, along with a timetable for their implementation. In addition, the consequences of the employees’ failure to implement these suggested remedial measures will be clearly stated. Only the employee and the immediate program administrator will be involved in this strictly confidential process.

Performance Evaluations

Evaluations that are issued will be based on the observations of the appropriate supervisors, along with the appropriate file records and will assess overall work performance and conformity with guidelines outlined by the owners of TSL. They will also include meeting the requirements of the job description, maintaining satisfactory relations with children, parents, staff and owners, as well as maintaining regular and satisfactory attendance.

Probationary employees may or may not receive a written evaluation as part of their performance guidance. This is at the sole discretion of the program administrator.

BENEFITS

Children of Staff

If the child is of day care age and there is a space with the appropriate age group available, the child will be considered a Drop-In, and the parent will pay the appropriate fee. If there is an emergency that requires an employee to bring a child to work, the employee must report this fact to the Director/Program Coordinator as soon as possible.

It is the parent’s responsibility to make other arrangements for their children during school vacations and time off. Children may not attend a given site for their entire vacation unless the School Age Program is in session, and they are enrolled in the program.

Staff Tuition Rates

Staff are offered a 20% discount for each child that attends a daycare center while they are employed full time. If an employee has a school-age child, care is offered free during the vacation camps, on single days of care, and during the summer camp.

Sick and Vacation Time

See pages 9 and 10.

Unemployment Insurance

All employees are covered in accordance with New York State Unemployment laws through an employer contribution.

Social Security

All employees are covered in accordance with federal laws through an employer and employee contribution.

Worker's Compensation

The center carries Workers' Compensation Insurance for all employees. On-the-job injuries, however minor, occurring to a staff member while performing their duties must be reported in writing (accident report) to the Director/Program Coordinator within twenty-four (24) hours. Failure to report said injuries in a timely manner may affect compensation. Likewise, employees shall take all precautions necessary to avoid injuries on the job, including always wearing shoes, and not engaging in any activities outside of the assigned job description i.e. an employee hired for childcare should not be climbing ladders, fixing electrical equipment or doing manual labor.

Disability Insurance

Disability Insurance for off-the-job injury and illness is provided for all members of the staff. This insurance does not provide medical care. Disability benefits are payable to eligible employees beginning with the eighth consecutive day of disability.

Health Insurance/Childcare

- **HEALTH INSURANCE** – Health insurance is available to all full-time employees at the time of hire. Participation can only be implemented within 30 days of hire, or during open enrollment periods. Appropriate forms must be submitted to the office. TSL contributes 20% towards the premium. Employees are responsible for the remainder of the premium.

Choices may be made once a year and not changed during the year unless there are special circumstances (i.e.. change in family status such as marriage, divorce, death or birth/adoption of a child, death of a spouse or termination of spouse's employment).

Retirement Investment

For full time employees vested more than three years, TSL will match up to 3% contributions through New York Life Investments. Interested employees should reach out to their supervisor if interested in contributing to a retirement fund.

Educational Incentive Program

The Educational Incentive Program (EIP) is offered through SUNY. This program will reimburse/pay for college courses and training related to the Early Childhood field. Applications are available in the office.

BENEFITS DISCLAIMER

As described above, this Handbook contains only a brief description of the various benefit plans provided to eligible employees. For the actual descriptions of the benefits available, references must be made to the individual benefit plans. Where benefits are governed by a formal plan document or master policy, the exact terms of that policy will govern. While it is TSL's intent to continue all current benefit plans and policies, we reserve the right to change, amend, or terminate at any time, any benefit plan or policy in effect.

CODE OF CONDUCT/WORK RULES

It is the goal of TSL to provide childcare that ensures the health, safety, developmental progress, and happiness of the children and their families. Employees must conduct themselves in a manner that is not potentially dangerous or harmful in any way to the children, families or other employees affiliated with the company. Employees must be sensitive to parental concerns and to the goal of providing a warm, safe environment for the children. They must also be mindful of their interpersonal relationships with fellow employees and their conduct relating to their interactions with other employees. Violations of this Code of Conduct may result in disciplinary actions being taken against the offending employee, at the discretion of the Executive Director. The TSL Code of Conduct is in the appendix for review and is required to be signed by all employees prior to their start date.

Signing in and Out

All employees must sign in at the exact time of arrival for shift and sign out at the exact time of departure. This record will be used to calculate hours of work, notate sick or vacation time used, and be archived as required by the Department of Labor. Employees must have approval to sign in early or sign out late.

Tardiness

The problem of tardiness grossly affects TSL with covering ratios, as well as consistency for the children and fairness to those staff that come to work on time. Therefore, any staff person who is late (arriving any time after their shift starts) at any time, without a satisfactory

excuse, will not be paid for that time. If tardiness occurs more than twice in a pay period, that staff person may be suspended without pay for one day or face other disciplinary action. If there continues to be a problem after that, it could lead to termination.

Drug Abuse

TSL will provide a drug-free environment. No employee of the Togetherness, Sharing and Learning Day Care Center shall use, shall distribute, dispense, or manufacture any alcoholic beverage or illegal drug or any other intoxicating substance while on duty. No employee shall report to work unfit for duty at the beginning of a shift or upon returning from any break, lunch, or rest period, as a result of consuming alcohol, illegal drugs, or any other intoxicant.

While prescription drugs are not prohibited, they should not render an employee unfit for duty. Situations where prescription drugs may affect an employee's ability to perform their assigned job should be brought to the supervisor's attention. This is especially important since the jobs performed at the center directly affect the safety and welfare of children and each other. The specific prescriptions and nature of the employee's health condition requiring the use of such prescriptions need not be disclosed. However, at the discretion of the Director/Program Coordinator a physician's certification that the employee is fit for duty may be required.

Smoking/Alcohol/Drug Policy

Due to the potential health hazards and clear violations of the Office of Children and Family Services Regulations there is absolutely NO SMOKING, USE OF ALCOHOL OR INAPPROPRIATE USE OF NON-PRESCRIPTION DRUGS allowed in any TSL facility or while on-duty.

Dress Code

A neat, professional appearance is mandatory. However, clothes should be comfortable to allow each employee active participation in the daily activities of the Center. Nevertheless, clothing containing obscene words or clothing which is too revealing will not be permitted. During summer weather, loose fitting shorts may be worn, but spaghetti strapped tank tops are not permitted.

Program administration may require a change to an employee's appearance if any aspect of said employee's appearance is deemed unprofessional, offensive, or not becoming of TSL's professional appearance standards.

Interpersonal Relationships

Employees are expected to exhibit courteous, non-judgmental, helpful, and professional behavior at all times. Getting along well with co-workers and neighbors of TSL as well as displaying an understanding of the needs of the families served will assist TSL in producing a safe, warm environment.

Confidentiality

To operate TSL programs it is sometimes necessary for staff members to have access to confidential information about families, e.g. income, health conditions, etc. This information shall be treated with strict confidentiality and sensitivity and shall only be shared with appropriate co-workers as necessary. Confidential information regarding one family shall under no circumstances be related to another family or uninvolved persons. Any break in confidentiality shall constitute a reason for discharge. Also, photographing children at the daycare for the purpose of posting to your social media sites or any other public venue is strictly prohibited. If you want photos of children posted for parents, you can forward them to administration to be posted on Facebook or upload them yourself to the company website in the photo gallery section.

Equipment and Supplies

TSL's equipment and supplies are not to be used for personal reasons without the permission of the Director/Program Coordinator.

Social Media Outlets

TSL urges its employees to use caution when participating on social media sites. TSL does not want to be named or associated with any form of defamation, sarcasm, or harassment in any social media outlet. Employees shall not vent about their work-related issues to co-workers or others on social media sites, even if TSL or specific names are left out of it. Posting anything clearly stated or ambiguously stated, which can be construed to negatively relate to your employment with TSL can result in immediate termination. Pictures cannot be posted to any social media website that have been taken at TSL, except on the TSL social website pages. This is only done by the administration.

Cell Phones

As per OCFS regulation, cellular phones are not permitted for use by any employee aside from the site director. Employees using cellular phones during the workday outside of signing into Brightwheel, if applicable, may be subject to disciplinary action.

Parent-Employee relationships

TSL strongly encourages positive relationships between parents and providers. However, we do not endorse communications with TSL clients outside of regular business hours. Personal information obtained about clients from TSL, i.e. phone numbers addresses, shall not be used for purposes outside of employment. A client who separates from TSL whether by his own actions or through termination shall not engage in continued communications with TSL clients while those persons are still clients of TSL. Legal action may be taken under the precedence of libel, if a separated employee defames any aspects of TSL while communicating with clients of TSL.

First Aid & Cardiopulmonary Resuscitation Certifications

First Aid and CPR Certification is encouraged by TSL every two years for all regular employees. This certification can be obtained through TSL or privately.

Resignation

The Director and Program Coordinator are expected to give four weeks' written notice of resignation to the Board of Directors. All other employees are expected to give two weeks' written notice of resignation to the Director/Program Coordinator, especially if seeking recommendation for another position.

Layoff/Demotion

If reorganization or retrenchment necessitates reduction of staff, demotion, or lay-off, retention of employees will be based equally upon position/seniority and the recommendation of the Director/Program Coordinator.

Demotion consists of the removal of the at-will employee's position in favor of another position. Lay-off consists of the termination of the at-will employee without prejudice.

Affected employees may receive consideration for future openings. Letters of reference and standing may be furnished upon request.

Off-duty Employment

Full-time employees are expected to give primary responsibility to their employment with TSL. An employee may accept outside employment, provided that such employment does not:

- Occur during the employee's regular or assigned working hours.
- Interfere with the efficient performance of the employee's duties at the center.
- Involve conflict of interest or conflict with the employee's duties.

DISCIPLINARY PROCEDURES

TSL views disciplinary action as those corrective measures instituted to change or eliminate the undesirable action or behavior of an employee of the center by means less severe than termination. A disciplinary action may be initiated by the Director/Program Coordinator to address an undesirable condition created by the employee that is detrimental to the functioning of the Center.

Potential Reasons for Disciplinary Action

Disciplinary action or immediate dismissal may be invoked, including but not limited to the following reasons, depending on the severity of the matter:

Poor Work Habits

- Chronic tardiness or absenteeism
- Avoiding or not fulfilling job responsibilities

Poor Job Performance

- Inability to perform job responsibilities satisfactorily.
- Failure to develop necessary skills to do job well.
- Demonstrating a poor attitude towards job responsibilities

Unacceptable Behavior

- Displaying behavior, which is detrimental to the children, staff or the organization.
- Inappropriate discipline of children, such as striking, pulling hair, biting, or shoving a child, etc.
- Verbally abusing a child
- Actions that may prove detrimental to the child, such as leaving a child in a room unattended, using excessive means to restrain a child, etc.
- Showing disrespect to parents, children, co-workers, and supervisors.

Policy Violations

- Unwillingness to conform to program policies and philosophies.
- Violating confidentiality
- Dishonesty or misconduct
- Refusal to accept guidance of supervisor.
- Coming to work in possession of or under the influence of alcohol or illegal drugs.
- Inappropriate communications with clients of TSL
- Violating the social media clause

Disciplinary Procedures

Except in the case of gross misconduct, TSL may or may not utilize a system of progressive discipline that gives notice to employees of undesirable behavior, recommends changes to alleviate or eliminate the existing situation and provides employees with a reasonable opportunity to demonstrate improved performance. Such progressive discipline shall ordinarily include the following steps:

Verbal Conference –A verbal conference is a discussion with the employee concerning the employees’ conduct or unsatisfactory performance and measures to correct it. A record of all such discussions shall be placed in the employee’s personnel file.

Documented Conference-a documented conference is a conference that yields formal written notice to the employee that the employee is not meeting expected standards of performance or conduct. It states the precise nature of the unsatisfactory conduct or performance (see appendix) with references to the minimum standard for acceptable performance; sets forth standards and a timetable for improvement; and identifies what further disciplinary action will be taken if such improvement does not occur. The employee will be given the opportunity to sign and date the documentation form and may respond in writing to such notice. A copy is placed in the employee’s personnel file and the employee retains a copy. Documented conference forms may be used to support a determination that an employee should be terminated.

Termination-If after verbal and documented conferencing there continues to be any sort of undesirable behavior, the employee will be terminated from their position at the Center.

Termination

The potential final result of any disciplinary action is the termination of the offending employee.

Conditions for Immediate Termination

- Child Abuse (See Below)
- Release of a child to unauthorized persons
- Violations (in particular repeated violations) of an area of the signed code of conduct
- Gross insubordination, and
- Any other behavior endangering the safety or well-being of a child and /or irreconcilable differences with the philosophies of the TSL Organization will cause immediate termination.

CHILD ABUSE REPORTING AND PROTECTION OF CHILDREN **(Immediate Dismissal)**

Child Abuse reporting and protection of children

(d) In accordance with the provisions of sections 413 and 415 of the Social Services Law, day care center workers must report any suspected incidents of child abuse or maltreatment concerning a child receiving care to the State register of Child Abuse and Maltreatment or cause such a report to be made when such workers have reasonable cause to suspect that a child coming before them in their capacity as day care workers is an abused or maltreated child. This must be done in the following manner:

- (i) Center staff must report such information to the director of the center or his/her designee: and
- (ii) The director of the day care center or his/her designee is responsible for making or causing to be made an immediate report to the State Register of Child Abuse and Maltreatment by telephone (800-342-3720) followed by a written report within 48 hours. In the form and manner prescribed by the department, to the child protective services of the local department of social services district in the county in which the child resides.

If the director is the person allegedly responsible for the alleged abuse or maltreatment, staff must report the alleged abuse or maltreatment directly to the State Central Register of Child Abuse and Maltreatment.

(e) The director or operator of the day care center is responsible for implementing procedures which ensure the safety and protection of any child named in a report of child abuse or maltreatment involving a situation which occurs while the child is in attendance at the center. Immediately after making or causing to be made a report pursuant to subdivision (d) of this section the director or operator of the center must take such appropriate action as is necessary to ensure the health and safety of the children involved in the report and, as necessary, of any other children in the care of the center. The director or operator must also take all reasonable steps to preserve any potential evidence of abuse or maltreatment. Insofar as possible, an action taken under this subdivision must cause as little disruption as possible to the daily routine of the children in the center.

(f) In meeting his/her responsibilities under subdivision (e) of this section, the director or operator of the day care center may, consistent with any appropriate collective bargaining agreements, or any applicable provisions of law take one or more of the following actions with regard to staff of the center relevant to a report of child abuse or maltreatment involving a child while in attendance at the center:

- (i) dismissal, suspension or transfer of any employee, volunteer or other person who is the subject of a child abuse and maltreatment report.
- (ii) Increased supervision over a person who is the subject of a report.
- (iii) Provisions of instructions and/or remedial counseling to a person who is the subject of a report.
- (iv) Initiation of appropriate disciplinary action where applicable; and/or
- (v) Provision of appropriate training to and/or increased supervision of staff and/or volunteers pertinent to the prevention and remediation of child abuse and maltreatment. (1992)

EQUAL OPPORTUNITY

TSL is committed to providing equal employment opportunity to all persons regardless of creed, race, color, sex, religion, age, national origin, sexual preference, or disability.

To achieve that goal, all employees need to be informed of their rights and responsibilities under the various Affirmative Action and Equal Opportunity mandates. The Director should keep abreast of hiring trends and gains and deficiencies within TSL and ensure that affirmative action considerations are consistently considered when making hiring decisions.

The Director of TSL will act in a manner that ensures that the Center is in compliance with all relevant federal and state non-discrimination and affirmative action regulations. These include, but are not limited to:

- Equal Pay Act of 1963
- Civil Rights Act of 1964, as amended.
- Rehabilitation Act 1973
- Vietnam Era Veterans' Readjustment Act 1973
- Age and Discrimination in Employment Act of 1972
- New York State Human Rights Law
- American Disabilities Act of 1991 (ADA)

Information on vacancies will be posted and available to employees who may apply for an opening. All applicants will be made aware of TSL's equal opportunity commitment. The Director will ensure that all vendors and suppliers with whom the center conducts business will be aware of the Equal Opportunity Policy and will ask for their assistance and cooperation.

All child placements will be with strict regard to equal opportunity according to all policies as set forth by Togetherness, Sharing, and Learning.



Appendix A
Documented Conference Form
TSL Kids Crew

Employee: _____ **Date:** _____

Supervisor who called conference: _____

Indicate the type of offense:

- Excessive tardiness _____
- Violation of dress code _____
- Inappropriate interaction with a child _____
- Inappropriate interaction with another staff _____
- Excessive Absenteeism _____
- Inappropriate supervision of child _____
- Insubordination _____
- Other _____

Description of Offense:

Date of Conference with named employee: _____

Corrective Action Plan: _____

Employee Signature: _____

Supervisor Signature: _____



Appendix B

TSL Kids Crew

Daycare Teacher Evaluation

Name: _____

Date: _____

E-Excellent

G-Good

S-Satisfactory

D-Developing

Work Ethic

- 1. Takes initiative in all aspects of the day _____
- 2. Is aware of job responsibilities and performs them consistently _____
- 3. Is prompt for shift each day _____
- 4. Works assigned shifts consistently _____
- 5. Participates in all aspects of the day _____

Additional Comments:

Professionalism

- 1. Nurtures child's feelings of confidence, competence, and self-direction _____
- 2. Talks with children while performing routine duties, as well as _____
- 3. Is omnipresent in the classroom, even when in 1:1 settings _____
- 4. Is actively involved with children in daily activities _____
- 5. Manages children effectively using a variety of constructive and positive strategies _____
- 6. Encourages independence in children as they are ready _____
- 7. Uses social intervention strategies to handle inappropriate behaviors _____
- 8. Activities are developmentally appropriate for age group _____
- 9. Is constantly aware of head counts and applies strategies to ensure all children are always accounted for _____
- 10. Follows proper sanitary and hand washing procedures _____
- 11. Arranges room to safely facilitate a variety of activities _____
- 12. Creates a room that is warm, comfortable, and fosters growth and learning _____
- 13. Monitors children carefully during small or whole group times _____
- 14. Handles medical emergencies effectively _____

Additional Comments:

Communication

1. Communicates appropriately with parents _____
2. Interacts with parents appropriately and professionally _____
3. Let's parents know of Events, children's medical concerns, Billing, enrollment

4. Bends over, and maintains eye contact while interacting with the children _____
5. Uses a low calm voice _____
6. Moves to children to talk rather than calling from a distance, and encourages children to do the same _____
7. States directions in positive terms _____

8. Responds quickly to children who need affection and security, and those that are in distress _____
9. Demonstrates nurturing and warmth toward children _____
10. Communicates appropriately with parents _____
11. Consistently maintains a positive attitude _____

Additional Comments:

Organization

1. Helps maintain cleanliness of the workspace _____
2. Keeps working space organized and tidy _____

Overall Comments:

Date: _____

Evaluator's Signature: _____

Employee's Signature: _____



Written Evaluation School-age Staff
TSL Adventures

Name: _____ **Date:** _____

Evaluator: _____

- 5- Above Expectation (continually goes above and beyond)
- 4- Excellent
- 3- Meeting Expectation
- 2- Developing
- 1- Not Meeting Expectation (improvements must be made)

Work Ethic:

- Takes initiative in all aspects of the day _____
- Is prompt for shift each day _____
- Works assigned shifts consistently _____
- Participates in all aspects of the day _____
- Signs up for and works full days and half days _____

Additional Comments: _____

Professionalism:

- Follows through appropriately to constructive feedback _____
- Works to fulfill the vision of TSL Adventures _____
- Refers to the chain of command when appropriate _____
- Uses positive behavior system appropriately _____
- Uses appropriate language on campus _____
- Adheres to teacher dress code _____

Maintains a high level of personal care regarding daily appearance _____

Abides by regulations set forth in the camp's written plan _____

Additional Comments _____

Teaching and Management:

Plans enriching and exciting club activities _____

Is prepared for each day _____

Monitors and assesses ratios independently _____

Implements activities effectively in small groups _____

Works with the whole group effectively _____

Can effectively call whole group to quiet _____

Engages children's interests in small and whole group activities _____

Addresses peers appropriately _____

Remains calm and professional _____

Is a reflective practitioner _____

Manages children effectively using a variety of strategies _____

Is aware of surroundings and actively watches all groups inside and out _____

Handles medical emergencies effectively _____

Additional Comments _____

Communication:

Effectively communicates behavior issues to parents/superiors _____

Give appropriate and positive feedback to parents _____

- Communicates appropriately with children _____
- Interacts with children appropriately and professionally _____
- Demonstrates nurturing and warmth toward children _____
- Consistently maintains a positive attitude _____
- Gets on to child's level when communicating _____
- Uses Walkie Talkie effectively _____

Additional Comments: _____

Organization:

- Helps maintain cleanliness of the working space _____
- Steps in to help colleagues when cleaning _____
- Cleans up assigned activities without being prompted _____

Additional Comments: _____

Overall Comments: _____

Employee Comments: _____

Evaluator's Signature: _____

Employee Signature: _____

Appendix C

TSL Code of Conduct for Employees

Each TSL staff member is a childcare professional in addition to representing TSL Adventures and is expected to act in a manner of understanding his role as a provider and as a representative of a proud every-growing childcare company.

TSL has established the following general guidelines for professionalism which should be always maintained. The conduct outlined for an employee of TSL Adventures is outlined in four core areas, **Work Ethic, Dress Code, Parent-Child Relationships, Interpersonal and Behavioral Conduct**. Effective November 1, 2020, all current employees must read and acknowledge their understanding of the employment code of conduct by signing this form, which will be kept in your file. The Behavioral code of conduct will be revised as needed and all employees with a previously signed form on hand will be made aware if the any changes were to occur to the Code of Conduct. All new employees to TSL must sign the code of conduct upon employment.

GENERAL WORK ETHIC

How an employee conducts him or herself on the job is reflective of how she perceives the importance of her role. Those who value their job, their role, the company strive to meet several criteria on a daily basis.

- Arrive on time and stay the entire shift, if needed.
- Work the prescribed shift consistently and give their supervisor appropriate notice of intended absence.
- Dress appropriately for interaction with children.
- Take directions, suggestions, and criticisms, and follow through to improve performance.
- Respect confidential information regarding children, families, and co-workers.
- Display a positive attitude toward the entire center (the program, children, families and co-workers).
- Attend staff meetings and other events.
- Complete OCFS/DOH required training courses in a timely fashion.

- Have an understanding and appreciation of basic regulations handed down by OCFS.
- Employees waive their right to submit written statements to OCFS related to compliance issues
- Employees will not use photographs of TSL's children on their personal social media platforms for any reason at any time
- Form relationships with children that are based on positive interactions, love and respect

DRESS CODE

How an employee of TSL dresses is reflective of how important he or she feels his role is and also represents her personal character.

Appropriate attire for TSL staff at work are as follows:

- **COMFORTABLE** – Employees are expected to play with the children and be down to their level whenever it is appropriate. To do this, one must be dressed in comfortable clothes that allow free movement and activity. Employees should wear clothing they feel comfortable getting dirty or stained, as employees are expected to participate alongside the children in all daily activities. Flip-flops and sneakers are appropriate footwear.
- **CLEAN** - All clothing should be clean with no stains, rips, or tears, and must smell appropriate. This also applies to personal hygiene.
- **COURTEOUS** - Staff members interact with children and parents daily and should dress professionally. Clothing may not contain alcohol, drug, or cigarette references. Vulgar sayings or suggestions are forbidden. Certain articles of clothing are never appropriate for the work environment, including halter tops, strapless “tube” tops, short skirts/shorts (must hit at fingertip length or below), sweatpants, excessively torn jeans/shorts, and low-rise jeans/shorts which expose undergarments. It is expected that all staff members will present themselves and TSL in a professional, respectable manner. Any staff member not adhering to the dress code may be asked to leave and return dressed appropriately.

PARENT-CHILD RELATIONS

TSL's parents and children are *our* client's first, and your parents second. Your behavior within the company impacts the company itself. Employees must always keep this in mind. Employee conduct is the hallmark of selling the TSL programs to the company's clients in the manner in which they are promoted by the owners of the company. Employees work for TSL, not for themselves. Henceforth, an employee's goal is to support the company mandates and mission.

- Accept the challenge to keep each child enrolled in your program for the duration of the summer/school year. Demonstrate concern for each child. Parents must be confident that you care for their child and the child must feel loved and accepted.
- Always be professional when handling and communicating with parents and children and always be an appropriate role model and provider. If you have a problem, you feel you cannot solve it, contact your team leader or the administrators.
- Do not show favoritism toward parents or children. It is important to be friendly in a professional way and maintain consistent expectations for all children and parents. Do not put yourself in a position where the parents would expect you to show partiality toward them or their children.
- If you should be asked a question to which you do not know the answer, ask your team leader or the administrators rather than giving an answer you are unsure of. Please let the parents know that you will find out the answer and get back to them.
- Do not answer any questions concerning tuition, but instead refer the parents to the billing department, which is managed by the CEO.
- Inform the parents about major discipline problems but do not over-emphasize the minor everyday problems such as not sitting properly, etc. Do not discuss your personal life, including dating, with the children or their parents. This is not professional and play time with the children should not be taken up with personal discussions. Do not ask the children personal questions about their home-life or parents. This is considered

unethical, and the children often repeat what they hear at school. You are required to maintain a professional relationship with parents and children. Of course, if children convey messages to you of their own volition, listen and respond appropriately.

- Furthermore, employees shall not in person, by phone, or social media, email or any other measures, communicate with parent's negative feelings about their job, their feelings about their job, TSL's priorities, or any other matter, which might otherwise incite or confuse TSL's clients. Such matters should be brought to the attention of the direct supervisor, or to the company owners.
- An employee who is separated from the company does not have permission to utilize the personal and private information obtained through TSL including phone numbers, emails, and other means to stay in touch with parents. An employee's contact with TSL clients should be solely based on work-related relevance.
- Employees should never make recommendations to parents about the implications of how their child's behavior or tendencies present by suggesting they "be tested" or that they may have a neurological disorder ie ADD, Autism, or make suggestions about the child's potential sexuality or identity. Employees can offer their opinion if asked on these matters and if they are comfortable doing so based on observation.

INTERPERSONAL AND GENERAL BEHAVIORAL CONDUCT

TSL's goal with defining conduct in this area is to inspire strong company-wide community which will help to consistently keep productivity and morale high in the larger sense. It is not enough to have local TSL locations demonstrating strong community while the general and larger TSL community (defined by every employee and owner of the company) flails. Our company-wide spirit and sense of community must be the foundation for our local sites to build from.

With regards to the TSL owners, they recognize their authority to govern the TSL company as they see fit. Not agreeing with company priorities, decisions, goals, or processes as established by the owners or henceforth carried out by supervisors, shall not provide an excuse for any employee of TSL the right to openly disparage the owners or company. While you work for TSL, you will oblige an acceptable code of conduct along these lines in order to retain your employment. The TSL owners always encourage appropriate and scheduled phone calls, or conferences to discuss any concerns. They are available to any employee. Though we cannot

always guarantee you the follow through you want, they will always listen to your thoughts and feelings and strive to alleviate any issues you may be having.

Furthermore, an employee's relationship with TSL's clients, including parents, children AND co-workers matter most from a small business perspective. We are one team, striving to meet the goals as they are decided upon and conveyed by the company owners. Supervisors MUST strive to be professional when handling subordinates and non-supervisory staff must strive to relate professionally with their counterparts and supervisors while on the job. They must also feel encouraged to seek assistance from the company owners in such cases where they feel their direct supervisor cannot help. TSL is taking future measures and action to ensure that the company and founding members and their employees are optimally protected from any form of abuse to include harassment, extreme and inappropriate gossip, unfair treatment, and their right to privacy regarding job-related performance as well as personal circumstances. To that end, all of the following must be adhered to.

- Supervisors will make every effort to communicate performance related feedback, especially feedback that may be critical of the governed employee, private. This means verbal assessments of an employee, scheduled evaluations, and conferences with said employees is to be done out of ear shot of other employees, evaluations kept private in said employee's folder, and said employee's performance-related feedback is not shared with ANYONE outside the immediate supervisor who conducted the evaluation, except as where may be appropriate.
- All codes of conduct regarding sexual harassment as related in the employee handbook (see addendum) must be strictly adhered to. If at any time an employee feels subject to sexual harassment, they should immediately notify their direct supervisors or the company owner.
- Employees will avoid inappropriate gossip, speculation, and sharing of personal feelings about employees or company owners with parents or other staff through person-to-person conversation, social media, email or otherwise. In the event there are any feelings or concerns about another employee or the company owners, those concerns should be addressed professionally through your chain of command and behind closed doors with appropriate parties and NOT shared communally.
- Employees will use professional language and actions when communicating with or referring to their counterparts.

- Employees will NOT make relevant to any persons, issues relating to another employee's (or company owners) personal life or circumstances for the purpose of disparaging that employee's or owner's credibility or character.
- Employees will NOT make relevant to any persons, issues relating to another employee's job performance (or company owners) for the purpose of disparaging that employee's or owner's credibility or character.
- Supervisors must strive to govern with diplomacy and avoid tactics such as shaming, yelling, and addressing issues with employees in front of others.

STAFF DISCIPLINARY PROCEDURES

TSL attempts to provide discipline on a progressive basis, in which corrective action is of a constructive nature. The purpose of corrective action is to correct inadequate or unsatisfactory behavior and set reasonable and consistent standards of behavior and performance for all employees. The progressive discipline action may be carried out in four steps. However, progressive discipline cannot be guaranteed. Based on the seriousness and nature of the events, corrective action can be initiated at any step up to and including immediate termination of employment:

- Step 1 - Verbal Warning
- Step 2 - Written Reprimand
- Step 3 – Probation or Suspension
- Step 4 - Termination

All steps in the progressive discipline action plan will be documented and made a part of the employee's file in the administrator's office. TSL's policy for progressive discipline in no way limits or alters the at-will employment relationship. Again, the purpose of a progressive discipline plan is not to terminate an employee, but rather to document attempts at coaching the employee back to behavior and/or performance that is acceptable. Sick, holiday and vacation pay cannot be used by staff members while on probation or suspension.

If accusations are made in the areas of extreme gossip, sexual harassment, or any other kind of abusive conduct, TSL will conduct an internal investigation to include the conduct of employee

interviews, and the collecting of written statements from all appropriate employees, including the accused. Appropriate action will be taken based on due process. To reiterate, TSL will not tolerate this kind of on-the-job behavior.

Confidentiality

As an employee of TSL you will be exposed to information regarding children, families and other items associated with TSL programs that may be sensitive and confidential. For reasons of liability and professional ethical standards, information about children, families and others connected with TSL programs must never be discussed casually or with any person not affiliated with TSL. This includes discussing a child with another parent other than his own. When completing an incident or behavioral report, do not put another child's name on the report. For example, do not write "Jeff bit Sarah on the arm." Instead write "A child bit Sarah on her left arm." TSL is committed to maintaining privacy. As a result, failure to maintain confidentiality will be dealt with strictly.

Addendum

Workplace Harassment

TSL is committed to maintaining a workplace free from Workplace Harassment. TSL will not tolerate any kind of workplace harassment to be visited upon its employees by other employees, or by parents, vendors or individuals providing services. In addition to disciplinary actions being taken against offending employees, cessation of the parental or vending relationship will be considered, as would legally action.

Sexual Harassment is defined as unwelcome sexual advances, request for sexual favors, and other gender based, verbal or physical conduct of a sexual nature.

Specific forms of behavior that TSL considers sexual harassment include, but are not limited to the following:

1. Verbal harassment including sexual innuendos or slurs; sexual propositions or threats; jokes of sexual nature; or suggestive, derogatory, or insulting comments or sounds, such as whistling.
2. Non-verbal harassment including abusive written language; showing or displaying pornographic or sexually explicit objects, pictures, or graphic commentaries; or leering or obscene gestures in the workplace such that it unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
3. Physical harassment or sexual conduct, which is unwelcome, including touching, petting, pinching, coerced sexual intercourse, assault, or persistent brushing up against a person's body.

Prohibited harassment based on race, color, national origin, ancestry, religion, physical or mental disability, marital status, age, sexual orientation, or any other protected basis, includes behavior similar to sexual harassment, such as:

1. Verbal conduct such as threats, epithets, derogatory comments, or slurs.
2. Visual conduct such as derogatory posters, photographs, cartoons or drawings, or gestures.
3. Physical conduct such as assault, unwanted touching, or blocking normal movement; and
4. Retaliation for reporting harassment or threatening to report harassment.

Workplace harassment will not be tolerated and will be considered a form of employee misconduct. Any employee who feels that he or she is a victim of any unlawful harassment should promptly report the incident to his or her Supervisor, Program Coordinator or Director. All complaints will be promptly investigated. Confidentiality will be maintained throughout the investigation to the greatest extent practical and appropriate under the circumstances. If it is determined that unlawful harassment has occurred, appropriate corrective action will be taken, up to and including discharge.

TSL prohibits any form of retaliation against an employee for filing a complaint under this policy or for assisting in any investigation resulting from a complaint filed under this policy.



Appendix D

Job Descriptions

Position: Infant Teacher

Responsible To: Program Administrator

Qualifications: Associate degree in Early Childhood, Child Development, or related field and one year of experience related to caring for infants and toddlers or Infant and Toddler Childcare and Education Credential; or Infant Toddler Child Development Associate Credential; or other Office-recognized credentials specific to the infant/toddler developmental period and two years of experience related to caring for children or Child Development Associate Credential and two years of experience caring for children, one of which must be related to caring

Nine college credits in Early Childhood, Child Development, or a related field, with a plan of study leading to:

- Infant and Toddler Childcare and Education Credential; or
- Infant Toddler Child Development Associate Credential; or
- other Office-recognized credentials specific to the infant/toddler developmental period; or associate degree in early childhood, Child Development, or a related field; and Two years of experience related to caring for children, one of which must be related to working with infants or toddlers.

Responsibilities:

1. To establish and maintain a safe, healthy learning environment for children and employees:

- A. To promote a safe environment to prevent and reduce injuries.
- B. Assist with sick or injured children when needed.
- C. Promote health and nutrition and prevent the spread of illness.

D. Use space and materials to create an exciting and enjoyable environment.

E. To maintain current knowledge and implementation of all programs, federal, NYS, and local regulations.

F. To keep the room clean and organized.

2. To establish positive and productive relationships with families and external customers:

A. To maintain an open, friendly, and cooperative relationship with the family.

B. To encourage parent/family involvement in the program and support the child's relationship with their family.

C. To establish positive, productive relationships with parents and keep them informed of the child's progress, upcoming events, or other concerns, as well as hold parent-teacher conferences.

D. To maintain working relationships with community members.

E. To maintain the confidentiality of all family, child, employee, and business records.

3. Create and implement lesson plans:

A. Create a lesson plan and have it turned in to Director no later than Thursday for review and approval.

B. Prepare your lesson materials for the following week's lesson plan for the upcoming Monday.

C. Make sure your lesson plan maintains activities that develop children's communication, exploration, and self-help skills, fine and gross motor skills, and social and emotional skills.

D. Have a lesson plan; make sure it regularly maintains activities that complete art and sensory projects.

E. To use naps or downtime for working on lesson plans rather than personal use.

4. Assist in support of children's social and emotional development and provide positive guidance:

A. To provide physical and emotional security for each child and help each child know, accept, and take pride in him or herself, and develop a sense of independence.

B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults.

C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

5. To be responsible for changing and bathroom help, and mealtime:

A. To change and or help with all bathroom changing duties.

B. To help feed children who need assistance.

C. To correctly document into Brightwheel, feeding, diapering, attendance, daily activities, and daily health checks.

6. To attend regularly scheduled staff meetings.

A. To attend regularly scheduled staff meetings.

B. To take advantage of opportunities to improve personal and professional growth to benefit the children, families, and staff.

Position: Toddler Teacher

Responsible To: Program Administrator

Qualifications: Associate degree in Early Childhood, Child Development, or related field and one year of experience related to caring for infants and toddlers or Infant and Toddler Child Care and Education Credential; or Infant Toddler Child Development Associate Credential; or other Office-recognized credential specific to the infant/toddler developmental period and two

years of experience related to caring for children or Child Development Associate Credential and two years of experience caring for children, one of which must be related to caring. 9 college credits in Early Childhood, Child Development, or a related field, with a plan of study leading to: Infant and Toddler Child Care and Education Credential; or Infant Toddler Child Development Associate Credential; or other Office-recognized credential specific to the infant/toddler developmental period; or Associate's Degree in Early Childhood, Child Development or a related field; and Two years of experience related to caring for children, one of which must be related to working with infants or toddlers.

Responsibilities:

1. To establish and maintain a safe, healthy learning environment for children and employees:

- A. To promote a safe environment to prevent and reduce injuries.
- B. Assist with sick or injured children when needed.
- C. Promote health and nutrition and prevent the spread of illness.
- D. Use space and materials to create an exciting and enjoyable environment.
- E. To maintain current knowledge and implementation of all programs, federal, NYS, and local regulations.
- F. To keep the room clean and organized.

2. To establish positive and productive relationships with families and external customers:

- A. To maintain an open, friendly, and cooperative relationship with the family. To encourage parent/family involvement in the program and support the child's relationship with his/her family.
- C. To establish positive, productive relationships with parents and keep them informed of child's progress, upcoming events, or other concerns, as well as holding parent-teacher conferences.

D. To maintain working relationships with community members.

E. To maintain the confidentiality of all family, child, employee, and business records.

3. Create and implement lesson plans:

A. Create a lesson plan and have it turned in to Director no later than Thursday for review and approval.

B. Prepare your lesson materials for the following week's lesson plan ready to go for the upcoming Monday.

C. Make sure your lesson plan maintains activities that develop children's communication, exploration and self-help skills, fine and gross motor skills, social and emotional skills.

D. Have a lesson plan; make sure it regularly maintains activities that complete art and sensory projects.

E. To use nap or downtime for working on lesson plans rather than personal use.

4. Assist in support of children's social and emotional development and provide positive guidance:

A. To provide physical and emotional security for each child and help each child know, accept, and take pride in him or herself, and develop a sense of independence.

B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults.

C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and a group.

5. To be responsible for changing and bathroom help and mealtime:

A. To change and or help with all bathroom changing duties.

B. To help feed children who need assistance.

- C. To serve children the proper way according to CACFP regulations.
- D. To correctly fill out the meal counts and diaper logs.

6. To attend regular staff meetings and training to pursue professional growth outside the meetings:

- A. To attend regularly scheduled staff meetings.
 - B. To take advantage of opportunities to improve personal and professional growth to benefit the children, families, and staff.
-

Position: Lead Preschool Teacher

Responsible To: Program Administrator

Qualifications: Associate degree in Early Childhood, Child Development or related field or Child Development Associate Credential or other Office recognized credential specific to the preschool development period or 9 college credits in Early Childhood, Child Development, or a related field, with a plan of study leading to a:

- Child Development Associate Credential.
- Other Office recognized credential specific to the preschool developmental period; or
- Associate Degree in Early Childhood, Child Development or a related field and two years of experience related to caring for children.

Responsibilities:

1. To establish and maintain a safe, healthy learning environment for children and employees:

- A. To promote a safe environment to prevent and reduce injuries.
 - B. Assist with sick or injured children when needed.
-

- C. Promote health and nutrition and prevent the spread of illness.
- D. Use space and materials to create an exciting and enjoyable environment.
- E. To maintain current knowledge and implementation of all programs, federal, NYS, and local regulations.
- F. To keep the room clean and organized.
- **2. To establish positive and productive relationships with families and external customers:**
 - A. To maintain an open, friendly, and cooperative relationship with the family.
 - B. To encourage parent/family involvement in the program and support the child's relationship with their family.
 - C. To establish positive, productive relationships with parents and keep them informed of the child's progress, upcoming events, or other concerns, as well as hold parent-teacher conferences.
 - D. To maintain working relationships with community members.
 - E. To maintain the confidentiality of all family, child, employee, and business records.
- **3. Create and implement lesson plans:**
 - A. Create a lesson plan and have them turned in Director no later than Thursday for review and approval.
 - B. Prepare your lesson materials for the following week's lesson plan for the upcoming Monday.
 - C. Make sure your lesson plan maintains activities that develop children's communication, exploration, and self-help skills, fine and gross motor skills, and social and emotional skills.
 - D. Have a lesson plan; make sure it regularly maintains activities that complete art and sensory projects.
 - E. To use naps or downtime for working on lesson plans rather than personal use.
- **4. Assist in support of children's social and emotional development and provide positive guidance:**

- A. To provide physical and emotional security for each child and help each child know, accept, and take pride in him or herself, and develop a sense of independence.
 - B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults.
 - C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
 - **5. To be responsible for changing and bathroom help, and mealtime:**
 - A. To change and or help with all bathroom changing duties.
 - B. To help feed children who need assistance.
 - C. To serve children the proper way according to CACFP regulations.
 - D. To correctly fill out the meal counts, feeding, and diaper logs.
 - **6. To attend regularly scheduled staff meetings.**
 - A. To attend regularly scheduled staff meetings.
 - B. To take advantage of opportunities to improve personal and professional growth to benefit the children, families, and staff.
-

Position: Lead School-Age Teacher

Responsible To: Program Administrator

Qualifications: Associate degree in Child Development, Elementary Education, Physical care Credential or other Office- recognized credential specific to the school-age developmental period and one year of experience working with children less than 13 years of age or High School Diploma or its equivalent two years of direct experience working with children less than 13 years of age.

Responsibilities:

1. To establish and maintain a safe, healthy learning environment for children and employees:

- A. To promote a safe environment to prevent and reduce injuries.
- B. Assist with sick or injured children when needed.

- C. Promote health and nutrition and prevent the spread of illness.
- D. Use space and materials to create an exciting and enjoyable environment.
- E. To maintain current knowledge and implementation of all programs, federal, NYS, and local regulations.
- F. To keep the room clean and organized.

2. To establish positive and productive relationships with families and external customers:

- A. To maintain an open, friendly, and cooperative relationship with the family.
- B. To encourage parent/family involvement in the program and support the child's relationship with their family.
- C. To establish positive, productive relationships with parents and keep them informed of the child's progress, upcoming events, or other concerns and hold parent-teacher conferences.
- D. To maintain working relationships with community members.
- E. To maintain the confidentiality of all family, child, employee, and business records.

3. Create and implement lesson plans:

- A. Create a lesson plan and have it turned in to Director no later than Thursday for review and approval.
- B. Prepare your lesson materials for the following week's lesson plan for the upcoming Monday.
- C. Make sure your lesson plan maintains activities that develop children's communication, exploration and self-help skills, fine and gross motor skills, and social and emotional skills.
- D. Have a lesson plan; make sure it regularly maintains activities that complete art and sensory projects.
- E. Help students with their homework assignments.
- F. To use naps or downtime for working on lesson plans rather than personal use.

4. Assist in support of children's social and emotional development and provide positive guidance:

- A. To provide physical and emotional security for each child and help each child know, accept, and take pride in him or herself, and develop a sense of independence.

B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults.

C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and a group.

5. To attend regular staff meetings and training to pursue professional growth outside the meetings:

A. To attend regularly scheduled staff meetings.

B. To take advantage of opportunities to improve personal and professional growth to benefit the children, families, and staff.

Position: Assistant Teacher (including school-age assistants)

Responsible To: Program Administrator

Qualifications: High School Diploma or its equivalent and one year of experience working with children less than 13 years of age.

Responsibilities:

1. Assist the Lead Teacher on establishing and maintaining a safe, healthy learning environment for children and employees:

A. To promote a safe environment to prevent and reduce injuries.

B. Serve as a Substitute Teacher or a support staff when needed.

C. Assist with sick or injured children when needed.

D. Promote health and nutrition and prevent the spread of illness.

E. Use space and materials to create an exciting and enjoyable environment.

F. To maintain current knowledge and implementation of all programs, federal, NYS, and local regulations.

G. To keep the room clean and organized.

2. Work with the Lead Teachers on establishing positive and productive relationships with families and external customers:

- A. To maintain an open, friendly, and cooperative relationship with the family.
- B. To encourage parent/family involvement in the program and support the child's relationship with their family.
- C. To establish positive, productive relationships with parents and keep them informed of the child's progress, upcoming events, or other concerns and hold parent-teacher conferences.
- D. To maintain working relationships with community members. To maintain the confidentiality of all family, child, employee, and business records.

3. Assist the Lead Teachers to create and implement lesson plans:

- A. Create a lesson plan and have them turned in Director no later than Thursday for review and approval.
- B. Prepare your lesson materials for the following week's lesson plan for the upcoming Monday.
- C. Make sure your lesson plan maintains activities that develop children's communication, exploration and self-help skills, fine and gross motor skills, and social and emotional skills.
- D. Have a lesson plan; make sure it regularly maintains activities that complete art and sensory projects.
- E. To use naps or downtime for working on lesson plans rather than personal use.

4. Support of children's social and emotional development and provide positive guidance:

- A. To provide physical and emotional security for each child and help each child know, accept, and take pride in him or herself, and develop a sense of independence.
- B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage feelings of empathy and mutual respect among children and adults.
- C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and a group.

4. Assist in support of children's social and emotional development and provide positive guidance:

- A. To provide physical and emotional security for each child and help each know, accept, and take pride in him or herself, and develop a sense of independence.
- B. To help each child feel accepted into a group, help children learn to communicate and get along with others and encourage a feeling of empathy and mutual respect among children and adults.
- C. To provide a supportive environment where children can begin to learn and practice appropriate and acceptable behaviors as individuals and a group.

5. To be responsible for changing and bathroom help and mealtime:

- A. To change and or help with all bathroom changing duties.
- B. To help feed children who need assistance.
- C. To serve children the proper way according to CACFP regulations.
- D. To correct fill out CACFP meal counts.

6. To attend regular staff meetings and training to pursue professional growth outside the meetings:

- A. To attend regularly scheduled staff meetings.
- B. To take advantage of opportunities to improve personal and professional growth to benefit the children, families, and staff.



Acknowledgment

This is to acknowledge that I have received a copy of TSL's Employee Handbook and understand that it sets forth the terms and conditions of my employment as well as the duties, responsibilities, and obligations of my employment with Togetherness, Sharing and Learning. I understand and agree that it is my responsibility to read the Employee Handbook and to abide by the rules, policies, and standards set forth in the Employee Handbook.

I also acknowledge that my employment with TSL is not for a specified period of time and can be terminated at any time for any reason, with or without cause or notice, by me or by TSL acknowledge that nothing in this Employee Handbook and no oral statements or representations regarding my employment can alter the foregoing. I also acknowledge that this policy of at-will employment may be revised, deleted, or superseded only by a written employment agreement signed by the Board of Directors that expressly revises, modifies, deletes, or supersedes the policy of at-will employment.

I also acknowledge that, except for the policy of at-will employment, TSL reserves the right to revise, delete, and add to the provisions of this Employee Handbook. All such revisions, deletions or additions must be in writing and approved by the Board of Directors. No oral statements or representations can change the provisions of this Employee Handbook. I also acknowledge that, except for the policy of at-will employment or a written employment agreement providing otherwise, terms and conditions of employment TSL may be modified at the sole discretion of TSL with or without cause or notice at any time. No implied contract concerning any employment-related decision or term and condition of employment can be established by any other statement, conduct, policy, or practice.

I understand that, unless my employment is covered by a written employment agreement providing otherwise, the foregoing agreement concerning my at-will employment status and TSL's right to determine and modify the terms and conditions of employment is the sole and entire agreement between me TSL concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that, except for written employment agreements signed by the Board of Director's, this agreement supersedes all prior agreements, understandings, and representations concerning my employment with Togetherness, Sharing and Learning.

Print Name

Employee Signature

____/____/____
Date

