

Dear Student Employee,

Thank you for accepting a position at the Truckee Meadows Community College E.L. Cord Foundation Child Care Center. We are a department of the Student Development Division. Your help is vitally important to the success of our school.

The following information is meant to guide you in daily assignments here at the center. At first glance the policies and procedures may seem overly restrictive. Let me assure you a great deal of thought was given to the information presented in this handbook. Everything you need to know is *not* contained on these pages – we did not want to give you another textbook to read. This handbook will start you on the road to understanding the wondrous world of children in the child care setting. The real learning will come with time and experience, as it does for children. Please do not hesitate to question, observe and use the resources available to you at the center.

Welcome to the wonderful world of children!

Your friends at the Child Care Center

Mission Statement

Through a quality program, TMCC Child Care Center will provide care and education based on best practices.

Center Philosophy

We at the E. L. Cord Foundation Child Care Center believe in the development of the whole child. Our curriculum is designed to focus on the creative, emotional, intellectual, physical, and social growth of each individual. The purpose of our approach is to foster competency in the young child. While the emphasis is on children, family involvement is encouraged and supported.

Our goals for children are:

- to feel good about who they are
- to be competent and confident in their abilities
- to be self-directed in a constructive, creative manner
- to learn cooperation with other children as well as adults
- to develop self control and a sense of right and wrong
- to develop a love for learning and the ability to know how to learn
- to reach their full potential in emotional, intellectual, physical and social development
- to be successful in future educational experiences.

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*TMCC is an EEO/AA institution and does not discriminate on the basis of sex, age, race, color, religion, disability or national origin in the programs or activities which it operates.

General Information

1. The first day of work, you need to have the following:
 - a. A completed hire packet.
 - b. Proof of TB shot.
 - c. Fingerprint Cards with money order.
 - d. Consent and Release Form signed by the TMCC police department

2. Training:
 - a. You will be required to complete at least 20 hours of on the job training, which includes 6 hours of videotape viewing and review.
 - b. Each year, you will also be required to obtain 15 clock hours of training for the State Childcare Licensing Board.
 - c. You will be required to complete the following classes within your first 90 days of employment: CPR, First Aid, Communicable Diseases, Reporting Child Abuse and Neglect, Bloodborne Pathogens, Hazardous Communications and Safety.

3. Procedures for being absent:
 - a. You need to find a substitute when absent for any reason.
 - b. If you are sick, the day you return to the center you must fill out a coverage agreement.
 - c. If you are absent for more than 3 days, you need to have a doctor's note.
 - d. You need to call 3 hours before your shift begins.

4. Procedure for personal time off:
 - a. Time off requests are just that – requests. Please clear any time off with a head teacher before making plans.
 - b. A minimum of one week notice is to be given for time off and you are responsible for finding a substitute.
 - c. A head teacher must sign the coverage agreement form before it is submitted to the front office.

5. Timecard Procedures:
 - a. Fill out your name, the pay period, social security number, hourly rate, number of credits, and signature.
 - b. Each day write your time in and your time out, including your lunch time (when applicable).
 - c. At the end of the pay period, total all of your hours and write down the total.
 - d. Make sure that your timesheet is completed the morning the pay period ends. The pay period schedule is posted on the time card folder. Completing timesheets are your responsibility!
 - e. Failure to follow these procedures may delay your compensation.

6. Child Discipline:
 - a. We enhance a child's behavior through positive guidance, redirection of the child's behavior and setting of clear-cut limits on behavior.
 - b. At NO TIME, are the following acceptable:
 1. Physical punishment
 2. Verbal abuse or threatening statements
 3. Derogatory remarks toward the child

7. Biannual Evaluation (See Addendum A):

Below is a brief explanation of the criteria for your biannual evaluation.

- a. Punctuality - Are you on time for work, from your lunch and your breaks?
- b. Attendance - Are you here? Do you come to work when you are scheduled?
- c. Dependability - Do you do what you say you will do? If you are not here on time, it is hard to be considered dependable.
- d. Cooperation - Do you agree to take on extra tasks from time to time without complaining? Do you help others with their work if time is available?
- e. Job attitude - Are you generally happy and have a friendly disposition?
- f. Initiative – If you see something that needs to be done, do you do it? Do you bring it to someone's attention?
- g. Accuracy – When examining what you are to do (job knowledge), do you complete these tasks correctly the first time or do you find yourself having to redo tasks?
- h. Timeliness – Are you completing your work in a timely fashion? Or are you taking excessive amounts of time to complete a task?

Note: At times, monetary raises will be available for student employees. In order to be considered for a raise the following criteria must be met:

1. A 'good' or better on your evaluation
2. Be up to date on your training hours
3. Be attending TMCC in the Spring and/or Fall semesters, taking 6 credit minimum.

8. First Aid Kits are located:

- a. On the wall in the Preschool-Kindergarten Art Studio, nearest the Motor Room door.
- b. In the Infant-Toddler Galley Kitchen, in the cupboard above the microwave.

Note: Please remember to wear gloves when coming in contact with blood or any other potentially infectious materials (OPIM). Refer to your Bloodborne Pathogens Control Plan.

9. Fire Extinguishers are located:

- a. in the front office area
- b. at the end of the hall across from the staff room
- c. in the main kitchen
- d. in the Large Motor Room
- e. in the Preschool/Kindergarten Discovery Room
- f. in the crib room of the Infant Room
- g. in the Toddler Room

Note: Alarms are located in all rooms. We have monthly fire drills and quarterly earthquake evacuation drills. Please see head teacher for proper procedures.

10. Please keep all drinks in plastic containers, high and away from the children. Do not snack in front of the children.
11. We encourage open communication among all personnel. If a conflict should arise, please discuss the matter with a head teacher before it escalates. We strongly discourage gossip and gripe sessions. Remember we are all here for the children. Keep unnecessary socializing to a minimum.
12. Please be respectful of all materials used at the center. Items used should be returned to their proper place, in good condition.
13. Please be respectful of your co-workers and their personal property.
14. Remember to maintain all paperwork, i.e., sign in sheets, accident/incident forms, time cards, etc. Perform your clean-up duties in a timely manner.
15. You need to review the responsibilities for each room assignment.
16. Review and know the snack procedures such as, preparing and cleaning up and **be familiar** with any of the children's allergies.
17. Staff schedules are posted every Thursday on the bulletin board outside the staff room.
18. All phone calls can be returned on breaks or lunches unless it is an emergency. Please use phone in the staff room.
19. There is no set dress code; however, you need to use common sense. You are working in a child care facility, and need to dress in an appropriate manner. Suggestions: please no bare stomachs; skirts, dresses and shorts must be worn at least mid thigh; no piercing with chains will be allowed. The Center Director or a Head teacher reserves the right to send you home to change your clothes.
20. You may store your lunch or snack in the white kitchen refrigerator; please label your items. You are responsible for taking center dirty dishes to the kitchen sink and taking your own dishes home. Unmarked food left in the refrigerator will be thrown out each Friday.
21. Compensation is based on performance evaluations, training, and regulation compliance, as well as the child care center's ability to provide appropriate compensation.

Employee Disciplinary Process

Steps in the Disciplinary Process

1. Verbal Warning – The problem will be discussed verbally with the employee. Document the discussion. Be sure to counsel the employee on how to correct the action, and inform employee of next disciplinary steps. Example: Diane was given a verbal warning this date regarding an inappropriate behavior that was observed by this supervisor. It was discussed with Diane that she was observed coming back from a 1 hour lunch break 20 minutes late. Diane now understands the importance of returning from her breaks on time and also understands that if this incident occurs again, further disciplinary action will be taken.
2. Written Warning – This is basically handled the same as the verbal warning. The problem is discussed with the employee. It is documented in the work history as a written warning. Counseling should be done on how to fix the problem, and the next step in the disciplinary process should be discussed. Make sure employee signs the document. (Note: signature of the document by the employee does not mean he or she is agreeing to the accusation. It is just a confirmation that the issue was discussed. If the employee refuses to sign, make a note of that on the signature line.
3. 2nd Written Warning or Written Warning plus Suspension – This can be either of these, depending on the infraction. Written Warning is handled the same as step two. Suspension could be from 1 day to 5 days without pay. Counseling should be obtained on how to fix the problem, and it should be emphasized that the next step is termination. Please document and sign.
4. Termination – Please see Director on how to complete this step.

Front Desk Responsibilities

1. Students working at the front desk should greet everyone coming in the door and observe those who leave. **Children may not leave the center without an authorized adult.** Please introduce yourself to parents.
2. If someone has come to pick up a child and you are not familiar with them or they are not the person who usually picks the child up, you need to check their picture I.D. against the blue emergency card in the wooden file box by the computer. **If a person is not named on the blue card, get Diane or a head teacher to handle it from there.**
3. People will either call or come in to learn about the center. When people call, give them the information they request as best as you can. You should refer to the brochure for information about current fees. If you don't know or feel uncertain about what you are being asked, ask the person for their name and phone number and explain that the office manager will call them back.
4. Parents need to come in person and fill out a wait list card. There is no charge. Our services are offered to everyone in the community. It does not matter if they are employed by TMCC, or a student. We also do not offer any assistance or discounts. If someone needs assistance, refer them to the Children's Cabinet. Their phone number is 856-6200.
5. Visitors are welcome without an appointment to see the center. Visitors must sign in at the front desk. Be sure to give them a brochure. Visitors must be accompanied around the center. Please confine visit to observation booths.
6. Students who come to the center for observations should sign in and wear a name tag. **Students also need to fill out an observation sheet and turn it in at the front desk before they observe.** When they have completely filled out the observation form, take them to the area they will be observing. If you take them to a play yard, inform a head teacher.
7. When a phone call is for a student worker or teacher, please take a message unless it is an emergency. If the call is for Diane, find out if she is able to take the call. If not, then take a message and tell them she will get back to them as soon as possible. Deliver messages to teachers at the first available opportunity.
8. We may not confirm employment for anyone employed at the center. Refer such inquiries to Human Resources or Student Employment. You must not give out any personal information about anyone at the center. If someone asks if an employee is here or wants to know when they get off, take their name and phone number and tell them you will give it to the employee.
9. If parents call to inquire about their child's well being, put them on hold, check with the teacher, and relay the message back to the parent.

10. When parents want to make a payment have them place it into the wooden birdhouse box by the front door. We do not accept cash, only checks or money orders. These should be made out to BOARD OF REGENTS, and their child's name should also be written on the check for proper crediting.
11. During down time ask the classroom teachers if they have any projects that need to be done, such as cutting out shapes or letters. You may also clean and straighten the front desk and front hall area, or sweep the front patio.

Auxiliary Services Responsibilities

Kitchen

1. Bins need to be placed on their side under the long counter and never placed in the sanitizer without a rack.
2. Wipe down all counters, stove, sanitizer, and refrigerator with bleach spray at the end of each day and as needed.
3. Wipe out the inside of the refrigerator with bleach spray every Monday after lunch. Milk is delivered once a week.
4. Sweep kitchen daily and as needed.
5. Clean debris from sanitizer filter daily.
6. Rinse the sink at the end of the day and scrub with cleanser once a week. Dispose of scrubber once a week or as needed.
7. Wash items that are too big for the sanitizer with hot soapy water, then rinse with hot water, and finally spray with the bleach water and let air dry.
8. Please, when you use the stovetop, oven, or broiler, **turn on the fan** (the switch is to the right of the unit). If you forget, the sprinkler system will engage and ruin the equipment. **DO NOT FORGET** to turn off the fan before leaving at 6 p.m.
9. Every night, pour the contents of the bleach bottles down the drain by the water cooler. Place the kitchen bleach bottle in the laundry room.

Pantry

1. Wipe down and organize the shelves in the pantry.
2. Make sure to sweep under the pantry shelves once a week.
3. Pots, pans, storage containers, etc. need to be turned upside down.
4. Make sure that all opened food is in a plastic or glass container, and the container is closed!! Do not put food in plastic bags.
5. The pantry door needs to be closed at night before you leave. Turn off the lights.

Staff Room

1. Wipe out the microwave, wash plate from microwave and clean the coffee maker.
2. Wipe the outside of all appliances, counters, and staff table.

3. Dirty dishes need to be returned to the kitchen and cleaned. Throw away any leftover food.
4. Use cleanser on sink once a week.
5. Water all plants in hallways, offices and lobby area every Friday.

Dishwashing Procedures

1. Fill the right side of the sink halfway with warm soapy water. Drain control is down by right knee.
2. Sanitizer is programmed to shut itself off in 1 hour, if not in use. To turn on, push the on button. At end of day, it will automatically shut off after the 1 hour period.
3. Put the dishes in the water and wipe each one using a brush or sponge.
4. The center prefers that everyone wear rubber gloves.
5. Put soapy dishes in a crate and rinse them using the sprayer with hot water.
6. Put crates in the sanitizer with ½ scoop of sanitizer soap.
7. Close the door and push the WASH button.
8. The cycle takes approx. 3 minutes. When finished open the door and put the dishes on the drying cart. When the dishes are dry put them in their appropriate place. **Caution:** Beware of hot steam when opening door. Crate and dishes may be hot as well. Beware of metal and glass objects; they remain hot for a few seconds longer than other dishes.
9. Please remember at the end of the day when dishes are done to wash out the water drain hole on the floor. Once a week wash drain by water cooler.

Our Goals for the kitchen

1. Maintain a clean and sanitary kitchen.
2. Wash hands upon entering kitchen, after food preparation, after handling laundry and when leaving the kitchen. .
3. Wash hands whenever in doubt.
4. Cover any food when leaving it unattended for any amount of time or after preparing food. situations.
5. Always prepare a nutritious snack for the children.

Snack Preparation Schedule

Cover all foods with plastic wrap before placing in bins or refrigerator.

A.M. Snack:

Toddlers*: Set up for 20 children.

20 cups, bowls, spoons, etc., as needed

3 plates with 16 portions on each plate

3 pitchers, 3 measuring cups, serving bowls and large spoons, as needed

Preschool, Kindergarten and Special Needs: Set up for 55 children M-Th, 45 on Fri.

Use large, tan bin and place on top of cart.

2 pitchers, 8 plates with 16 portions on each plate, serving bowls and spoons as needed.

55 cups, bowls, spoons, napkins, etc., as needed

P.M. Snack:

1:45 – Special Needs: Set up for 10 children.

Use a small bin for snack.

10 cups, bowls, spoons, napkins, etc., as needed

2 plates with 16 portions on each plate

2 pitchers, serving bowls and spoons as needed

3:00 – Toddlers *: Set up for 20 children.

Use a small bin for snack.

20 cups, bowls, spoons, etc., as needed

3 plates with 16 portions on each plate

3 pitchers, 3 measuring cups

3:00 – Preschool: Set up for 35 children.

Use the large tan bin and place it on black cart.

35 cups, bowls, spoons, napkins, etc., as needed

4 plates with 16-20 portions on each plate, 3 pitchers

3:00 – Kindergarten: Set up for 13 children.

Use small bin.

10 cups, bowls, spoon, napkins, etc., as needed

2 plates with 16 portions on each plate

1-2 pitcher, place bin on bottom of Preschool cart.

*No apples, celery, carrots, raisins or hard chips for the toddler area. Also no Raisin Bran, Frosted Flakes or Mini Wheats. Please substitute!

Laundry Procedures

1. Start a load of laundry in the morning. Put 1 scoop of laundry soap in the tub first. Use ½ scoop of dry bleach with each load, except on yellow art smocks.
2. Make sure the clothes are completely dry before removing from dryer.
3. When removing clothes from the dryer, make sure the clothes go to the staff room for folding and not on top of the dryer.
4. Fold bibs, burp rags and wash rags in half.
5. ALWAYS REMEMBER TO CLEAN THE LINT TRAY AFTER EACH LOAD.
6. Do not bleach the yellow smocks.
7. Wash the Toddlers sheets every Thursday. Make sure they are cleaned and dried before naptime on Friday. **Remember to use ½ scoop of bleach.**
8. Wash the Preschool sheets every Friday. Make sure they are cleaned and dried before naptime on Monday. **Remember to use ½ scoop of bleach.**
9. Do not start a new load of laundry after 4pm. Dirty laundry that has been collected needs to stay in the laundry basket.
10. Leave the lid open to the washer when it is not in use. Make sure the lid is open at the end of the day.
11. IF YOU SEE THAT LAUNDRY NEEDS TO BE WASHED, PLEASE FEEL FREE TO START A LOAD. Thank you!
12. On Friday, pick up all laundry baskets off of the floor and place on top of the dryer.
13. Do not leave a washed load in the dryer over the weekend.

Lunch Schedule

Infants have their own food.

11:00 – Set up Toddler lunch bin same as A.M snack.

20 bowls, cups, spoons, and small plates

3 milk pitchers

11:15 – Set up large bin on black cart.

50 bowls, spoons and cups

6 milk pitchers

Place all Kindergarten and Preschool lunches on the lower shelves of the cart. (You will find the lunches in the Student Refrigerator).

Take cart to the Art Room and spray all of the tables in both rooms (with the bleach spray bottle) before setting the tables.

Place the following items on each table

1 milk container

4 bowls, spoons and cups

Preschool Cot Set-up

After setting up the tables, go into the motor room and set up the cots. The chart is in the cabinet next to the CD player.

Student Employee Responsibilities

1. Be consistent with attendance – consistency is the heart of any program. Your place in the classroom is very important to your fellow staff members and more importantly to the children.
2. Be on time each day.
3. Have a consistent positive attitude.
4. Be a team player. We may not always agree on policies, but we need to project a united effort to parents and children. **Support each other!**
5. Openly communicate with head teachers and other student workers about your workplace concerns. If you find a situation questionable, please ask a head teacher. Personal socializing is strongly discouraged. Attention needs to be focused on the children.
6. Complete daily cleaning/duties in a timely manner.
7. Follow through on planned activities—it's a must.
8. Respect materials and supplies belonging to other staff members. Label all personal items.
9. Maintain the confidentiality of children, families, and staff.
10. Focus on the process vs. product of activities. All activities need to be process oriented. The children need hands-on experiences to foster their individual development.
11. Treat each child with dignity and respect.
12. Treat each other with dignity and respect.
13. If you are concerned about your college studies, please see a TMCC counselor.
14. Have fun!

Diaper Changing Procedures

1. Wash your hands **before** starting diaper changes.
2. Gather all supplies **before** you start changing a diaper.
3. Put a glove on the hand you will be using for wiping the child's bottom.
4. Bending your knees, lift the child onto the changing table.
5. Place at least one hand on the child at **all** times while s/he is on the changing table.
6. Talk to the child about the changing process while you are changing them, example: "I'm going to take off your diaper now." Or "Lift your legs for me! Whee!"
7. Remove the clothing and undo the diaper.
8. If diaper is wet or soiled, remove a couple of wet wipes from the container and place in convenient location on the changing table.
9. Use a wipe to clean the front of the baby. Ask the child to lift legs or lift them yourself and remove the diaper and place away from the child's reach. Use additional wipes to clean the backside of the baby.
10. Wrap soiled diaper and wipes in your glove as you are removing the glove from your hand. Dispose of glove and its contents in garbage pail.
11. Place the clean diaper under the baby and secure the tabs. Also please make sure the tape is secured to the diaper and not the child. When you reapply or put on a new diaper make sure the diaper is firm on the child and the tape is not touching skin. OUCH!
12. Dress the child and put him or her down to play.
13. Wash your hands with soap and water. Spray the pad with the soap solution. Wipe dry with one paper towel. Spray the pad with bleach solution and dry with the one paper towel; spray again with bleach solution and wipe down. You are now ready for the next diaper to be changed.

Note: Teachers, it is essential that we all follow the same changing routines. If you are doing these steps on a daily basis, they will become second nature to you. All diapered children need to be changed on the changing table. Only pre-potty learning children may be changed in the bathroom in a stand-up position. If these children have a soiled diaper they have to be changed on the changing table. Nothing but the children on the changing pads! Please do not put personal supplies, artwork, etc., on the changing tables. The diaper changing area should be free of all clutter for health and safety reasons.

Infant Room Responsibilities

1. Wash your hands when entering the infant room, and also when blowing your nose or a child's nose. Throw used tissue away immediately.
2. Please have booties on at all times. This will help decrease the dirt and germ traffic.
3. Observe head teachers' role modeling and follow their example.
4. Be sure there is always a teacher in the room with the children. Example: if you're outside, wait until a teacher comes outside before coming inside to grab a Kleenex.
5. Record all information on the boards when feeding or changing the child's diaper.
6. Keep all adult foods and drinks in the kitchenette. Keep all personal belongings off the kitchen counters.
7. A new curriculum is posted each month for each individual child.
8. During feeding times, there should always be two people on the floor at a time. There should not be more than one person in the kitchenette at a time. *Do not use foster grandparent for ratio.* When children are eating in high chairs, never leave them unsupervised.
9. Be an active listener. If a child is crying, you need to check the child physically and verbally, while reassuring the child you are there.
10. Be consistent with your actions. Always comfort and be in tune with each child's needs.
11. It is important to always let the children know what you are doing, i.e., changing the child's diaper, taking the child out of a buggy or when feeding, etc.
12. Always greet parents and children in a very warm way. Learn all the parents' names and the age of each child. Maintain positive relationships with parents.
13. Never put a baby in a bouncy seat or swing with a bottle.
14. After the Infant Head Teacher leaves, it is important that you talk to the Toddler Head Teacher if there are any problems. S/he will communicate with the parents.
15. The person who provides support during the teacher's break period will need to stay in the area that the teacher is leaving, regardless if other adults who are there.
16. Overall, you will be expected to look after the children's health and safety during your time in the room.

17. Closing and opening procedures are posted by the changing table sink. Please read and remember proper diaper changing procedures also posted by the sink.
18. There is an eating schedule to follow on the kitchen cupboard for each child. Remember, be flexible with the parent's needs and concerns.
19. Please check the child information sheets, as they change each month.
20. The infant room daily schedule is posted, on the classroom bulletin board and on the parent bulletin board.
21. Check the time charts for bottles, feeding, diapering, and naps to find out what the babies schedules are.
22. When a child is bitten, take care of injured baby first. Wash the bite with soap and water, apply ice if necessary, and fill out an accident/incident report. Let the head teacher know about it immediately.
23. If you believe a child is sick, let the head teacher know as soon as possible.
24. Maintain a one teacher to 3 or 4 children ratio.
25. A fire extinguisher is located in the crib room of the Infant Room and in the Infant/Toddler kitchenette.

Nap Times

1. Bottles **do not** belong in the crib room.
2. Cover the babies with their blankets when placing them in their crib.
3. The sides of the cribs are to be up at all times when there are babies in them.
4. Napping children need to be checked every 7 minutes. Reset timer each time if children are sleeping.
5. Hang blankets neatly folded on the end of a crib when child is out of the crib.

Toddler Room Responsibilities

Arrivals and Departures:

1. Remember to sign children in and out.
2. Greet children and parents pleasantly. Greet each family personally.
3. Do a visual health check of the child upon their arrival.
4. Help child to transition to a fun activity.
5. Pleasantly tell each family good-bye.
6. Give the parent positive, but truthful information about their child's day.
7. Only head teachers are to discuss negative issues about the children with the parents!

Rules for children:

1. Only teachers open doors.
2. No toys on the slide. We need both of our hands for climbing.
3. Feet belong on the floor. No standing on chairs, sofas, tables, cubbies, shelving units, toys, blocks, etc.
4. Children need to sit down while eating.
5. Toys are to be played with, not thrown or stepped on.
6. Children help with clean up. Give specific directions to each child.
7. We all use inside voices when indoors.
8. Tricycles need to stay on the tricycle track or cement.
9. Only teachers open gates.
10. Please do not allow children to play in the shed or the hallway outside the toddler door.

Discipline procedures:

1. Redirect children whenever possible.
2. Use a calm, but firm voice when dealing with negative discipline situations with children.
3. Use time out ONLY as a last resort. DO NOT use the words “time out” when separating a child from the group.
4. Never force a child to say “I’m sorry” to another child or adult.
5. Encourage children to use their words, i.e., “I don’t like it when you hurt me!” and “No!”

Safety Issues:

1. Use gloves when changing diapers.
2. Discard soiled diapers in the garbage can under the changing cabinet.
3. Children and adults need to use soap and water to wash hands (soap goes onto child’s hand, not the sink). When do children and adults need to wash their hands?
 - a. Before and after snacks and lunch.
 - b. After using the restroom, especially after potty learning times.
 - c. After blowing or touching running nose.
4. Record all feeding, napping, and changing information in a timely manner.
5. Report all safety hazards to a head teacher or director in a timely manner.
6. Maintain accident/incident, and sign-in records.
7. Replace supplies if you are the one who emptied the container:
 - a. Gloves
 - b. Tissues
 - c. Toilet Paper
 - d. Paper Towels
8. Use the diapering table for changes only.
9. Maintain a one teacher to 6 children ratio.

Guide children with self-help skills:

1. Children need guidance with the cleaning process. Give specific directions to children, i.e., “Put the wooden block in the block shelf.”
2. Encourage children to use the measuring cups to pour with at snack time. This develops eye-hand coordination, fine motor skills, and a positive self image of “I can do it!”
3. Children need to clear their own dishes and cups after snacks and lunches. The food goes in the garbage can and the dishes go in the bin.
4. Be sure children are washing hands with soap before and after snacks and lunches as needed.
5. Help children with toilet learning skills such as: removing soiled clothes, putting on clean clothes, wiping bottoms, washing hands with soap.

Playtime:

1. Interact positively with children during learning resource center times.
2. Get down on the floor to be on eye level with the children.
3. Set clear limits with the children during play time.
4. Encourage verbal communication between children as much as possible to solve problems. Allow children to be a part of the solution.
5. Ask open ended questions to stimulate conversation.

Naptime:

1. At least two teachers should be present at all times.
2. Socks are to remain on children’s feet during nap in case of fire drill.

Preschool Responsibilities

Welcome to the Preschool. We look forward to working with you! In the Preschool, we care for approximately 40 children between the ages of three and five. The number one responsibility for student workers in the Preschool is to assure the safety of all children. In order to do this you will need to be aware of where the children are and what they are doing at all times. Remember you are here for the children – PLEASE INTERACT WITH THEM!

1. Play with them, talk with them, listen to them; earn their trust. Always use appropriate language in front of the children and be a good role model. Always treat the children as individuals and be respectful. Preschool age children are working on self-help skills. Always encourage a child to try first and allow them ample time to be successful before doing a task for them.
2. IN THE MORNING, greet all parents and children with a smile. If a child is having a difficult time parting from their parent, offer to help. Gently take the child from the parent and try to distract them. Let them wave through the window if they want. Remember to sign in children.
3. AT THE END of the day, say good-bye to parents and children and remember to try and tell the parent at least one positive thing about their child's day. If the parents have questions you are unable to answer or are uncomfortable with, please refer them to a head teacher. Remember to sign out children.
4. Large Motor Room: Please be sure that items on the cart are taken off by teachers only. Children may not "help themselves." Remember to supervise children at all times. Free play does not mean children are free to roughhouse and run wild. Keep safety in mind always. The balls are for rolling, throwing and bouncing. Please do not allow children to kick them or throw them at each other. Keep the volume of music at a tolerable level. If it gets too loud, it upsets parents, and some children cannot handle it. Remember to pick up toys, Legos, balls, etc, before leaving the motor room. Return items to the cart and straighten it up. Be sure record player and C.D. player are off before leaving the motor room.
5. Outside: Think of outside as a classroom. Be aware of the whole playground. No excessive sitting outside. Walk around and keep safety in mind always. Periodically check the forest areas and especially inside the cabin. Children need to ask a teacher to go for potty and drinks. Remember who you send in and keep track of them. Shovels are for digging in the sand only. Bark and rocks need to stay on the ground. Only teachers are allowed in the bike shed. Take out only 5 bikes at a time. Be sure the bikes are in good shape before taking them out. Both handle bar covers must be on! Make sure children keep bikes on the bike path or the path through the forest. Children need adult supervision to be in the garden beds. The big brick blocks need to stay on the ground always, because they are very heavy and should not be moved. Remember to greet parents and sign children in and out.

6. Classrooms: While working in a classroom please be aware of the whole room. Even if you are working on something with a small group of children, look around the room often, to make sure all the children are engaged in an activity and not just running around or being destructive. Keep safety in mind at all times. If a child is doing something you feel is unsafe, stop them. Give choices for another activity, or a different way to proceed in the activity. Remind children about “walking feet inside” – no running inside. Absolutely **no** weapons or gunplay allowed. Redirect children involved in inappropriate activities.
7. Clean up time can be very tedious for everyone. Be a good role model in helping the children to pick up after themselves. If you take out materials for an activity, please remember to clean up after yourself.

Kindergarten Responsibilities

When you are working in the Discovery Room, there are procedures to be followed that will insure smooth transitions between various groups that utilize this space.

1. Supervise the clean up activity.
2. When clean up time comes, help children to place the writing center materials in the drawers of the plastic storage area. Drawers are labeled with the names of the items that belong in them.
3. Place all manipulatives in the folding cabinet that contains the clear plastic bins. Be sure to check the corners in the room for small pieces. Manipulatives should be sorted before returning them to the shelf.
4. When puzzles are placed in the cabinet, be sure that the pieces are placed in the puzzles.
5. Leave the tables clean. Markers and glue should be wiped from the tables. Please sanitize tables.
6. Children are not allowed to turn computers on or off. Only a head teacher may turn computers on and off.
7. Please do not allow students to utilize items in the book shelf with the radio on it, or the big metal bookshelf.
8. Please do not disturb the three tier carts in the room; they have essential items used only by the kindergarten teacher.
9. The manipulatives cabinet should only be opened by the teacher. Only two manipulatives should be out at a time.
10. Please supervise the use of the bathroom. Be sure that the toilets are flushed and that paper towels are in the garbage can.
11. Be sure that all games and puzzles are placed back on the shelf when finished.
12. Books should be organized nicely in the book center.
13. The room should look nice and tidy when you are finished.

Communicating with Young Children

Communicating with children involves the exchange of words, ideas, and feelings. We communicate with looks, actions and silence, as well as with word. Remember, it's not only what you say, but how you say it.

- Get the child's attention
- Listen attentively
- Talk with, not at children
- Make request simple
- Give instructions clearly and firmly
- Avoid interrupting or scolding
- Use kind words
- Communicate acceptance
- Use More Do's than Don'ts
- Use I-messages
- Communicate at eye level
- Use "Please, Thank You and You're Welcome"
- Avoid unkind words

Behavior Issues and Concerns

We believe in using positive discipline with the children. The use of redirection as well as logical and natural consequences should be practiced whenever possible. Time out is used only as a last resort. Encourage the children to work out their differences among themselves, but never force a child to say that they are sorry to a child or teacher. Please ask for help from a head teacher in any situation where you feel uncomfortable. Always remember to anticipate and prevent situations whenever possible.

Young children can present challenging behavior as they learn to interact appropriately in the educational setting. The E.L. Cord Child Care Center is committed to using positive guidance strategies when teaching young children how to manage their own behavior. Developmentally appropriate guidance and classroom management promotes positive social skills, fosters mutual respect, strengthens self-esteem, and supports a safe environment. However, at times some children will exhibit severe behaviors that cannot be managed within the classroom setting. Severe behavior is defined as

- danger to self or others (examples include but are not limited to head banging, excessive biting that breaks the skin, hitting, hair pulling, using objects to inflict bodily harm, etc.) and/or
- disruptive behavior that creates chronic interference to classroom activities (examples include but are not limited to tantrums, screaming, foul language, severe or chronic noncompliance or defiance.)

The center has developed procedures to deal with such cases of severe behavior. In these situations, the parents will be contacted. The parents will meet with the teacher and/or the director to discuss the situation and appropriate measures. Behavior that is chronically unacceptable may be an indicator that further support or assessment is needed. This support may include a referral process for further assessment and additional outside services. If the center's procedures for dealing with severe behavior problems do not result in the restoration of an acceptable and safe educational environment, the center director reserves the right to temporarily or permanently remove a child from the center.



TRUCKEE MEADOWS COMMUNITY COLLEGE
STUDENT EMPLOYEE EVALUATION

It is recommended that student employees be evaluated: 1) After four weeks of employment as a training tool and/or 2) At the end of each semester of employment and/or 3) upon termination, resignation or expiration of contract.

Copies of evaluations should be made and forwarded to: 1) Departmental file and 2) Student Employment Office, RDMT 315-C

Student name: _____ SSN: _____

Address: _____
Street City State Zip

Phone: _____ Current G.P.A.: _____

Employment dates: From _____ To _____ Date of last evaluation: _____

Current duties: _____

Punctuality:	Excellent _____	Good _____	Fair _____	Poor _____
Attendance:	Excellent _____	Good _____	Fair _____	Poor _____
Dependability:	Excellent _____	Good _____	Fair _____	Poor _____
Cooperation:	Excellent _____	Good _____	Fair _____	Poor _____
Job Attitude:	Excellent _____	Good _____	Fair _____	Poor _____
Initiative:	Excellent _____	Good _____	Fair _____	Poor _____
Maturity:	Excellent _____	Good _____	Fair _____	Poor _____
Job Knowledge:	Excellent _____	Good _____	Fair _____	Poor _____
Accuracy:	Excellent _____	Good _____	Fair _____	Poor _____
Timeliness:	Excellent _____	Good _____	Fair _____	Poor _____

Overall Evaluation: Excellent _____ Good _____ Fair _____ Poor _____

Comments on related factors of job performance: _____

Supervisor's signature: _____ Date: _____

Employee comments: _____

Employee signature: _____ Date: _____

TO BE COMPLETED BY IMMEDIATE SUPERVISOR UPON TERMINATION, RESIGNATION OR EXPIRATION OF CONTRACT:

Reason for leaving job: _____ Would you rehire, if eligible? _____

How did the student react to supervision? _____

How did the student get along with other employees and/or clients? _____

Comments: _____

TMCC E.L. CORD CHILD CARE CENTER COVERAGE AGREEMENT

Today's Date: _____ Room: _____

Substitute Teacher: _____

Teacher Needing Substitute: _____

Date and Time Coverage is needed: _____

Signatures of Employees: _____

Supervisor's Signature: _____

STUDENT EMPLOYEE LEAVE REQUEST

INSTRUCTIONS: Must be completed in advance of absence except for illness in which case leave request must be complete on the first day of return to work.

1. Name: _____ 2. Room: _____

3. Period of Absence:

_____ TO _____
Date Time Date Time

4. Reason for absence (explain all reasons in remarks section :)

REMARKS: _____

=====

CERTIFICATE BY EMPLOYEE: To the best of my knowledge, the facts stated above are accurate.

Date: _____ Signature: _____