

**TEMPLE ISRAEL
BARBARA K. LIPMAN EARLY LEARNING CENTER
STATEMENT OF PERSONNEL POLICIES
2009-2010**

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Signature _____ Date _____

I. HISTORY AND PURPOSE OF AGENCY

HISTORY

In 1987 Temple Israel realized the need to provide an enriching Jewish early childhood educational program within the walls of the Temple facility. Because of the highly successful program of the Temple Sisterhood's Mother's Day Out, surveys were made regarding the feasibility of creating a preschool. Private funding by anonymous donors made possible the opening of the school with one class for three year olds for the fall of 1988. With adjustments made to satisfy the legal and physical conditions for a preschool/day care facility, a senior teacher with an M.A. in early childhood education and an assistant teacher were contracted for the first year.

By the fall of 1990, teachers for both three year old classes and one four year old class with assistant teachers for three classes were contracted for the school year. Lunch Bunch caretakers and an extended day caregiver were hired to complete the staffing of the program. In the ensuing years, a second class for four year olds and a transition class between Noah's Ark and Preschool were established as well as two kindergarten classes. By the late 1990's the preschool, now named the Early Learning Center, serviced children from age nine months through kindergarten.

By 2001 the demographic demand for full time care was evident, so the Early Learning Center was expanded to include extended care hours for early morning/ late afternoon in order to accommodate working parents. Noah's Ark was included in this expansion and the entire school program is now licensed by the State of Tennessee Department of Education. In 2008 the ELC received national accreditation through the National Association for the Education of Young Children. NAEYC accreditation consists of high standards designed to measure excellence in day care facilities.

PHILOSOPHY

Temple Israel Early Learning Center recognizes that every child is a person of unique worth. Our mission is to provide for the social, emotional and cognitive growth of the young child. The Early Learning Center embraces all children as they are and implements developmentally appropriate practices at individualized rates of learning. The tenets and values of Judaism are woven into our daily curriculum, enhanced by integrating our clergy into the daily life of the preschool.

We provide an atmosphere where children are valued for their curiosity, their experiences and their ability to learn through play. Through play, children explore developmental themes leading to physical, cognitive, social and emotional learning.

At the Early Learning Center, families are valued for their individualized bonds to Judaism and Jewish traditions, their commitment to work and home, and their dreams for their children. Our nurturing teachers and staff take delight in children's development and share a love for learning, exploring, discovering and creating.

OBJECTIVES

In light of the school's philosophy, its objectives are to develop an atmosphere in which the child can develop his own self-worth, self-confidence, self-control, and self-esteem, and experience success in as many areas as possible. He can learn to play alone and cooperatively, to become aware of the feelings of others, to identify positive and negative feelings as universal, to release feelings in acceptable ways, to share experiences, ideas and materials, to accept directives and help from adults other than parents and to receive love and approval from them, to discover new concepts, and to be allowed and guided to make choices and accept limits. The child is encouraged to express himself verbally through creative activities, to think critically, to experiment, to observe, to ask questions, to act independently, to be curious, to solve problems, and to choose activities to gain feelings of control over his environment and himself all in a warm and nurturing Jewish environment. We subscribe to the idea that play is learning for the preschool child, that play is truly the "work" of young children, each at his own level.

II. REQUIREMENTS FOR EMPLOYMENT

- A. File Information for ALL employees
 1. Application for employment
 2. W-4 form
 3. I-9 (including copies of documents as listed on back of form)
 4. Emergency contact form
 5. Three references from past employers
 6. Physician's note (to be updated every 2^d year)
 7. TB test with negative result
 8. Copy of diploma and transcript from highest level of education
 9. Child care services criminal history/abuse registry disclosure form

10. FINGERPRINTING: See employee packet for details
11. OPTIONAL, but recommended – Hepatitis B vaccination
12. Orientation - New caregivers shall complete four (4) clock hours of pre-service orientation training offered by the ELC and shall complete an additional nine (9) hours of the required training within the first six (6) months of employment. The second interview will be considered as a training session, as an opportunity for the candidate and the employer to determine if said candidate is an appropriate match for the agency. Specific points covered during training include, but are not limited to, supervision of children, developmentally appropriate practice, curriculum, hygiene, and safety procedures. "Pre-service" orientation shall mean that such orientation occurs within the first thirty (30) days of employment with the agency. Pending completion of the orientation training, the caregiver's status is conditional. Failure of the caregiver to complete the required orientation within the first six (6) months shall require that the employee be removed from any caregiver duties until completion of the training.
13. All faculty and staff understand that the ELC is a professional work environment in a religious establishment and thus employees must dress appropriately and modestly. Professional dress may include a wide variety of options; however blue jeans are not acceptable.
14. Cell phone use and texting are not permissible. In case of an emergency* a teacher may receive or place a call on the staff phone in the kitchen. Any exceptions will be discussed with the director as each case arises. First offense for use of cell phone is verbal warning, second offense is formal letter of reprimand, and third offense is dismissal.
**emergency defined as a call that requires immediate attention for medical purposes, or an extreme situation that cannot be delayed until after school. Faculty and staff are expected to be professionals at all times and use appropriate discretion in determining what constitutes an emergency.*
15. Every staff member will receive an electronic key card upon employment. This card has two purposes: the first is the ability to enter the building; second, is to record your work hours electronically. If you lose your card, you must purchase another.
16. According to State of Tennessee Department of Education guidelines all staff members will complete 18 hours of in-service training each year. This includes but is not limited to workshops in early childhood education or a related field, pediatric CPR training, pediatric first aid training, and conferences. In-service hours for the 2009-10 school year must be completed by APRIL 30, 2010.

B. Educational Requirements

1. *Director*
 - *Baccalaureate degree with credits in ECE, administration, leadership, or management*
 - *Minimum two years prior experience teaching in an early childhood program*
 - *Knowledge of Jewish culture, traditions, holidays and Hebrew*
2. *Senior Teacher*
 - *Baccalaureate degree in elementary or early childhood education (copy of diploma and transcripts on file)*
 - *Baccalaureate degree in a related field with 30 training hours in ECE*
 - *Prior experience teaching in an early childhood program*
 - *Knowledge of Jewish culture, traditions and holidays*
3. *Assistant Teacher and Caregiver*
 - *Child Development Associate Credential (CDA) or equivalent*
 - *College student who is an education major at an accredited institution*
 - *Prior experience working in an early childhood program*
 - *High School diploma or GED (copy of record on file)*
 - *Must be willing to discuss opportunities for achieving CDA or equivalent*

III. **JOB DESCRIPTIONS**

Teachers are defined as the adult with primary responsibility for a group of children. For the purposes of NAEYC Accreditation a *group of children* is defined by the criteria for maximum group size for children of different ages/developmental levels. The teacher must spend the vast majority of time with one group of children who attend at the same time.

Signature _____ Date _____

The Role of Senior Teacher

Major Function: In accordance with the educational philosophy of the Early Learning Center, the senior teacher will develop the program along established guidelines and provide a safe, nurturing, positive classroom environment. The senior teacher works with the assistant teacher as a team to implement daily teaching and learning activities.

Specific responsibilities include –

Curriculum and Instruction

- Incorporating content and activities that foster social, emotional, physical, language and cognitive development that integrate key areas of content including literacy, math, science, technology, creative expression and the arts, health and safety, and social studies in areas both secular and religious
- Planning curriculum in a manner that reflects responsiveness to family home values and home language
- Using materials to implement curriculum that reflect the lives of the children yet also reflect the diversity found in society
- Using a variety of teaching strategies that include a broad range of approaches and responses
- Interacting verbally and non-verbally with children during the day, at meal/snack times, and on the playground
- Maintaining a positive physical and emotional educational environment
- Reviewing and following NAEYC Developmentally Appropriate Practices
- Arranging organized and explicit lesson plans, in a plan book format, according to established curriculum
- Collecting and maintaining updated information in children's files and submitting to office at the end of the school year. Files must include written documentation of parent-teacher communication, by phone, e-mail or in person

Assessment

- Using assessments to support children's learning, via a variety of methods such as observations, checklists, rating scales, and individually administered tests as well as standardized tests when appropriate
- Using assessments to identify children's interests and needs, improve curriculum, adapt teaching practices, and communicate with families
- Using assessments that provide clear ideas for curriculum development and daily planning
- Integrating assessment information with curriculum goals to support individualized learning
- Being able to explain the purpose and use of assessments to others
- Observing children's strengths and needs to inform instruction
- Sharing assessment results on an ongoing basis with families
- Using discretion and confidentiality when discussing assessment results
- Maintaining written records of child progress, observation, and assessment

Relationships between Teachers and Children

- Fostering children's emotional well-being through positive social conversations, eye contact, tone of voice, and smiles
- Providing consistent and predictable care
- Serving as a secure base for children by responding promptly to children's emotions, hurt or fear with comfort, support and assistance
- Changing responses based on individual needs and sensitivity
- Never using physical punishment, verbal abuse, threats, or derogatory remarks, nor withholding food as a form of discipline
- Providing opportunities for children to build friendships by helping them enter into and sustain play with others
- Anticipating and taking steps to prevent potential behavior problems

Signature _____ Date _____

Families

- Continually striving to build positive relationships with families, referring to NAEYC criteria 1.A.01 – 1.A.05 for specific criteria
- Communicating regularly with parents, scheduling biannual conferences and maintaining records of all communication
- Maintaining written documentation of formal and informal conferences, conversations, e-mails, and phone calls
- Engaging with families to learn about children's interests and needs
- Facilitating smooth transition for children from home to school
- Acknowledging that although the staff member's and family member's opinions may differ, the child must be able to participate fully and successfully in the program, and being open minded when in negotiating differences
- Having knowledge that the Early Learning Center's operations are guided by written policies, with input from all stakeholders including families and staff, and said policies work toward achieving program goals

Health and Safety

- Knowing that SAFETY is a prime requisite at all times and attending to this goal unceasingly and vigilantly
- Reading, and maintaining updated file folder on each child with complete health info (one file in office, one in locked cabinet in child's classroom)
- Checking to see that each lunch is clearly labeled with the child's name. Food stored in the refrigerator must be labeled with the child's name and date. Food with expired dates must be discarded.
- Satisfactorily completing pediatric first aid and CPR certification training
- Notifying the office and the parent if a child shows signs or symptoms of exclusionary illness
- Providing daily opportunities for outdoor play
- Keeping hot liquids and foods out of children's reach. Personal hot drinks must have lids.
- Following recommended practices regarding hand washing, as posted in classroom, according to NAEYC criteria 5.A.09
- Following recommended practices regarding frequency of cleaning and sanitizing all surfaces according to NAEYC criteria 5.C.01
- Supervising sleeping infants/toddlers/preschool children by sight and sound, by checking on them a minimum of 3 times per hour
- Becoming comfortably familiar with emergency exit procedures as well as security procedures
- Cleaning dress-up clothes weekly, and hats in the dress up area after each child's use, either with a sanitizer or laundering.
- NOTE: Temple Israel is a non-smoking facility. If a caregiver is a smoker, care should be taken so as not to expose children to second hand smoke in any form, such as smoky smelling clothes or other personal articles

Classroom and Learning Environment

- Arriving at school 30 minutes before beginning of class and departing 15 minutes after ending of class, when room is restored to order
- Submitting written request for groceries or supplies
- Submitting written maintenance requests for room repairs as well as for computer, CD player, refrigerator and other electronic equipment repairs
- Submitting a list of supplies for the next year's program in May
- Setting up and following a consistent daily routine and posting routine in room
- Positioning oneself for supervision purposes so as to see and hear as many children as possible at all times
- Coordinating with teacher assistant to complete child's photo diary by May
- Writing an article for the monthly newsletter "Whisper"
- Preparing monthly calendars and lesson plans and providing materials for substitutes

Signature _____ Date _____

- Facilitating smooth transition for children from Extended Care to the school day and vice versa, as well as facilitating smooth transitions for families. Noah's Ark caregivers may refer to the written transition policy for transitioning toddlers into the Bet Room.

Teacher Dispositions and Professional Commitment

- Attending scheduled meetings
- Arranging for substitute coverage (after allotted coverage has been exhausted) with Administrative Coordinator two weeks in advance for non-emergency absences
- Distributing responsibilities equally and supervising assistant teacher in a professional, consistent manner
- Knowing and using ethical guidelines in your conduct as a member of the early childhood profession. (see enclosed NAEYC Code of Ethical Conduct)
- Submitting personal health forms, as well as other requested paperwork
- Maintaining professional licensing according to D.O.E. guidelines
- Attending professional development sessions, accruing a minimum of 18 hours per school year, and staff meetings as scheduled
- Maintaining a level of professionalism by keeping ANY and ALL information about the school, staff, and children strictly confidential.
- ***“Confidential information” should not be shared with any parent, outsider, or staff member other than the director. Information should never be shared at a social gathering, public place or through electronic media.***

Assistant teachers are defined as adults who work under the direct supervision of a teacher. Assistant Teachers may work independently in a teacher's absence, but for the vast majority of the time, the assistant teacher works directly with the teacher in the same space with the same group of children. The teacher and assistant work as a team and should endeavor to communicate routinely and openly.

The Role of the Assistant Teacher

Major Function: The major function of the Assistant Teacher is to provide support and assistance to the teacher in the classroom during instruction and during transitional times. Under the direction of the lead teacher, the assistant will help provide a safe, nurturing, positive environment and help maintain classroom management in accordance with the philosophy of the school. Although every one has a personal style of relating to children, there must be consistency relating to such issues as discipline, routines, arrival, dismissal, transition times, care of equipment and materials, clean-up, etc. Discord between teacher and assistant is unprofessional; thus must be avoided or resolved.

Specific responsibilities include -

Curriculum and Instruction

- Setting-up and preparing for specific projects which might include labeling papers, cutting, gathering supplies, setting out toys and manipulatives, etc.
- Being sensitive to the teaching needs and anticipating what is to happen next and planning accordingly
- Avoiding becoming a “diagnostician” of children's behavior or limitations. Consultation with the teacher and director and is more valuable than drawing one's own conclusions.
- Developing rapport and interacting spontaneously with every child by engaging in meaningful conversations and listening patiently to children during the day, at meal/snack times, and on the playground
- Reviewing and following NAEYC Developmentally Appropriate Practices

Assessment

- Observing children's strengths and weaknesses to inform teacher of individual needs
- Using discretion and confidentiality when discussing observations and assessment
- Assisting teacher in maintaining written records of child progress, observation, and assessment
- Assisting teacher with curriculum goals by supporting and providing individualized learning
- Providing “housekeeping” assistance in organizing paperwork for assessment purposes

Signature _____ Date _____

Relationships between Teachers and Children

- Fostering children's emotional well-being through positive social conversations, eye contact, tone of voice, and smiles
- Providing consistent and predictable care
- Serving as a secure base for children by responding promptly to children's emotions, hurt or fear with comfort, support and assistance
- Changing responses based on individual needs and sensitivity
- Never using physical punishment, verbal abuse, threats, or derogatory remarks, nor withholding food as a form of discipline
- Providing opportunities for children to build friendships by helping them enter into and sustain play with others
- Anticipating and taking steps to prevent potential behavior problems

Families

- Continually striving to build positive relationships with families, referring to NAEYC criteria 1.A.01 – 1.A.05 for specific criteria
- Facilitating smooth transition for children from home to school
- Engaging with families to learn about children's interests and needs
- Acknowledging that although the staff member's and family member's opinions may differ, the child must be able to participate fully and successfully in the program, and being open minded when negotiating differences
- Having knowledge that the Early Learning Center's operations are guided by written policies, with input from all stakeholders including families and staff, and said policies work toward achieving program goals

Health and Safety

- Knowing that SAFETY is a prime requisite at all times and attending to this goal unceasingly and vigilantly
- Checking to see that each lunch is clearly labeled with the child's name. Food stored in the refrigerator must be labeled with the child's name and date. Food with expired dates must be discarded.
- Satisfactorily completing pediatric first aid and CPR certification training
- Keeping hot liquids and foods out of children's reach. Personal hot drinks must have lids.
- Following recommended practices regarding hand washing, as posted in classroom, according to NAEYC criteria 5.A.09
- Following recommended practices regarding frequency of cleaning and sanitizing all surfaces according to NAEYC criteria 5.C.01
- Supervising sleeping infants/toddlers/preschool children by sight and sound, by checking on them a minimum of 3 times per hour
- Becoming comfortably familiar with emergency exit procedures as well as security procedures
- Cleaning dress-up clothes weekly and hats in the dress up area after each child's use, either with a sanitizer or laundering.
- Checking to see that all hazardous supplies are locked in a cabinet; *Keep out of reach of children*
- NOTE: Temple Israel is a non-smoking facility. If a caregiver is a smoker, care should be taken so as not to expose children to second hand smoke in any form, such as smoky smelling clothes or other personal articles

Classroom and Learning Environment

- Arriving at school 30 minutes before beginning of class and departing 15 minutes after ending of class, when room is restored to order
- Positioning oneself for supervision purposes so as to see and hear as many children as possible at all times
- Helping to maintain a consistent pattern of classroom routines which have been set forth by the teacher relating to discipline, care of equipment and materials, transition times, clean-up, etc.
- Assisting the teacher in expediting daily classroom activities such as directed lessons, free play, circle time, snack, playground, music, lunch, etc.

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- Collecting and storing riding toys, returning and maintaining them in good working order
- Attending staff meetings as necessary
- Facilitating smooth transition for children from Extended Care to the school day and vice versa, as well as facilitating smooth transitions for families. Noah's Ark caregivers may refer to the written transition policy for transitioning toddlers into the Bet Room.
- Coordinating with teacher to complete child's photo diary by May

Teacher Dispositions and Professional Commitment

- Attending scheduled meetings
- Arranging for substitute coverage (after allotted coverage has been exhausted) with Administrative Coordinator two weeks in advance for non-emergency absences
- Knowing and using ethical guidelines in your conduct as a member of the early childhood profession. (see enclosed NAEYC Code of Ethical Conduct)
- Submitting personal health forms, as well as other requested paperwork
- Attending professional development sessions, accruing a minimum of 18 hours per school year, and staff meetings as scheduled
- Maintaining a level of professionalism by keeping ANY and ALL information about the school, staff, and children strictly confidential.
- ***"Confidential information" should not be shared with any parent, outsider, or staff member other than the director. Information should never be shared at a social gathering, public place or through electronic media.***

Noah's Ark Caregivers are defined as adults who work independently or with a partner in a classroom with infants and / or toddlers. If ratios allow, the caregiver may work without a partner.

Major Function: In accordance with the educational philosophy of the Early Learning Center, the caregiver will develop the program along established guidelines and provide a safe, nurturing, positive classroom environment. The caregiver is the adult with primary responsibility for a group of children independently, or with a partner. The caregiver will spend the vast majority of time with one group of children who are enrolled at the same time. The caregiver will communicate in a professional manner with partners and parents.

Specific responsibilities include –

Curriculum and Instruction

- Incorporating content and activities that foster social, emotional, physical, language and cognitive development that integrate key areas of content including expressive and receptive language, creative expression and the arts, health and safety, in areas both secular and religious
- Planning activities in a manner that reflects responsiveness to family home values and home language
- Planning activities that correspond to the objectives set forth in the Early Childhood Curriculum and High Scope Key Developmental Indicators
- Preparing monthly calendars and daily activities
- Using materials to implement curriculum that reflect the lives of the children yet also reflect the diversity found in society
- Using a variety of teaching strategies that include a broad range of approaches and responses
- Interacting verbally and non-verbally with children during the day, at meal/snack times, and on the playground
- Reviewing and following NAEYC Developmentally Appropriate Practices

Assessment

- Observing and noting each child's behavior in the Observation Journal. Adding photos as needed.
- Using observations (assessments) to support children's learning, via a variety of methods such as anecdotal notes and checklists
- Using observations (assessments) to identify children's interests and needs, improve curriculum and communicate with families

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- Using observations (assessments) that provide clear ideas for daily planning
- Integrating information with curriculum goals to support individualized learning
- Being able to explain the purpose and use of observations (assessments) to families
- Observing children's strengths and needs to inform instruction
- Sharing observations (assessment) results on an ongoing basis with families
- Using discretion and confidentiality when discussing children's progress
- Maintaining written records of child progress, observation, and assessment

Relationships between Teachers and Children

- Fostering children's emotional well-being through positive social conversations, eye contact, tone of voice, and smiles
- Providing consistent and predictable care
- Serving as a secure base for children by responding promptly to children's emotions, hurt or fear with comfort, support and assistance
- Changing responses based on individual needs and sensitivity
- Never using physical punishment, verbal abuse, threats, or derogatory remarks, nor withholding food as a form of discipline
- Anticipating and taking steps to prevent potential behavior problems

Families

- Continually striving to build positive relationships with families, referring to NAEYC criteria 1.A.01 – 1.A.05 for specific criteria
- Communicating regularly with parents and maintaining records of all communication
- Maintaining written documentation of informal conferences, conversations, e-mails, and phone calls
- Engaging with families to learn about children's interests and needs
- Facilitating smooth transition for children from home to school
- Acknowledging that although the staff member's and family member's opinions may differ, the child must be able to participate fully and successfully in the program, and being open minded when in negotiating differences
- Having knowledge that the Early Learning Center's operations are guided by written policies, with input from all stakeholders including families and staff, and said policies work toward achieving program goals
- Completing the daily experience sheet and discussing with parent

Health and Safety

- Knowing that SAFETY is a prime requisite at all times and attending to this goal unceasingly and vigilantly
- Reading, and maintaining updated file folder on each child with complete health info (one file in office, one in locked cabinet in child's classroom)
- Checking to see that each lunch is clearly labeled with the child's name. Food stored in the refrigerator must be labeled with the child's name and date. Food with expired dates must be discarded
- Satisfactorily completing pediatric first aid and CPR certification training
- Notifying the office and the parent if a child shows signs or symptoms of exclusionary illness
- Providing daily opportunities for outdoor play
- Keeping hot liquids and foods out of children's reach. Personal hot drinks must have lids.
- Following recommended practices regarding hand washing, as posted in classroom, according to NAEYC criteria 5.A.09
- Following recommended practices regarding frequency of cleaning and sanitizing all surfaces according to NAEYC criteria 5.C.01
- Following diapering and hygiene procedures set by the Department of Education, ITERS and NAEYC
- Noting that bottles do not contain solid foods, unless noted in writing by physician. Discarding or refrigerating after one hour any unfinished food or beverage. Warming milk or formula in warm tap water, at no more than 120 degrees, and never warming in microwave.
- Supervising sleeping infants/toddlers/preschool children by sight and sound, by checking on them a minimum of 3 times per hour

Signature _____ Date _____

- Becoming comfortably familiar with emergency exit procedures as well as security procedures
- Cleaning dress-up clothes weekly and hats in the dress up area after each child's use, either with a sanitizer or laundering.
- Checking that sides of cribs are up and locked.
- Positioning oneself for supervision purpose so as to see and hear as many children as possible at all times. Infant and toddler staff must supervise children by SIGHT and SOUND at all times.

American Academy of Pediatrics
Reducing the Risk of SIDS in Child Care

- Healthy babies should always sleep on their back. Side sleeping is not as safe as back sleeping and is not advised.
 - Get a physician's note for non-back sleepers that explains why the baby should not use a back-sleeping position.
 - Use safety-approved cribs and firm mattresses (cradles and bassinets may provide safe sleeping enclosures, but safety standards have not been established for these items).
 - Keep cribs free of toys, stuffed animals, and extra bedding.
 - Place the child's feet to the foot of the crib and tuck in a light blanket along the sides and foot of the mattress. The blanket should not come up higher than the infant's chest. Another option is to use sleep clothing and nothing else in the infant's crib.
 - Sleep only 1 baby per crib.
 - Keep the room at a temperature that is comfortable for a lightly clothed adult.
 - No smoking around babies. Never allow smoking in a room where babies sleep, as exposure to smoke in a room where babies sleep, as exposure to smoke is linked to an increased risk of SIDS.
 - Teach staff about safe sleep policies and practices and be sure to review these practices often.
- NOTE: Temple Israel is a non-smoking facility. If a caregiver is a smoker, care should be taken so as not to expose children to second hand smoke in any form, such as smoky smelling clothes or other personal articles

Classroom and Learning Environment

- Arriving at school 30 minutes before beginning of class and departing 15 minutes after class ends, when room is restored to order
- Submitting written request for groceries or supplies
- Submitting written maintenance requests for room repairs as well as for computer, CD player, refrigerator and other electronic equipment repairs
- Setting up and following a consistent daily routine and posting routine in room
- Positioning oneself for supervision purposes so as to see and hear as many children as possible at all times
- Writing an article for the monthly newsletter "Whisper"
- Preparing monthly calendars and lesson plans and coordinating with other Caregivers for outside play schedule and large group activities
- Providing written instructions and materials for substitutes
- Distributing and collecting riding toys and outside playthings
- Facilitating smooth transition for children from Extended Care to the school day and vice versa, as well as facilitating smooth transitions for families. Noah's Ark caregivers may refer to the written transition policy for transitioning toddlers into the Bet Room.
- Planning and maintaining a consistent pattern of daily routines which have been set forth by mutual collaboration among caregivers and administration
- Preparing and setting up for specific activities which might include art projects, labeling papers, gathering supplies, tracing, cutting and etc.
- Maintaining a neat and clean room by putting toys and supplies away and sanitizing with disinfectant according to hygiene and safety standards of Department of Education and NAEYC.
- Checking to see that all hazardous supplies are locked in a cabinet; *Keep out of reach of children*

Signature _____ Date _____

Teacher Dispositions and Professional Commitment

- Attending scheduled staff meetings
- Arranging for substitute coverage (after allotted coverage has been exhausted) with Administrative Coordinator two weeks in advance for non-emergency absences
- Distributing responsibilities equally and supervising assistant teacher in a professional, consistent manner
- Knowing and using ethical guidelines in your conduct as a member of the early childhood profession. (see enclosed NAEYC Code of Ethical Conduct)
- Submitting personal health forms, as well as other requested paperwork
- Maintaining professional licensing according to D.O.E. guidelines
- Attending professional development sessions, accruing a minimum of 18 hours per school year, and staff meetings as scheduled
- Researching and planning in preparation to begin study towards CDA or equivalent in accordance with NAEYC staffing guidelines
- Maintaining a level of professionalism by keeping ANY and ALL information about the school, staff, and children strictly confidential.
- ***“Confidential information” should not be shared with any parent, outsider, or staff member other than the director. Information should never be shared at a social gathering, public place or through electronic media.***

Extended Care Staff Person is defined as an adult who works with children in Early/After Care, either in the preschool or Noah’s Ark, under the supervision of the director of the program and/or the assistant director of the program. The staff person works in coordination with the day time teacher of the children staying in extended care, either before or after school hours. Communication concerning the needs of the children between staff members is of the utmost importance.

Curriculum and Instruction

- Incorporating content and activities that foster social, emotional, physical, language and cognitive development that integrate key areas of content including literacy, creative expression and the arts, health and safety, in areas both secular and religious
- Planning activities in a manner that reflect responsiveness to family home values and home language
- Using materials to implement curriculum that reflect the lives of the children yet also reflect the diversity found in society
- Interacting verbally and non-verbally with children during activities, at meal/snack times, and on the playground
- Maintaining a positive physical and emotional educational environment
- Reviewing and following NAEYC Developmentally Appropriate Practices
- Preparing a monthly calendar, with organized plans and activities
- Creating and supervising activities such as free play, circle time, songs, snack, outdoor play, art, games, and so on
- Reading to children daily and encouraging children to read independently Preschool and school age caregivers may read continuing stories or chapter books
- Referring to the daily experience sheet and completing, if necessary

Assessment

- Using observations to identify children’s interests and needs, improve curriculum, adapt teaching practices, and communicate with families
- Using assessments that provide clear ideas for daily planning
- Observing children’s strengths and needs to inform instruction
- Sharing observation and assessment results on an ongoing basis with families
- Using discretion and confidentiality when discussing assessment results

Relationships between Teachers and Children

- Fostering children’s emotional well-being through positive social conversations, eye contact, tone of voice, and smiles
- Providing consistent and predictable care
- Serving as a secure base for children by responding promptly to children’s emotions, hurt or fear with comfort, support and assistance

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- Changing responses based on individual needs and sensitivity
- Never using physical punishment, verbal abuse, threats, or derogatory remarks, nor withholding food as a form of discipline
- Providing opportunities for children to build friendships by helping them enter into and sustain play with others
- Anticipating and taking steps to prevent potential behavior problems

Families

- Continually striving to build positive relationships with families, referring to NAEYC criteria 1.A.01 – 1.A.05 for specific criteria
- Maintaining written documentation of formal and informal conferences, conversations, e-mails, and phone calls
- Engaging with families to learn about children’s interests and needs
- Facilitating smooth transition for children from Extended Care to the school day and vice versa, as well as facilitating smooth transitions for families. Noah’s Ark caregivers may refer to the written transition policy for transitioning toddlers into the Bet Room.
- Acknowledging that although the staff member’s and family member’s opinions may differ, the child must be able to participate fully and successfully in the program, and being open minded when in negotiating differences

Health and Safety

- Knowing that SAFETY is a prime requisite at all times and attending to this goal unceasingly and vigilantly reading, and maintaining updated file folder on each child with complete health info (one file in office, one in child’s classroom)
- Food stored in the refrigerator must be labeled with the child’s name and date.
- Food with expired dates must be discarded.
- Satisfactorily completing pediatric first aid and CPR certification training
- Notifying the office and the parent if a child shows signs or symptoms of exclusionary illness
- Providing daily opportunities for outdoor play
- Keeping hot liquids and foods out of children’s reach. Personal hot drinks must have lids.
- Following recommended practices regarding hand washing, as posted in classroom, according to NAEYC criteria 5.A.09
- Following recommended practices regarding frequency of cleaning and sanitizing all surfaces according to NAEYC criteria 5.C.01
- Supervising sleeping infants/toddlers/preschool children by sight and sound, by checking on them a minimum of 3 times per hour
- Becoming comfortably familiar with emergency exit procedures as well as security procedures
- Cleaning dress-up clothes weekly, and hats in the dress up area after each child’s use, either with a sanitizer or laundering.
- Monitoring first aid kit for appropriate materials
- NOTE: Temple Israel is a non-smoking facility. If a caregiver is a smoker, care should be taken so as not to expose children to second hand smoke in any form, such as smoky smelling clothes or other personal articles

Classroom and Learning Environment

- Maintaining a consistent pattern of routines set forth during the day relating to discipline, and other procedures
- Upon arrival, checking sign-in sheets to determine which children will be in extended care; arrival time, day time room and time of departure
- Arriving promptly at the designated time and remain until all children have departed and the room is restored to order
- Setting up and following a consistent daily routine and posting routine in room
- Positioning oneself for supervision purposes so as to see and hear as many children as possible at all times
- Maintaining a safe, neat and clean room appearance by picking up toys, putting books away, organizing supplies, sweeping, and so on

Signature _____ Date _____

Teacher Dispositions and Professional Commitment

- Attending scheduled meetings, and carefully reading all memos and posted notices
- Arranging for substitute coverage (after allotted coverage has been exhausted) with Administrative Coordinator two weeks in advance for non-emergency absences
- Distributing responsibilities equally amongst co-workers
- Knowing and using ethical guidelines in your conduct as a member of the early childhood profession. (see enclosed NAEYC Code of Ethical Conduct)
- Submitting personal health forms, as well as other requested paperwork
- Attending professional development sessions, accruing a minimum of 18 hours per school year, and staff meetings as scheduled
- Maintaining a level of professionalism by keeping ANY and ALL information about the school, staff, and children strictly confidential.
“Confidential information” should not be shared with any parent, outsider, or staff member other than the director. Information should never be shared at a social gathering, public place or electronic media.

IV. TRANSITIONS & LOST CHILDREN

In order to facilitate smooth and secure transition from one activity to the next, the following is the procedure for transitioning children from one activity to the next:

- Children line up at door inside classroom and teacher does a head count
- Children line up outside of classroom and another head count is done
- Upon arrival at destination, another head count is done
- As children enter playground, or are seated at activity, head count is done again

Procedure for Lost or Missing Children

- Teacher notifies office personnel immediately.
- Teacher re-counts children in group, using roll book and checking off each name.
- Teacher searches room, bathroom, closet, all secluded play areas, playground, gym.
- Every teacher is notified to re-count children, using roll book and checking off each name.
- Classes are to remain in their classrooms until further notice.
- Office staff conduct room by room search for lost/missing child.
- Office staff also search library, computer room, Scheidt Family Center and public rest rooms.
- If child is still not found, parents are called as well as 911.
- Continue with room by room search until child is found, or parents/police arrive.
- Document search in writing with date, time, name of child, name of teacher and results.

V. PROBATIONARY PERIODS

A ninety (90) day probationary period for all newly hired staff is required. Probationary period for all currently employed personnel is for a performance period of one year during which time evaluations of job performance, classroom performance, and self evaluation are held and recorded by the administrator. In order to assess performance, teachers, teacher assistants and caregivers will be visited in the classroom for observation.

VI. PERSONAL DAYS POLICY

Absenteeism in our Early Learning Center continues to be a serious problem. Excessive absenteeism leads to inconsistency for children, which is in direct conflict with best practices for early childhood educators and NAEYC standards. Parents and children need to consistently see the same teacher in the same classroom. Try your best to arrange trips, vacations, and appointments for days when school is not in session. Our goal is to reduce the total number of absences for this year (2009 – 10) by 10%.

Staff will procure their own subs for any and all days. Written requests for personal days must be submitted two weeks in advance through the administrator. The office will depend on faculty and staff to take charge of this responsibility. The written request must also include the arrangements made, with the name and phone number of the sub. For true emergencies the administrator will work with you and will assist you by means of an approved sub list of names and phone numbers.

Signature _____ Date _____

VII. CONTENT OF PERSONNEL RECORDS

Application
Medical data -1) TB test; 2) Physician note; 3) Record of Hepatitis B vaccine (recommended)
3 References
Director's evaluation
Copy of Diploma AND transcript of highest level of education
Self-evaluation
Classroom evaluation
Correspondence pertaining to personnel
Salary
Fingerprints
Professional development plan

VIII. CARE OF CHILDREN

See Temple Israel Barbara K. Lipman Early Learning Center **Parent Handbook** on the website at www.timemphis.org/preschool

IX. CHILD ABUSE POLICY

As a teacher/caregiver, you are in a unique position to identify and help abused and neglected children. In Tennessee, if you have "reasonable cause to believe" a child is being abused or neglected you must report that suspicion to the state Department of Children's Services or law enforcement – and you are required by law to do so immediately. Failure to report is a misdemeanor which carries a fine, or imprisonment, or both. ALL persons must report suspected cases of child abuse – this includes doctors, teachers, parents, family members and friends. As a mandated reporter, you are protected by the state in terms of liability and confidentiality. Child Abuse seminars will be offered through in-service training. Reporters who "act in good faith" are immune from any civil or criminal charges which may result.

Child Abuse Hotline: 1-877-237-0004 *Memphis Child Advocacy Center*

If an employee or agent ("staff member") of the Barbara K. Lipman Early Learning Center ("the Center") is accused of the abuse and/or neglect of a child at this facility, the staff member will be immediately suspended and removed from the premises until an investigation is conducted and concluded. The accused staff member shall be afforded a reasonable opportunity to respond to the accusation. As a result of the accusation and/or investigation, the Center may, in its sole discretion, take disciplinary action up to and including termination of the staff member. The Center may, in its sole discretion, choose to compensate the accused staff member for up to two (2) working days during the suspension. The Center shall maintain the confidentiality of the investigation to the extent possible, but shall abide by all municipal, state and/or federal regulations and laws.

X. BENEFITS

- A. August in-service training program provided before the school year begins
- B. Paid sick/personal leave for faculty and staff equal to the number of days of preschool teaching per week (excluding part time extended care staff) per school year (non-cumulative) with two weeks notice except for emergencies
- C. Pay scale for experience at Temple Israel
- D. Effective May 1, 2009 newly hired teachers will have regularly scheduled hours of 29 hours per week, and will therefore, be part time employees. Anyone applying for any job will be a part time staff member and ineligible for health insurance through Temple Israel.

XI. PERFORMANCE EVALUATION

- A. Faculty & Staff Evaluation
- B. Teacher Self-Evaluation
- C. Classroom Observation and Evaluation
- D. Professional Development Plan

Signature _____ Date _____

XII. TERMINATION

Termination policies are at the discretion of the administrator in consultation with the Executive Director, Rabbis and/or President of congregation when it is deemed necessary.

XIII. ADMINISTRATIVELY SPEAKING

Separate document enclosed in employee packet

XIV. NAEYC CODE OF ETHICAL CONDUCT

The Early Learning Center recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. You received a copy of the Code of Ethical Conduct in your employment and application packet and it is a separate document from the Personnel Policy. All faculty and staff must familiarize themselves with and adhere to the values and obligations of the Code.

Signature _____ Date _____

Revised November 2009