

PERSONNEL PRACTICES



JULY 2011



**Montgomery
Child Care
Association**
www.mccaedu.org

NOTICE

The policies and procedures contained herein are intended to provide guidelines for all employees of Montgomery Child Care Association (MCCA). The Association reserves the right to unilaterally change the policies and procedures contained in this manual at any time, to cancel any policy, or to decline to apply any particular policy to a given situation if to do so would best serve the organization's interests. MCCA's *Personnel Practices* does not constitute a legal and binding contract between the Association and its staff. All employment is at-will.

Employment with MCCA is not fixed in length and may be terminated at any time with or without cause, at the discretion of MCCA.

PERSONNEL PRACTICES

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Dear Staff Member:

Welcome to the Montgomery Child Care Association (MCCA) team. We hope your employment with us will be enjoyable and professionally rewarding to you!

A member of our team:

- is warm and genuine.
- is enthusiastic.
- is flexible.
- has a sense of humor.
- considers the children first.
- respects fellow staff, parents and children.
- is an open communicator.
- is free from gossip.
- is honest, fair, understanding, sympathetic and patient.
- keeps all information about staff, children and parents confidential.
- is interested in professional growth.
- keeps up with the latest in child development.
- is willing to work as part of a team.

MCCA is the oldest and largest non-profit provider of child care in Montgomery County. We have more than 175 staff and we take pride in being leaders in the child care field.

This Personnel Practices manual sets out the basic employment standards that are to be followed in all Montgomery Child Care Association centers. These standards are set by the Personnel Committee of the Association and are subject to review by the committee at any time. The Executive Director of the Association has the day-to-day responsibility for applying these standards and resolving personnel questions that are not covered by these standards, in consultation with the directors of each center.

Should you have any questions, concerns or suggestions, don't hesitate to speak to your center's director, personnel representative, staff representative, the School Age Coordinator, the Education Director or the Executive Director.

We're glad you're here!

MISSION STATEMENT

Montgomery Child Care Association strives to provide the highest quality child care and play-based education for children in Montgomery County; professional training for child care providers; and advocacy for affordable quality child care for families of all income levels, and better training, pay and benefits for child care professionals.

Environment:

Quality, affordability and compensation are the enduring “trilemma” of child care, and drive all our work. Improving program quality requires, in large part, improving staff quality. Improving staff quality requires increasing staff compensation. Increasing staff compensation impacts affordability for parents in a system funded almost entirely by parent fees. Every goal and objective addresses an aspect of the child care trilemma.

Primary Strategies:

- Provide high quality, responsive program management and administrative services to its associated child care centers.
- Work for the expansion of financial and other community support to ensure affordable child care for all segments of the community, regardless of ability to pay.
- Expand service delivery where a need is identified within the community, when feasible and prudent.
- Improve the quality of child care in MCCA centers and in the community through training.
- Monitor standards for child care and work to improve those standards where appropriate.

VALUES AND TRADITIONS

- Shared leadership/consensus building
- Service to all families regardless of income, wherever and whenever feasible
- Provision of culturally competent and relevant child care services
- Maintenance of the highest standards in child care according to Maryland State Department of Education (MSDE), National Association for the Education of Young Children (NAEYC), National Afterschool Association (NAA), or similar accreditation criteria
- Family involvement
- Staff training and support

**Approved by the MCCA Board of Directors
October 2005**

MCCA OFFICE STAFF CONTACTS

LINDA DUNPHY Interim Executive Director Linda.Dunphy@mccaedu.org	x30	Advocacy, Policies and Procedures County Government & School System Liaison Supervision of Administrative Staff & Center Directors	Full Time
VALERIE RAJOTTE Education Director Valerie.rajotte @ mccaedu.org	x24	Educational Programs, Accreditation Licensing, Regulations & Renewals Supervision of Directors, with Executive Director	Full Time
FRAN PEARSON Finance Director Fran.pearson @ mccaedu.org	x33	Payroll, Budgets Financial Statements Health Insurance, Benefits, Workers Compensation	Full Time
TERRY MOODY Accounts Receivable Terry.moody @ mccaedu.org	x31	Tuition Billing, Incoming Checks Financial Agreements Parents Questions Regarding Billing	T 9-6 W 6-6 Th 6-2
KAREN HEMBERGER Accounts Payable Karen.Hemberger@ mccaedu.org	x27	Accounts Payable, Reimbursement for Petty Cash Pays Center Invoices Billed to MCCA Office Expenses (Credit Cards) and Prof. Develop. database	M,W 8-5 Th 9-5 F 12-5
KRISTA ENGLER Marketing/Prof. Develop. Coordinator Krista.engler @ mccaedu.org	x23	MCCA Marketing, Web Design, Coordinates professional development activities, Transportation, Supports Accounts Payable	Fulltime
CYNDY SUMRELL Office/Human Resource Manager Cyndy.sumrell @ mccaedu.org	x36	General Office Information Center Staffing, New Hire Paperwork, Substitutes List, Supports Payroll	M-T-TH-F 9-4:30
SUE KEISER School Age Coordinator Sue.keiser @ mccaedu.org	x32	Observing, Mentoring & Advising School Age Programs, Supervision of Directors with Ex. Director, Food Programs – School Age Site Visits	Full Time
JEANNE BERG Special Projects/Fundraising Coordinator Jeanne.berg @ mccaedu.org	x29	Advocacy/ Development/ Fundraising/Training Support, Grant Writing & Research	M-T-W-Th 9-4 F 9-3
JENNIFER BAKER Office Assistant Jeni.paluch @ mccaedu.org	x22	Special Projects, Reception, Child Care Food Program Bus Schedules and Field Trips, Accts. Rec. backup, Supports office operations (warehouse orders, supplies, copying)	Fulltime 9-5

CHILD CARE CENTER LOCATIONS

Montgomery Child Care Arcola

1820 Franwall Ave
Silver Spring, MD 20902
301-649-3597
Ages 2-12

Montgomery Child Care Bel Pre

4001 Bel Pre Road
Silver Spring, MD 20906
301-598-4640
Ages 2-4

Montgomery Child Care Bethesda Lynbrook

8001 Lynnbrook Drive
Bethesda, MD 20814
301-656-4891
Ages 2-12

Montgomery Child Care Beverly Farms E.S.

8501 Post oak Road
Potomac, MD 20854
301-299-7041
Ages 7-12

Montgomery Child Care Greenwood

3336 Gold Mine Road
Brookeville, MD 20833
301-774-2590
Ages 5-10

Montgomery Child Care Kensington/Forest Glen

9805 Dameron Drive
Silver Spring, MD 20902
301-593-9641
Ages 2-12

Montgomery Child Care River Road

6301 River Road
Bethesda, MD 20817
301-229-0474
Ages 2-4

Montgomery Child Care Ashburton/Wyngate

10010 Fernwood Road
Bethesda, MD 20817
301-365-8568
Ages 4-12

Montgomery Child Care Georgian Forest

3100 Regina Drive
Silver Spring, MD 20906
301-871-1272
Ages 5-12

Montgomery Child Care Beverly Farms

11614 Seven Locks Road
Potomac, MD 20854
301-299-6442
Ages 3-12

Montgomery Child Care Brooke Grove

2702 Spartan Road
Olney, MD 20832
301-570-4525
Ages 2-12

Montgomery Child Care Garrett Park

5701 Grosvenor Lane
Bethesda, MD 20814
301-571-8170
Ages 4-12

Montgomery Child Care Park Street

1010 Grandin Ave
Rockville, MD 20851
301-424-8952
Ages 2 months – 12 years

Montgomery Child Care Woodacres

5800 Cromwell Drive
Bethesda, MD 20816
301-320-4857
Ages 5-12

EQUAL EMPLOYMENT OPPORTUNITY

MCCA's policy of equal opportunity is founded on sound business judgment and with respect for our employees and applicants for employment. MCCA encourages a diverse work environment. MCCA will not tolerate discrimination on the basis of sex, race, color, national origin, religion, creed, age, disability, or sexual orientation with regard to the terms and conditions of hiring, employment, assignment, promotion, or discharge.

HIRING PROCESS

1. Applicants for all positions must complete the MCCA application form.
2. The Human Resource Manager, in cooperation with the Center Director, shall screen and evaluate all applicants, making full use of references, prior employers, etc.
3. The Human Resource Manager shall forward names of qualified applicants to the center.
4. Final hiring decisions of center staff are made at the center level by the Director, in accordance with Association policy. Center Directors will be chosen by the MCCA Executive Director and Education Director with input from the Center staff and Parent Council Representatives. Assistant/Site Directors will be chosen by the Center Director with input from the School Age Coordinator and/or Education Director and Human Resource Manager. Teachers, Aides and other support staff will be chosen by the Center Director.
5. The Education Director shall be appointed by the Executive Director with the concurrence of an Ad Hoc Committee drawn from the Center Directors and Central Office. Hiring decisions for other Central Office Staff shall be the responsibility of the Executive Director.
6. The Executive Director will write to all new employees to confirm their appointment. A letter of agreement will be issued and signed by the Executive Director and employee.
7. Prior to commencing work, all employees are required to have a physical examination and a completed Health Form as required by Licensing Regulations. The cost for this requirement is the responsibility of the employee.
8. All employees are required to be fingerprinted for criminal background check. A release of information form must be signed and notarized. These requirements are in accordance with the Regulations of the State of Maryland.
9. The MCCA job description outlines responsibilities and minimum qualifications for each position.
10. An employee's anniversary date is the first day of a pay period after having submitted the required new hire paperwork. Anniversary dates will be adjusted by the Executive Director in accordance with changes in job status, for example promotion from aide to teacher.
11. Full-Time employees are considered to be all employees working 25 hours or more per week on a regularly scheduled basis.

CODE OF CONDUCT

Montgomery Child Care Association is committed to facilitating an atmosphere of teamwork through collaboration and cooperation among its centers and the community of families it serves. We recognize the importance of the families in our programs and strive to maintain an environment that is safe and respectful for all of its members--families, children and staff. We do not tolerate physical or verbal abuse, or any activity that may reflect negatively on MCCA, its centers, staff or families, or conduct that compromises MCCA's reputation by slandering or libeling these entities.

COMMUNICATION

Our goal is for open, constructive communication. In your role as a staff member, you will find that many parents and other staff will come to you with concerns. It is important to remember that concerns, suggestions and complaints are a healthy vehicle for improving our centers. If you as a staff member have a suggestion or concern, either your own or one told to you by a parent or other staff member, you should speak to someone who can do something about it. We discourage gossip and other damaging complaints expressed in any communication venue including internet postings such as Facebook, MySpace, chat rooms, etc. We protect each staff member's and each family's confidentiality. We encourage all individuals to speak personally to the Director or relevant staff member about any issue that needs to be addressed. If a person is not willing to communicate his or her concerns directly, it is important for you to ask that individual for permission for you to bring the concern to the Director's attention as soon as possible. If you need support to ensure effective communication or to resolve concerns, request assistance from the Center Director or Assistant Director, or when a discussion with neither is possible, the School Age Coordinator, the Education or Executive Director. Open and direct communication, delivered in an appropriate manner, is expected professional conduct and supports the quality of our centers.

CONFIDENTIALITY

Families: MCCA respects a family's right to privacy and confidentiality regarding all health, behavioral and developmental records and information concerning their child. These rights to privacy and confidentiality are protected by various federal and state statutes, local ordinances, accreditation standards, and regulatory rules. For example, if a child is involved in an altercation or a biting incident with another child, MCCA cannot reveal the biter's identity to the parent of the other child without prior written consent from the biter's parents, except as required by law.

Staff: MCCA respects a staff member's right to privacy and confidentiality regarding all health and private and professional records and information. These rights to privacy and confidentiality are also protected under the above state statutes and rules. If you have a question or concern about a staff member, we encourage you to speak directly to that person or to the Center Director as outlined under the Communication section in the *MCCA Personnel Practices* and *MCCA Family Handbook*.

EMPLOYEE HARASSMENT POLICY

All employees are entitled to work in an environment free of harassment by fellow employees, supervisors, or parents. Should you feel harassed, you should discuss it with the Center Director or Executive Director. Intimate relations between staff and immediate supervisors are not permitted.

MONTGOMERY CHILD CARE ASSOCIATION WHISTLEBLOWER POLICY

MCCA requires directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The MCCA Whistleblower Policy identifies

procedures for reporting suspected violations regarding corporate accounting practices, internal controls or auditing. No director, officer or employee who in good faith reports an ethics violation and has reasonable grounds for believing the information disclosed indicates a violation, shall suffer harassment, retaliation or adverse employment consequence. Refer to Appendix 6 for policy and procedure.

DRESS CODE

In order to support a professional work environment, quality active learning environments and provide a safe environment for staff and children, the following dress expectations will be followed when working your shift at the center.

- Clothing should fit appropriately so that you can run, stretch, and sit with clothes not falling off or exposing body parts that should be covered. Torsos from the shoulder to the mid-thigh are expected to be covered, including midriffs.
- Clothing is expected to be clean. Any clothing with inappropriate messages will not be worn with children.
- Under garments are expected to remain under clothing and not exposed.
- Shoes which are appropriate for active movements should be worn at all times: closed toed, slip resistant, flat heeled shoes (heels not greater than 1 inch).
- During summer programs water shoes are acceptable for pool and water activities. Bathing suits worn by staff should be secure. Only one piece, tankini suits and swimming trunks are acceptable. Swim attire should be changed upon return to program.

Directors will use their discretion in working with staff to support appropriate dress.

SALARY STRUCTURE

Starting Salary:

Upon hiring a new employee, a first year salary will be agreed upon by the employee and the director (either executive or center), based on the salary range associated with the position, education, and previous experience.

Annual Merit Increases:

MCCA's Executive Committee sets a range for merit increases each fiscal year. This range is based on the Finance and Personnel Committees' recommendations and the financial status of all MCCA Centers. Each employee's raise is based on their annual evaluation. Raises shall be effective on the employee's anniversary date and are contingent on completing the required workshops and training and satisfactory job performance.

Salary Increases for Education:

Employees will receive separate salary increases for completing their college education, as described below. Course work must be completed through a school that is accredited by a US Department of Education recognized agency. Staff members taking college courses need to provide a complete transcript to their directors at the end of each year of course work completed. A year of college is as defined by the college in attendance, typically 30 credit hours. Credit hours toward increase must be complete after hire date or change of position which included salary adjustment.

For undergraduate studies:

- The staff member will receive an increase of 5% for each year of college (30 credits) completed in a major related to education (that is, Early Childhood Education/Development; Elementary Education; Family Studies; Human Development; Psychology; Sociology).
- Staff completing a year of college (30 credits) in a non-related field will receive a 3% increase.

- A cumulative GPA of 2.5 must be achieved with a complete transcript provided to the Center Director.
- The increase is dependent upon satisfactory job performance and Center Director's approval.

For graduate studies:

- Staff who successfully complete their graduate work in a major related to education as defined in the paragraph above will receive a 5% increase.
- Staff who successfully complete their graduate work in non-related field will receive a 3% increase.
- Increases are dependent on staff achieving a GPA of at least 2.5 with a transcript provided to the center director.
- The increase is dependent upon satisfactory job performance and Center Director's approval.

For the Child Development Associate (CDA) Credential:

- Employees who receive their Child Development Associate (CDA) credential will receive a salary increase. Earning a CDA is strongly encouraged for those staff **without** an AA or BA/BS.
- Staff **without** an AA or BA/BS who complete their CDA will receive an increase of 4%.
- Staff **with** an AA or BA/BS or MS/MA/MED who complete their CDA will receive a 2% raise upon completion.
- A copy of the CDA certificate must be provided to the center director.
- The increase is also dependent upon satisfactory job performance and center director's approval.
- The staff member is expected to keep their CDA current. Merit increases are contingent on maintaining a current CDA.

BUDGET BONUS

If a center is projected to have net income (including \$3,000 of deficit retirement, if applicable, and adjusted for budgeted use of reserves for capital expenditures), the center shall award staff bonuses up to the amount of the net income or 1% of salary expense, whichever is less.

In addition, if MCCA as a whole is projected to have net income (including \$30,000 of deficit retirement, if applicable, and adjusted for budgeted use of reserves for capital expenditures), all centers and the main office shall award staff bonuses up to the amount of the net income or 1% of salary expense, whichever is less. Administrative Staff will receive an additional one week of annual leave in lieu of dollars for bonus. (Note: "deficit retirement" means reducing the negative reserves). This is paid annually.

STAFF APPRECIATION GIFTS

Two monetary gifts are given to Center and Main Office Staff based on the staff member's longevity with MCCA. These gifts are budgeted and awarded in **December** for the winter holidays and in **April** for "The Week of the Young Child," by all Centers and the Main Office regardless of financial standing.

The amounts and longevity ranges are as follows:

< 1 year	\$25
1 to < 5 years	\$50
5 to- < 10 years	\$100
> 10	\$150

These are the "after" tax amounts; the pretax amounts will be provided by the Main Office at budget time.

PROMOTIONS

Opportunities for career advancement and professional development are encouraged of all staff. Job openings are announced on a regular basis and current staff are encouraged to apply. Many directors and assistant directors began their MCCA careers as teachers. Promotions are contingent on openings, individual qualifications and will result in change in anniversary date.

9 out of 14 current directors at MCCA started as MCCA center staff (August 2010)
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Aides MAY be promoted by the Center Director to Teacher and receive a 10% increase in salary or equivalent of the starting Teacher salary, whichever is higher. Successful completion of the 90 Hour Course or equivalent course work and meeting the requirements for teacher does NOT imply nor guarantee a raise or promotion. Promotions are contingent upon a classroom opening that requires a Teacher.

Teachers MAY be promoted by the Center Director or Executive Director to Assistant Director/Site Director and receive a 10% increase in salary or equivalent of the starting Assistant Director salary, whichever is higher. Promotions are contingent upon an Assistant Director opening at an MCCA site.

A. Deviations from the salary structure may occur when:

1. Excellence in the job exists as determined by the criteria on the evaluation form for that position;
2. There is an increase in responsibility.

B. Deviations from the salary structure must follow these procedures:

1. For Center Staff, preliminary approval must be obtained from the Center Parent Council officers (President, Treasurer, Personnel Representative), and the action must be financially feasible.
2. There must be a written recommendation from the President of the Center Parent Council, Council Treasurer and Center Director, sent to the Executive Director, Education Director and Chair of the MCCA Personnel Committee, who must concur in the decision. This recommendation must be submitted at least two weeks prior to the proposed effective date. The justifications must be in line with general Association policy as stated in above Section A.
3. An out of cycle staff evaluation will be completed and reviewed with staff member.

Note: For MCCA office staff, similar recommendations shall be made to the Board Officers (President, Treasurer, Personnel Chair) for final approval.

Also note: A new hire based on his/her training and experience may be placed at a higher entry level salary if the Center Director gets verbal approval from the Education or Executive Director followed later by a written request.

TRAINING

Montgomery Child Care Association provides workshops and courses in each of the core of knowledge areas. All staff are encouraged to take advantage of these programs. Most workshops and courses are offered at no charge or at reduced costs for Association staff which is a benefit to MCCA employees. All staff are expected to maintain their own OCC training plan with training certificates for the center.

Continued training hours must consist of training in early childhood or related fields and follow Office of Child Care (OCC) guidelines. Training must be pre-approved by the Center Director to ensure alignment with individual staff education plans. Other college courses or training sessions (OCC approved) may be substituted for the Association workshops with the approval of the Center and Education Director.

Certificates, college course syllabus and class grades are required for documentation of satisfactory completion.

Current OCC guidelines are available at your center and on line at:
http://www.marylandpublicschools.org/MSDE/divisions/child_care/regulat

Directors and child care teachers “shall provide evidence of having completed approved continued training at the rate of at least **12 clock hours** per full year of employment...according to the professional development plan consisting of a:

- (a) Minimum of 6 clock hours of core of knowledge training; and
- (b) Maximum of 6 clock hours of elective training.”

Aides and Substitute staff “shall provide evidence of completing approved continued training at the rate of at least **6 clock hours** per full year of employment”.

The Association and Centers occasionally offer supplemental in-house workshops and training days, which staff may be required to attend. Staff unable to attend will be asked to take additional workshops and or other professional activities to make up for missed training. **The employee's annual merit pay increase is contingent on completing all required hours of training.**

Required continued training hours are considered part of the work day. In order to attend workshops, schedules may be changed, compensatory time given, or overtime paid at the discretion of the Center Director. Compensation for additional training hours is up to the director's discretion.

Please note: If staff need to cancel their MCCA training reservations, they must give at least 48 hours notice or they will be charged the current tuition rate for non-employees.

MCCA ALL STAFF IN-SERVICE DAYS

MCCA provides two full days (October and February) of required annual training, acknowledgment and team building. These days are **in addition** to your annual training requirements, and mandatory attendance is based on your regularly scheduled hours. Substitute training hours or alternate training activity will be assigned for all absences, at the Director's discretion. Association centers are closed on the federally observed Columbus Day and Presidents Day for these professional in-service days.

ACCREDITATION

Each of our programs takes great pride in striving for and obtaining accreditation. Our preschool programs achieve their accreditation through the Maryland State Department of Education (MSDE) or the National Association for the Education of Young Children (NAEYC) and our school age programs do so through the National School Age Alliance (NAA), or Maryland State Department of Education (MSDE).

Staff play a major part in achieving accreditation through planning, program implementation, questionnaires and giving valuable input. This process of internal self-study and invited professional review confirms our commitment to high quality standards set by our field. A copy of the Criteria is available at each center. Each staff member is expected to learn and maintain the center's accreditation standards along with all MCCA standards.

ORIENTATION PERIOD

The orientation period is the period of time that a new employee is under consideration for continued employment. This includes MCCA employees who change positions within the Association.

1. The orientation period for the Executive Director, Education Director, School Age Coordinator, Center Directors and Assistant/Site Directors is twelve (12) months with a preliminary written evaluation after six (6) months.
2. The orientation period for all other employees is six (6) months. The orientation period may be extended, in writing, for a period of no more than three months with the approval of the Center Director, Education Director and Executive Director.

EVALUATION

General Policies:

1. Job performance evaluations are the primary means of recognizing good performance as well as indicating how employees can improve their performance on the job.
2. All employees shall be formally evaluated in writing, using the MCCA Evaluation Forms, at the end of their orientation period and thereafter on their anniversary date.
3. Open communication is encouraged at all times and should be ongoing throughout the year. Formal documentation is recommended for any job performance counseling.
4. Results of the evaluation process will be used to determine the merit pay increase of the employee.
5. Center Directors and teaching staff working are required to complete 12 hours of continued training per year; Aides, and Substitute Staff 6 hours. Everyone is required to attend the Professional Day in February and October (Columbus Day). Required workshops must be completed by employees within one month of their anniversary date or their merit increase is forfeited for that succeeding year.
6. The evaluation process will include the employee and specific designated evaluators. All evaluations will be discussed with the employee by the employee's supervisor. The completed evaluation shall be signed by both parties and placed in the employee's personnel files at the Center and at the MCCA Office, with a copy provided to the employee.
7. In all cases, the employee has the right to respond to the evaluation. This may be done both verbally and in writing. The employee may also sign a disclaimer and/or file a grievance with the Education Director challenging the evaluation.

Employees and their evaluators are listed below:

1. **Executive Director** shall be evaluated by the President of the Association, in consultation with input from the Board of Directors. All Center Directors and office staff shall also have input.
2. **Education Director** shall be evaluated by the Executive Director with input from the Personnel Committee. All Center Directors and office staff shall have input.
3. **School Age Coordinator** shall be evaluated by the Executive and Education Directors with input from Center and Site Directors.
4. **Center Directors** shall be evaluated by the School Age Coordinator, Education Director and the Executive Director with input from the families, center staff and office staff.

5. **Assistant/Site Directors** shall be evaluated by the Center Director with input from the School Age Coordinator, families and center staff.
6. **Teachers, Aides and all other center staff** shall be evaluated by the Center Director with input from staff co-workers and families.
7. **Association (Central) Office Staff** shall be evaluated by the Executive Director or his/her designee with input from Center Directors.

NEW DIRECTORS AND STAFF EVALUATIONS

One of the Center Director's responsibilities is to formally evaluate Center staff yearly on their anniversary date. For new Directors, this may prove to be a difficult task since the evaluation is to reflect an employee's performance over the previous year. In an effort to be fair and accurate in this endeavor, the Director will perform this responsibility in conjunction with the Assistant Director and Education Director for the first six (6) months of employment.

Evaluation systems shall always include a self-evaluation as well as evaluations completed by the staff's team members and families. This information should be considered and reflected in the Director's final evaluation and discussion with the staff person. It is highly recommended that the Center Director, Assistant/Site Director and Teacher, where appropriate, deliver the evaluation and discussion together as a team to the Center staff.

PERSONNEL GUIDANCE AND COUNSELING

The job performance and personal conduct of all employees of the Center must be compatible with accepted policy and standards for the program. Initiation of necessary and appropriate disciplinary actions with respect to employees may become necessary and is the responsibility of the Center Director. Disciplinary actions up to and including discharge are not required to be in any particular sequence (see below) but are based on the severity and circumstances of the behavior, at the discretion of the Center Director. Discussions with the Executive Director or Education Director should be held to identify possible options including disciplinary actions based on the individual person and extenuating circumstances.

There are three types of disciplinary actions:

1. verbal warnings;
2. written reprimand;
3. dismissal.

Actions for which disciplinary procedures may be taken include, but are not limited to:

1. Willful violation of any of the provisions of the Association or Center policies or administrative directives or written orders of the person in the supervisory chain;
2. Incompetence or inefficiency in the performance of the duties of the employee's position as indicated in documentation;
3. Abusive or improper treatment of other employees, the public or the children and their families;
4. Habitual unexcused tardiness or absences from the place of duty during regular working hours.

GRIEVANCE PROCEDURES

In our 2010 Staff Survey, 92% of MCCA staff rated their center as an enjoyable place to work.

Grievance procedures are designed to ensure that employee problems or concerns are handled in the simplest and most direct way and to ensure that they receive prompt and fair consideration.

Procedures for filing a grievance:

1. If an employee has a work-related problem, the employee should first discuss the concern with the person with whom the employee is having difficulty and attempt to resolve the problem without involving other staff members.
2. If the concern cannot be resolved, the employee should discuss the concern with the Director, who will attempt to solve all complaints growing out of day-to-day relationships fairly and quickly.
3. After five workdays, should the problem persist without resolution, the employee should contact the Education Director and request intervention. The Education Director will set up a meeting with all concerned parties to resolve the problem.
4. If the employee is not satisfied with the results of this discussion or the problem is not resolved within 10 working days, the employee should present the grievance in writing to the Executive Director, with copies to the Parent Council President and Center Personnel Representative. The Executive Director will review all relevant information concerning the grievance and desired results and attempt to resolve the problem.
5. The written statement will explain:
 - a) the specific action or incident leading to the grievance
 - b) the date when the action or incident occurred
 - c) a list of the steps already taken to resolve the problem
 - d) an outline of the possible solutions
6. Upon receipt of the statement, the Executive Director will schedule a meeting with the employee.
7. If the meeting with the Executive Director does not resolve the grievance, a Grievance Hearing will be arranged at the earliest convenience, but within one month's time. The Hearing Committee shall consist of:
 - a) the Executive Director
 - b) the Parent Council President and/or Personnel Representative
 - c) a representative from the MCCA Personnel Committee
8. To investigate the dispute, the Hearing Committee may call on all parties to attend the meeting and may call on others to clarify the problem. The employee will be notified in writing of the Hearing Committee's decision within five working days of the conclusion of the hearing.
9. The employee may appeal the Hearing Committee's decision in writing to the Association Board Committee. A decision will be made within ten working days. The decision of the Board Committee will be made by a majority and the decision shall be final.

ARBITRATION

1. The arbitration procedure shall apply to collective disputes, not individual grievances.
2. Disputes may develop over issues involving staffing, equipment, educational policies, or personnel or between such groups as Center Staff, Central Office Staff, Parent Council, and the Executive Committee.
3. Efforts to settle differences may take several forms:
 - a) First, at the Parent Council level: Consultation with council member or members who are directly involved in the controversy.
 - b) If necessary, a Board member may be called in to serve as consultant.
 - c) If these attempts are unsuccessful, both parties shall submit to binding arbitration by a group of at least three Board members appointed by the President of MCCA and acting as an Arbitration Board.

DISMISSAL

Please note that all employment is at-will.

1. Dismissal during or after the orientation period may occur for unsatisfactory job performance, for dishonesty, for misconduct or for gross violations. The decision to dismiss center staff members is made by the Center Director after consultation with the Executive Director and the Education Director. When dismissing a Teacher, the Center's Parent Council President and Personnel Representative will be notified. The Center Director shall be responsible for notifying any center employee of a dismissal. In the absence of the Center Director, the Executive Director or the Education Director will notify the employee of dismissal. The decision to dismiss the Center Director will be made by the Executive and Education Director. The Executive Director shall be responsible for notifying the Parent Council President and Personnel Committee Representative. Association office staff dismissals shall be the responsibility of the Executive Director.
2. Any gross violation of professional standards, such as abuse and/or neglect of children, or dishonesty or unprofessional behaviors, including substance abuse will not be tolerated and will result in immediate dismissal. In these cases, employees are paid only for the hours worked up to the time of dismissal.
3. At any time an employee can be dismissed for unsatisfactory job performance. Disciplinary actions up to and including discharge are not required to be in any particular sequence, but are based on the severity and circumstances of the behavior, at the discretion of the Center Director. The Center President and Personnel Representative should be kept informed. At the discretion of the dismissing official, the employee may be asked to leave as of the date of notification.
4. Center Employees shall be dismissed in person by the Center Director or in his/her absence, a dismissal conference will be held by the Executive Director or the Education Director. Center Directors and Office Staff shall be dismissed by the Executive Director or designee.

TERMINATION OF EMPLOYMENT

1. All staff who resign shall give at least four weeks' written notice. Aides and central office staff should give two weeks written notice. Staff that resign during their orientation period will be handled on an individual basis.
2. An employee who resigns and gives the required notice shall receive payment for the full amount of accrued annual leave, unless the employee has worked three months or less. Sick leave is forfeited.

3. If an employee does not give adequate notice, the accrued annual leave shall be decreased by an amount equal to the number of days for which notice is not given.
4. If the financial condition of a center requires closure of that center, four weeks written notice will be given to all staff, and attempts shall be made to place willing staff based on seniority and job performance in other Association centers.
5. If the financial condition of a center requires a reduction in force, four weeks written notice will be given to the affected staff member(s), and attempts shall be made to place willing staff based on seniority and job performance in other Association centers.

REHIRING PROCESS

When a previous employee is interested in returning to MCCA, the following procedures will be followed.

1. Contact the Human Resource Manager or Center Director for available positions.
2. Re-hire based upon past evaluations and final termination report along with positions available and needs of the Center.
3. Complete an initial interview and working interview at the Center.
4. Employees returning to the Association within one year (12 months) of separation who have a minimum of two consecutive years of employment with MCCA will be eligible for 20 days of annual leave for full-time employment. Returning employees will also be eligible for retirement matching funds up to \$50/month provided that eligibility requirements in the TIAA-CREF plan documents are met. Returning staff who were employed for five consecutive years or more will also be eligible for two personal days each year as described in MCCA's *Personnel Policies*. Position and salary will be negotiated by the Director based on Center availability and budget.
5. A three month evaluation may be completed by the close of the standard Association orientation period.

PERSONNEL RECORDS

A personnel record containing the employee's application, reference replies, letter of appointment, grievances, accolades, work assignments, evaluations, etc. shall be maintained in the MCCA office. Each personnel record is available only to the employee involved, the Executive Director, HR Manager, the MCCA President, the Chair of the Personnel Committee, the Education Director, the Center Director (only for employees of his/her center) and/or such other persons as may be specifically designated by the Executive Director. The employee shall be notified in writing if his/her records are made available to persons other than those listed above. Three working days' advance notification will be given.

HOURS OF WORK

1. Work is planned to avoid overtime. Overtime is defined as more than 40 hours actually worked within one week. Hours on leave or holidays within that week do not count toward the 40 hours. For employees not legally permitted to earn compensatory time, overtime hours worked shall be paid at the rate of time and one-half. All other employees shall be required to take compensatory time off for overtime hours worked. Compensatory time shall be given within the same pay period if possible by arrangement with

the Executive Director. Compensatory time granted by Executive Director must be used/or lost within a three week time period.

2. Staff scheduled a split shift* 5 days a week will be paid an additional \$1 per hour stipend to their hourly wage (not exceed \$15 per hour) for as long as they maintain that position. In the event of a scheduling change, to a straight shift, the stipend will be no longer earned while the hourly wage will continue at its current level for that time.

* Split shift is defined here as an early and late shift with a 2 hour or greater break between shifts. Shifts must include an opening OR closing shift. Center and office administrative staff, floaters and substitutes are NOT eligible for this stipend.

3. Employees who are scheduled to work fewer than forty (40) hours per week may, at the discretion of the Center Director or the Executive Director, receive additional pay at their standard hourly rate for hours worked up to forty (40) hours per week.
4. Staff working less than 5 days a week will be asked to sign a part week work schedule agreement.
5. Each staff member is responsible for punching/signing themselves in and out each day according to the hours worked. Variations to staff schedules must be pre-approved.

PAY DAYS

Pay periods are from the 1st to the 15th of the month and from the 16th to the last day of the month. Pay dates are on the 9th and 24th unless they fall on the weekend. If a pay date falls on a Saturday or Sunday, pay checks are available the Friday before.

STAFF BREAKS

Per Federal Labor Laws, every 4 hour shift will be given a 15 minute break to be taken at the Center Director's discretion. During these 15 minute breaks, employees are counted in the legal ratio and therefore may not leave the premises and must be available in case of an emergency according to State Licensing requirements.

Employees scheduled for more than 8 hours are not counted in the center ratio during their unpaid time and therefore may leave the premises during that time.

REDUCTION OF HOURS

All employment is at-will. An employee's working hours may be reduced or eliminated by the Center Director to accommodate decreased enrollment, change in programs, or changed needs of the center. Four weeks' written notice will be given to the affected staff member.

MEALS AND SNACKS

Teachers and Aides are required to eat family-style with the children. Staff are welcome to bring healthy food alternatives to eat during meal time. See Staff Handbook for specific guidelines regarding staff consumption of food and drinks at the center.

CELL PHONE USE

It is recommended that cell phones be stored in a safe, secure place with each teacher's belongings. The center is not responsible for lost or damaged cell phones. If necessary, a teacher may discreetly keep a cell phone with him/her and should always be set on silent message or vibration only. Staff are required to only use or answer a cell phone during their scheduled breaks and away from children in a center designated "break" location. **Under no circumstance will staff utilize cell phones while responsible for a group of children.** Additionally, personal phone calls in the classroom where children are napping is also strictly prohibited. If problems or breach of this policy occur, staff will be prohibited from bringing their cell phones into work. Continued problems could result in dismissal.

BABYSITTING FOR CENTER FAMILIES

Center staff may only babysit for the families in MCCA programs if they provide this service on their personal time. *This is a private arrangement between center staff and families.* Under no circumstances, with respect to this policy, are staff permitted to take children out of the center, to sign them in or out of the center, or transport them to or from the center for the family. Doing so could make the staff person and the center liable for the child in the event of an accident or mishap. Our insurance company requires this policy.

TRANSPORTATION POLICY

Individual Vehicles for Transporting Children:

MCCA owns several buses for the purpose of transporting children on field trips and between elementary schools and our program. Additionally, transportation contracts are in place with MCPS for the transportation of school age children to and from their elementary schools and our programs. These are the vehicles for approved transportation of children for the purposes of our programs.

Staff will not transport children in their own vehicles on a regular basis. Only in exceptional circumstances, excluding medical emergencies, where transportation is necessary, the following guidelines will be followed:

- Children will ride in the back seat
- Children will be in age and weight appropriate safety restraints
- Staff will have verbal or written permission from the child's parent before transporting child
- In the event that parents or emergency contacts provided cannot be reached the center director and staff will decide what action to take
- Staff must possess a current valid driver license (no learner's permits) and be 18 or over
- Staff vehicle will be fully insured in accordance with Maryland transportation laws

Again, transporting children in staff vehicles should be a rare if ever occasion. The above guidelines should be followed consistently in these rare occasions.

SUBSTITUTES AND SUMMER-ONLY STAFF

Substitutes and summer-only staff are very important to MCCA's programs. All hiring procedures and paper work are the same as regular MCCA staff. All MCCA policies for center staff are to be followed by Substitutes and Summer-Only Staff. All the MCCA benefits outlined in this book are not available to Substitute and Summer-Only Staff. Ask your Center Director for further clarification. Excellent Substitutes or Summer-Only Staff are often hired as permanent MCCA staff.

MCCA STAFF BENEFITS

Holidays and Leave

HOLIDAYS

All regularly scheduled employees shall be paid for their regularly scheduled hours on these holidays:

New Year’s Day	Thanksgiving Day
Martin Luther King Jr. Day	Friday after Thanksgiving
Memorial Day	*Christmas Eve
Independence Day	*Christmas Day
Labor Day	*First Working Day after Christmas Day

Annual leave may be used for religious holidays by arrangement with the Center Director or Executive Director, as appropriate, with two weeks’ notice. Each Center closes at least two additional days per year for teacher training and environment renewal.

*MCCA closes three days during the winter holiday regardless of when these holidays fall since staff are promised these three holidays.

FLOATING HOLIDAY

After 90 days of employment, full time employees (25 hours or more a week) are allowed one floating holiday, which must be used before the end of the calendar year. Staff members must arrange time off with the Center Director or Executive Director as appropriate, and this holiday may be granted or denied based on the needs of the center. A floating holiday is granted when a substitute is not required.

PERSONAL DAYS

In recognition for significant years of employment with MCCA, full time employees (25 hours or more a week) who have been employed five (5) consecutive years or more are granted two (2) personal days each year. Personal days may not be carried over from year to year. The use of these days will be arranged with the Center Director or the Executive Director, as appropriate. Upon termination of employment there will be no payment for any unused personal days.

ANNUAL LEAVE

1. Annual Leave for Full-Time (25 hours a week) Employees: Full-time employees are entitled to earn annual leave from the first full pay period. Employees may not use annual leave until they have completed three months of employment, and forfeit annual leave credited to them if they work less than three months.
2. All full-time employees accrue 1 ¼ days of annual leave per month, or fifteen (15) days per year for the first two years of employment; twenty (20) days per year thereafter.
3. Requests for Annual Leave: Employees must request annual leave in advance from their supervisors. As you know, certain times during the year are particularly trying for our preschool and school age families. You are often the key in working with your children and families, and your leave may be approved or denied based on the center’s needs.

4. At the termination of employment, an employee can be paid for annual leave accrued during the current year and no more than five days from the prior year.

PAID OUT VACATION TIME

Staff will be notified in December of each year what their total unused annual leave hours are. This information is always listed on pay stubs. Staff will then complete a form and select one of the following options (staff cannot choose to do both):

1. To be paid for up to one week of annual leave over and above a one week reserve of leave, or
2. Extend their carry over of annual leave to two weeks.

If we do not receive a completed form, we will automatically extend an eligible employee's leave to two weeks unless an extended leave has been approved by the Center Director and Executive Director.

LEAVE AT TERMINATION OF EMPLOYMENT

Employees terminated within three (3) months of their date of employment shall not be paid for annual leave credited during their employment. Upon termination of employment after more than three (3) months, upon required written notice, the staff member shall be paid for all unused annual leave time, but not for any sick leave, emergency leave, civic leave, educational leave, or personal leave. Termination pay will be reduced by the amount of any advance leave of any kind previously granted.

SICK LEAVE

Sick leave for Full-Time (25 or more hours per week) employees is accrued at the rate of one (1) day per month for a total of twelve (12) days per year, and may be used as accrued.

Sick leave is granted for personal illness that prevents a staff member from performing his/her duties, and for medical and dental appointments. It is also granted in case of illness in the employee's immediate family (when there is no one else to provide care). A medical certificate may be required. Additionally, a statement from a licensed physician may be required if an employee's health interferes with the performance of his/her duties. Sick leave may be advanced in certain instances at the discretion of the Executive Director.

ARRANGING FOR SUBSTITUTES

Appropriate and adequate staffing is essential in each program at all times. Each staff member is responsible for knowing and following your center's substitute policy to provide the best environment for our children. Updated substitute lists are circulated regularly. Staff are encouraged to recruit possible substitutes.

ADVANCING SICK LEAVE

An employee who has worked for two full consecutive years, if seriously ill or injured, may draw on anticipated future sick leave accruals if the disability surpasses current accumulation.

- An employee must use all accrued annual/sick leave and a medical certificate may be required before the advancement of sick leave will be considered.
- A maximum of 10 days of sick leave may be advanced under these circumstances at the discretion of the Executive Director.
- In all cases of advanced sick leave, an employee will be required to sign an agreement to be financially responsible for reimbursing the Center if they do not return to work.

ANNUAL LEAVE DONATION POLICY

An MCCA employee who has been affected by a major medical emergency that is likely to require an absence for a prolonged period of time and result in substantial loss of income may make written application through their Center Director or the Executive Director for approval as a recipient for leave donations. An eligible recipient has:

1. been employed by MCCA for a minimum of two full consecutive years;
2. used all available leave;
3. submitted medical certificate required before the donation of annual leave will be considered.

A request will be sent to all MCCA centers at the time of need. MCCA employees may donate annual leave only, and must maintain a minimum balance of two weeks. Employees can donate anonymously to their supervisors. Non-teaching staff are ineligible to donate their annual leave.

FAMILY AND MEDICAL LEAVE (FMLA)

Employees who have completed one year of service may take up to 16 weeks of *unpaid* family or medical leave in any year. A year is defined as a rolling 12 month period measured backwards from the date an employee uses any FMLA leave (i.e. their last twelve months of employment). Employees must use all accrued annual leave before family leave without pay is granted. Employees have the option to use sick leave, but it is not required. Annual leave and sick leave do not accrue during the family leave period when it is taken as leave without pay. Upon returning from family leave, the staff member may return to the original position or a comparable staff position.

Family leave is available for the birth, adoption, or foster placement of a child. Family leave is also available when an employee is required to provide care for a spouse, parent, child, or other legal dependent that has a contagious illness or serious health condition. Medical leave is available when an employee is unable to perform his or her job due to serious illness. A medical certificate may be required.

Use of family or medical leave will not result in the loss of any employment benefit that accrued prior to commencement of the leave. For the duration of the family or medical leave, MCCA will continue any employee health benefit in effect at the time the leave commenced. Upon return from family or medical leave, an employee will be restored to his or her original or an equivalent position with similar pay, benefits, and other employment terms.

Family leave for the care of a newborn child or a newly placed adopted child is limited to 16 weeks per birth or adoption and must be taken before the end of the first 16 weeks following the date of birth or placement.

The period of family leave may be extended in individual cases, depending on the needs of the center. The Executive Director must approve all family leave in excess of 16 weeks.

An employee must provide the Center Director at least 30 days advance notice of the need for leave, when the need for the leave is foreseeable. The 30 day notice is not required in cases of medical emergencies or other unforeseen events. It is understood that parents awaiting adoption are often given little notice of the availability of the child. They are expected to provide as much notice as is possible.

PERSONAL EMERGENCY TIME OFF

Emergency time off with pay is a separate category of permitted absence to be granted for death in the immediate family. Personal emergencies may be granted for one (1) day by the Center Director or the Executive Director, as appropriate, and may be extended to three (3) days with approval of the Executive Director. Immediate family is defined as parents, spouse, brothers, sisters, children, grandparents, and in-laws.

INCLEMENT WEATHER AND EMERGENCY POLICY

When Centers are closed due to inclement weather or an emergency, all scheduled staff including substitutes, will be paid for their regular shift. If the Center closes early because of inclement weather, all staff that are at work or are willing and able to come to work will be paid for their regular hours.

Staff that request time off because they are unwilling or unable to commute to work, and the Director approves their absence, may use annual leave if they have enough time accrued. If enough annual leave is not accrued, leave without pay will be used. Substitutes unwilling to travel due to inclement weather will not be paid for their scheduled shift.

CIVIC DUTY LEAVE

Civic duty leave is granted by the Executive Director for jury duty, subpoenaed court appearances, and time off necessary for voting on Election Day. Staff members will be paid their full salary for jury duty.

COURT DUTY FOR PAST EMPLOYEES

On rare occasions, a past employee may be subpoenaed as a witness on behalf of an MCCA Center. A past employee will be paid by the Association \$30.00 for a one-day court appearance, or \$60.00 for a 2-day court appearance; total payment not to exceed \$90.00 per court case.

EDUCATION LEAVE

Education leave will be granted at the discretion of the Executive Director with the concurrence of the Center Director. The additional education and training must be considered to be of value to the Association in order for the leave to be granted.

LEAVE WITHOUT PAY

Leave without pay must be pre-arranged with the Executive Director. Employee benefits do not accrue when an employee is on leave without pay. If that leave without pay is two weeks or more, the employee's anniversary date will be advanced a similar amount, to the beginning of the nearest pay period. This rule applies regardless of the reason leave without pay is taken. There shall be no exceptions to this policy.

Other Benefits:**Medical, Child Care, Retirement and More****CHILD CARE BENEFIT**

MCCA employees who work at least 25 hours per week may receive a 50% discount on the care of their children at MCCA centers. Eligibility for a child care discount begins on the employee's first day of employment. Employee needs to be the legal guardian of the child with legal documentation. All child care discounts are subject to the availability of openings at each of the MCCA centers and the employee is obligated to follow enrollment procedures and policies of the center. An employee with an enrolled child will have tuition payments /co-payments as payroll deductions. It is expected that these employees stay in good financial standings with MCCA for continued employment.

-Staff who are in a subsidy program for which MCCA discounts the tuition are also eligible to receive their employee discount on their assigned co-pay as long as the total discount they receive between their reduced subsidy tuition and employee discount does not exceed the amount of employee discount they would receive based on the centers full fee.

-For those cases in which the discount an employee would receive between the employee's reduced subsidy tuition and employee discount would exceed the amount of employee discount they would receive based on the centers full fee, the employee discount will be reduced to an amount that will equal the dollar amount of the employee discount they would receive based on the centers full fee.

MEDICAL BENEFITS

Health insurance is available to employees who work at least 25 hours per week. New employees must elect or waive health insurance coverage two months after employment begins. Thereafter employees may elect health insurance only during annual open enrollment. Health insurance becomes effective three calendar months after the start of employment (example: for employee hired Sept. 15, insurance takes effect Jan. 1). This is a pre-tax benefit. MCCA will contribute a specified amount, reviewed annually, toward the cost of insurance.

Dental insurance is available to employees. Employees bear the full cost of this plan.

DISABILITY INSURANCE

Voluntary short term and long term disability insurance is available to active employees who work at least 25 hours per week. New employees can enroll on the first of the month following 90 days of employment. Benefits are payable on the 15th day after an accident or sickness, for a duration of up to 26 weeks. Employees bear the full cost of this plan.

LIFE INSURANCE

Term Life Insurance is also available to employees working 25 hours or more a week. Limits of insurance available for purchase include \$10,000, \$25,000 and \$50,000 along with limited benefit riders for spouse and children. Rates vary. Ask for details.

RETIREMENT PLAN -- TIAA/CREF

The Association has a tax-deferred annuity plan, fully funded by each employee, available through TIAA/CREF. All employees are eligible to participate. After a 24 month period during which an employee completes 1,000 or more hours of service per year without a break in service, MCCA will provide matching funds up to \$50.00 per month. If an eligible employee that is receiving matching dollars works less than 1,000 hours during any rolling 12 month period, the matching dollars will be discontinued until the required 1,000 hours within a rolling 12 month period occurs. MCCA then will reinstate matching dollar amounts. Call the main office for details.

STAFF SCHOLARSHIP FUND

MCCA has a small scholarship fund to support staff in taking college courses, and with the CDA application fee. If you work 25 hours or more per week, have worked for the Association for a full year, and are enrolled in an accredited institution of higher education in an approved area of study, you may be eligible. Contact your center director or the MCCA Office for an application.

FINDER'S FEE

According to the 2010 MCCA Staff Survey, 89% of staff indicated that they would recommend employment at MCCA to a friend, relative or acquaintance.

Present MCCA employees are eligible for a cash award for referring qualified individuals for available Association positions. Directors and trainers are exempt from this bonus.

How it works:

1. Notify the Center Director or the MCCA Human Resource Manager that you have an eligible individual for an available opening. Provide the director or manager with the person's name, address and phone number.
2. If this person is hired, the present MCCA employee who recommended the individual receives \$250 after the person works for the Association for three months.
3. This award also includes substitute positions. If the person recommended becomes a MCCA substitute and works 40 hours or more per month during the first three months of employment, the recommending employee receives the \$250 award.

To be eligible for an award:

1. You must be an employee of MCCA; but not a director or trainer.
2. You must be employed with MCCA at the time of referral award.

MCCA is an equal opportunity employer and encourages employees to refer qualified individuals without regard to race, sexual orientation, creed, sex, age or physical disability.

PARENT COLLECTIONS FOR CENTER STAFF

Parent solicitation, collection and distribution of money from parents to center staff is optional. Staff gifts are certainly appreciated by staff, but they are not expected or required. When a parent or group of parents initiates organizing a gift giving campaign they are asked to follow the guidelines below.

1. Letters or requests to families should be distributed generally and not target a particular family or address the status of their participation. Letters or requests to families should be reviewed by the Center Director before being distributed.
2. Letters or requests to families should avoid asking for a specific amount to prevent a family feeling pressured to give. A family can give whatever is comfortable and within their budget or decide not to give at all.
3. Collection of money should be a simple procedure. Announce a deadline and collect funds until deadline. To avoid possible conflicts or financial debts, do not offer or collect pledges or promises for contributions.
4. There are **two** options for disbursement of funds to staff:
 - Contributions be organized by a parent and collected by the center director. Checks or money orders be payable to MCCA. Funds are brought to the administrative office to be deposited and distributed to staff through MCCA payroll. Funds collected are dispersed equally among all center staff. Parent Council officers should **not** volunteer to collect funds. OR,
 - Parents collect and distribute funds personally, with the funds being distributed among all center staff equally regardless of position or years of service. Equity issues have occurred in the past and have caused poor staff morale issues. MCCA asks that you would keep that in mind and follow our guideline to disperse funds equally among all staff. Thank you in advance for your cooperation.

Please note: MCCA staff receive other monetary bonuses and holiday gifts during the year weighted for years of service and positions held.

PAY CHECKS AND DIRECT DEPOSIT

You may have your paycheck deposited directly into your checking or savings account. Forms are available from your Center Director. You may join this benefit at any time during your employment.

CREDIT UNION

Membership in the Montgomery County Teachers Federal Credit Union is available to MCCA employees; payroll deductions may be arranged.

UNEMPLOYMENT BENEFITS

Montgomery Child Care Association employees are covered by the Maryland State Unemployment Compensation Act.

REVIEW OF PERSONNEL PRACTICES

Personnel Practices may be reviewed by the Personnel Committee annually or by special request, and are subject to change by the MCCA Board. The MCCA Board may waive any practice herein, when legally permissible, in order to avoid injustice in an individual case.

STAFF INPUT ON PERSONNEL PRACTICES

Staff members are encouraged to participate actively in the improvement of MCCA's personnel practices, especially by discussing personnel and other concerns and initiatives with their supervisors at any time. All Personnel Committee meetings are open for staff members to bring forward their concerns of any nature. The staff at each center elect a representative to the Personnel Committee. Staff members who wish to participate without pay in other Association committees are welcome to do so, by volunteering directly to their Center Director. Finally, each center Parent Council's representative to the Personnel Committee may be consulted as an informal intermediary, if direct discussion of a problem with a supervisor appears to be inconvenient or counterproductive.

Revised August 2010

APPENDIX 1

CHILD GUIDANCE POLICY

Discipline is the slow, bit by bit, time-consuming task of helping children see the sense in acting in a certain way.

Dr. James Hymes

Montgomery Child Care Association believes that the goal of discipline in our programs is to teach children self-control. Our intention is to provide a secure, comfortable environment where children are guided by clear and consistent limits. An essential component of our approach involves teaching children appropriate expression of their feelings.

As in all aspects of our program, we approach child guidance from a child development perspective. Techniques such as distraction and redirection are used with the youngest children. As children progress, we add to these approaches more and more language as we label children's feelings and help them learn to express these feelings in words. Discussion and implementation of the logical consequences of inappropriate behavior are incorporated as children's cognitive abilities reach this level of understanding. Montgomery County Public Schools Conflict Resolution Systems such as "De-Bug" and "Star" are used to build each child's problem solving and communication skills.

In all cases, child guidance is handled on an individual basis. Group punishment is not used, and guidance techniques involve respect, trust, honesty and caring for others. Reinforcement of positive behavior and prevention of negative behavior is the basic approach in our programs.

Since our intent is to provide children with appropriate behavior models and alternatives to violence, we do not use punishment in our centers. Corporal punishment, verbal abuse such as threats or sarcasm, requiring a child to be silent or still for long periods of time (i.e. for more minutes than the child's age), isolation, causing a child any kind of physical discomfort, or using food as reward or punishment, are not practiced in our centers.

In conclusion, we feel that the child care center and the parent must work together as partners in helping children grow in self-esteem and self-control. Through informal daily conversation, regularly scheduled conferences, and periodic parent programs, we work with parents to promote the optimal development of appropriate behavior patterns in each child.

APPENDIX 2

SICK AND MEDICATION POLICY

State child care center licensing regulations do not permit sick children to be brought to the Centers, or to remain after it is discovered that they are ill. When parents are notified that their child is ill, they are expected to pick up their child within **one** hour. Emergency numbers need to be kept up to date, so encourage parents to notify the Center of any changes. Below are the guidelines that MCCA uses to determine if a child is to be sent home and how we will support the child upon returning to the Center. Our goal is to establish a healthy environment for children and staff. These policies have been established for the health and safety of each child as well as the staff and other children in the Center. These guidelines are enforced for everyone. We do **not** make exceptions.

1. If a child has a temperature of 100 degrees or greater, the parent will be called to pick up him/her. The Centers will use an auxiliary temperature (under arm) that requires adding one degree to the reading. For example, if the auxiliary temperature reads 99 degrees, one degree is added to that number, and the resulting actual temperature is 100 degrees. (NOTE: Accommodations are made in certain situations such as teething and children with higher than usual normal body temperatures, when accompanied with a licensed health practitioner's note.)
2. When a child is sent home with a fever of 100 degrees or greater, s/he may not return to the Center until 24 hours **after** the fever has broken **without the use of medications**. For example: a child develops a fever on a Monday morning and is sent home; the parent gives the child medication (such as children's Tylenol) during the day on Monday; the child's fever breaks at 7:00 PM Monday night and the parent does not give the child anymore medication; if the fever does not return for 24 hours from 7:00 PM Monday night, the child can return to the Center the following Wednesday.
3. Parents are encouraged to notify the Center if their child becomes acutely ill so that we can notify other families of the illness and take steps to try to limit the risk of further infection.
4. Parents are required to inform the Center if their child is infected with or has been exposed to a reportable communicable disease (for example, whooping cough (pertussis), rubella, hepatitis A, mumps, TB). The Center cannot admit a child who is infected with a communicable disease during the period of communicability as indicated by the Child Care Administration, our licensing agency. Re-admission to the Center requires a written note by a licensed health practitioner such as the child's pediatrician.
5. When a child is diagnosed as having a contagious illness, such as strep throat, pink eye, etc., s/he is excluded from the Center for *24 hours after antibiotics have begun*.
6. Other symptoms of illness which require exclusion from the Centers include a change in bowel habits (i.e., loose, watery, stools that occur more than twice or with other symptoms), vomiting that occurs more than twice or with additional symptoms, undiagnosed rashes and cold symptoms that do not subside. When a child is sent home for any of these symptoms, s/he may not return to the center for 24 hours, or if returning to the program earlier, must submit a written statement, from the health care provider, approving the return. A doctor's note indicating that the child is not contagious will be needed if the symptoms persist.
7. The Center staff are permitted to give medication (prescription and over-the-counter) only if parents have completed the Medication Order Form (DHR/CCA 1216) along with a separate written note from the doctor attached to this form. Any medication must be properly labeled and in its original

container. *At least one dose of a prescription medicine is to be given to the child at home before the Center can dispense the medication.*

Medications include:

- prescription medications
- non-prescription medications (including Tylenol, cough drops, and cold medication)
- ear and eye drops, etc.
- NOTE: lotion, sunscreen, lip balm, diaper ointment, diaper powder may only be administered with the Medication Order Form or the MCCA Summer Safety Permission Form signed by the child's parent or legal guardian (physician's signature is **not** required)

**Medications may not be sent to the Center in a child's lunch or back pack.
Parents should hand deliver *all* medications to the child's teacher.**

The Medication Order Form (DHR/CCA 1216) must contain:

- the child's name
 - approval for Center to administer the medication
 - the name of the medication to be administered
 - the dosage amounts
 - the times for medication to be administered
 - possible side effects from the medication, completed by the doctor, if any
 - and the beginning and ending dates that the medication should be administered
-
- This information can be faxed to the main office (or Center if fax is available) or hand delivered to the Center.
 - We will not dispense medication if we do not have this information.
 - Children CANNOT bring medication and take it themselves no matter what age they are.
-
8. Outside time is very important for children and is a licensing requirement. Children attending the Center should be well enough to join their classes outdoors. If a child cannot participate in some of the activities provided, indoors and/or outdoors, every effort will be made to work with the family to identify reasonable accommodations in order that the child may be included in the activities as appropriate to them.
 9. The Director, parents, and teaching team will develop a plan together when a field trip is scheduled on a day when medication is required.
 10. MCCA staff will administer treatments for conditions connected with a disability following appropriate training in accordance with the requirements of the Americans With Disabilities Act (ADA).

General Guidelines for Administering Medication

1. MCCA Center staff will *only* provide or administer medications with proper parent and physician authorization as outlined in the MCCA Sick and Medication Policy.
2. All prescription medication must be provided in the original prescription container that is properly labeled by the pharmacist. The label must contain the following information:
 - child's name
 - name of medication and strength
 - directions for use
 - physician's name
 - date of prescription
 - expiration date
3. Non-prescription over-the-counter (OTC) medication must be in the container with the manufacturer's original label.
4. Medications will only be given to children by regular Center staff, **not** by substitutes nor volunteers. Exceptions can be made at the Center Director's discretion.

Specific Guidelines for Administering Medication

1. Store medications in locked container. Medications requiring refrigeration should be stored in a locked container in the refrigerator.
2. Wash hands before administering medication.
3. Read the label on the bottle three times:
 - before removing bottle from the locked container
 - before pouring the drug
 - before replacing bottle in the locked container
4. Measure exactly using measuring devices provided by the parent if applicable. Liquid should be measured at eye level.
5. Observe the child until the medication is swallowed.
6. Document the medication on the Physician's Medication Order form (reverse side) with date, medication and dosage given, and sign/initial your name. The child's name should be identified at the top of this side of the form.

APPENDIX 3

TYPES OF CHILD ABUSE

PHYSICAL ABUSE: The intentional, non-accidental, physical injury to a child inflicted by a parent, guardian or other person responsible for the child's welfare. This includes, but not limited to, burning, kicking, biting, punching or beating a child. Some indicators of physical abuse are consistent:

- a. bruises in various stages of healing;
- b. unexplained burns;
- c. welts, cuts, abrasions, fractures, internal injuries;
- d. behavior indicators such as behavioral extremes (very aggressive and very withdrawn), avoids physical contact, and fearful of parents.

SEXUAL ABUSE: Using a child to meet an adult's sexual wants; any sexual activity between a child and adult is considered sexual abuse. This includes fondling a child's genital area or breasts, rape, intercourse, sodomy, exhibitionism and incest. It also includes using a child in pornographic pictures or films. Examples of physical indicators of sexual abuse are:

- a. bruises, bleeding, pain, or itching of genitals, anal or oral areas;
- b. torn, stained or bloody underwear.
- c. sleep disturbances;
- d. sexually transmitted diseases diagnosed in young children;
- e. excessive masturbation, especially when nervous or anxious;
- f. behavior indicators such as persistent and inappropriate sexual behavior with peers, toys, or with themselves, overly aggressive or compliant behavior, detailed and age inappropriate understanding of sexual behavior, especially by young children.

EMOTIONAL ABUSE: Constantly belittling and ridiculing a child; telling them they can't do anything right, blaming them for family problems; making fun of them in front of others. Children who are emotionally abused will have several indicators of low self-esteem, e.g.,

- a. afraid to take risks and to try new things
- b. cries easily
- c. is dependent on adults
- d. clings to adults
- e. is withdrawn
- f. says "I can't" very often.

APPENDIX 4

TYPES OF NEGLECT

NEGLECT: a condition that results when a child's basic needs of life are not met on a regular basis by a parent, caretaker, household or family member. Neglect can be physical and/or emotional.

PHYSICAL NEGLECT: Consistent failure to provide the basic needs of a child, such as food, clothing, shelter, health care, attention to hygiene, education, protection and supervision are not provided. The child may be:

- a. Consistently dirty, hungry or inappropriately dressed
- b. Consistently hungry, malnourished
- c. Continually tired or listless
- d. Without adult supervision for extended periods of time
- e. In need of medical care
- f. Many uncared for cavities and dirty teeth
- g. Without shelter
- h. Living in an unsafe environment
- I. Consistently displaying certain behaviors that indicate neglect, such as:
 1. Constant fatigue
 2. Assumes adult responsibility
 3. Inappropriate seeking of affection

Physical neglect can contribute to poor health and nutrition. If neglect is extreme, it can cause non-organic "failure to thrive"; i.e. the infant or young child is not growing and developing as expected, but there is no organic (physical) explanation.

However, certain medical conditions, including HIV infection, can lead to failure to thrive. Children with HIV frequently have neurological and developmental delays and failure to thrive can be early indicators of HIV.

Children left in unsafe situations are at risk for injury; e.g. a child left alone in a locked car while mom shops; an infant left in the care of a jealous 3 year old sibling who might hurt her; a child left in a kitchen with knives within reach.

EMOTIONAL NEGLECT: Being consistently unresponsive to the child's need for love approval and affection: a child who is emotionally neglected:

- a. Feels insecure
- b. Lacks self confidence
- c. Cannot trust others or form attachments
- d. Is constantly fearful and passive
- e. Doesn't receive a response to requests for help
- f. Is not comforted when upset
- g. Doesn't receive attention, love and affection on a regular basis
- h. Lacks encouragement and support

APPENDIX 5

MCCA STAFF TRAINING BENEFITS

CUSTOMIZED CENTER TRAINING

Center trainings are offered each year. All MCCA center staff are required to attend the sessions or an approved alternative. *Free to staff.*

MCCA PROFESSIONAL DAYS

1. Held annually on President’s Day at our Beverly Farms Children’s Center. A full day of association-wide training, recognition, and team building. All MCCA staff are required to attend the sessions or an approved alternative. *Free to staff.*

2. Held annually on Columbus Day at each center. A full day of training and team building. *Free to staff.*

INDIVIDUAL REQUIRED TRAINING

Directors: 24* hours per year to maintain MSDE Credential

Teachers: 12* hours per year to meet OCC Regulations

Aides and Substitute** Staff: 6* hours per year to meet OCC Regulations

*Must be state approved continued education

Note: Annual merit pay increases are contingent on completing the required number of training hours.

These hours can be completed through MCCA in a variety of ways:

Training Institute Workshops:	Offered throughout the year. See MCCA’s Training Opportunities brochure. Usually <i>discounted for staff.</i>
Training Institute Courses:	90 Hour Pre-Service Courses, CDA Preparation Course <i>Discounted for staff (except CDA Prep.)</i>
On-Site Workshops:	Your center picks a topic and pays trainer costs. <i>Free to staff.</i>

Directors should pre-approve training for staff in accordance with their yearly training plans.

*MCCA workshops are considered part of the work day. To accommodate staff attending these workshops, schedules may be changed, compensatory time given, or overtime paid.

** Substitute staff can receive all *free to staff* trainings at no cost but do not receive any discounts noted for other trainings listed above.

APPENDIX 6

HOMEWORK POLICY

MCCA believes that children need time to unwind and transition from the school environment to the child care setting when they first arrive at the Center. They have been involved in school work throughout the day and sitting for most of that time. They need to release pent-up energy and have opportunities to select their own activities. Our programs provide choices to enhance their social, physical and intellectual skills (*School Age Notes*, Nov. 1982).

MCCA reinforces the Montgomery County Public Schools' (MCPS) Homework Policy that states: "The home can reinforce learning and broaden educational opportunities for the students through parent knowledge of the homework procedures. Making homework meaningful to the students requires cooperation and communication among teachers, students, and parents." However, MCCA recognizes the demands on the time of children and families and the dilemma of picking up children from our programs, getting home late, eating dinner, etc. and doing homework.

In support of families, MCCA centers use the National Institute on Out-of-School Time's model where homework is a contracted activity. Children, families and the program enter into a contract about how much and when children will do homework based on times and schedules provided by individual centers. Homework assistance that includes a tutoring, mentoring or enrichment component may be offered based on the center's resources and financial status. It will be the parents' responsibility to ensure that the homework is accurate and complete.

APPENDIX 7



Montgomery Child Care Association Whistleblower Policy

General

Montgomery Child Care Association (MCCA) requires directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of MCCA, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to report ethics violations or suspected violations in accordance with this Whistleblower Policy.

No Retaliation

No director, officer or employee who in good faith reports an ethics violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within MCCA prior to seeking resolution outside of the Association.

Reporting Violations

Montgomery Child Care Association has an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee's supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor's response, you are encouraged to speak with the Education Director or anyone in management whom you are comfortable in approaching. Supervisors and managers are required to report suspected ethics violations to the Montgomery Child Care Association's Compliance Officer, the MCCA Treasurer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or uncomfortable with following Montgomery Child Care Association's open door policy, individuals should contact Montgomery Child Care Association's Compliance Officer directly.

Compliance Officer – the MCCA Treasurer

The Montgomery Child Care Association's Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations and, at his/her discretion, shall advise the Executive Director and/or the finance committee. The Compliance Officer has direct access to the finance committee of the board of directors and is required to report to the finance committee at least

annually on compliance activity. The Montgomery Child Care Association's Treasurer is the chair of the finance committee.

Accounting and Auditing Matters

The finance committee of the board of directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the finance committee of any such complaint and work with the committee until the matter is resolved.

Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Finance Committee Compliance Officer:

MCCA Treasurer – Chuck O'Carroll
Montgomery Child Care Association
R101095@aol.com
W 301-309-8310 x1733

Montgomery Child Care Association Management Staff

Education Director – Valerie Rajotte
Valerie.rajotte@mccaedu.org
301-984-7680

Policy Approved by the Montgomery Child Care Association Board of Directors on November 30, 2009.

APPENDIX 8



Initial Salary Structure

Position	Hourly	Annual/Full Time -40Hr/Wk
Director	\$17.00 - \$24.00	35,500 – 50,000
Assistant Director	\$13.50 - \$16.00	28,080 – 33,000
Teacher w/related degree *	\$11.25 - \$13.00	23,400 – 27,040
Teacher *	\$9.50 - \$11.00	19,760 – 22,880
Aide*	\$7.25 - \$9.00	12,792 – 18,720

*Staff that work a split shift schedule will be paid a \$1 an hour stipend to help offset travel expenses.

APPENDIX 9

Montgomery Child Care Association Job Description

Title: Child Care Teacher

Reports to: Center Director

Supervises: Aides, Assistant Child Care Teachers, Teacher Assistant Apprentice and Volunteers

Requirements:

Satisfy current Office of Child Care (OCC) requirements for position and provide all necessary documentation.

Fully meet accreditation requirements for position or actively work toward staff education plan.

Job Expectations:

Consistently reports on time to assigned shift and demonstrate solid skills in building relationships with **children**. Teachers are active and engaged with children throughout the day and implement appropriate guidance techniques. Poses solid understanding of child development and demonstrates age appropriate expectations. All staff are expected to work at children’s eye level and physically support and supervise children as needed.

Teachers work in cooperation with assigned **team** utilizing effective communication skills. Attendance and active participation during weekly team meetings and scheduled staff meetings is required. All staff accepts a shared responsibility for maintaining a well-run center including maintaining cleaning, paperwork and other duties as needed.

Teachers must welcome **families** into the classroom and communicate effectively both orally and in writing. Recognizes and implements strategies that support families and their children with home:center transitions. Share individual children’s development with families and maintain confidentiality with all information shared.

Classroom environments will be maintained to fully meet curriculum, accreditation and licensing standards at all times. Teachers will work with team members to ensure classroom standards are always fully met. This may involve reorganizing the environment including but not limited to moving furniture.

Teachers will demonstrate an understanding of the Creative Curriculum® and utilize the **MCCA curriculum** manuals, appropriate for the assigned age group. All expectations regarding lesson planning and implementation will be consistently followed. Written communication to families and children will be legible and professionally presented.

In order to maintain a **safe and healthy** environment, teachers will consistently implement health and safety guidelines when working with children and during all other aspects of their job. Teachers must be aware and capable of implementing emergency procedures including picking up children efficiently and effectively.

8/08

APPENDIX 10

Montgomery Child Care Association Job Description

Title: Aide

Reports to: Classroom Teacher & Center Director

Supervises: Teacher Assistant Apprentice and Volunteers

Requirements:

Satisfy current Office of Child Care (OCC) requirements for position and provide all necessary documentation.

Fully meet accreditation requirements for position or actively work toward staff education plan.

Job Expectations:

Consistently reports on time to assigned shift and demonstrates solid skills in building relationships with **children**. Aides are active and engaged with children throughout the day and implement appropriate guidance techniques in line with classroom expectations. Aides demonstrate a developing understanding of child development and age appropriate expectations. All staff are expected to work at children's eye level and physically support and supervise children as needed.

Aides work in cooperation with assigned **team** utilizing effective communication skills. Attendance and active participation during weekly team meetings and scheduled staff meetings is required. All staff accepts a shared responsibility for maintaining a well-run center including maintaining cleaning, paperwork and other duties as needed.

Aides must welcome **families** into the classroom and communicate effectively both orally and in writing. Recognize and implement strategies that support families and their children with home:center transitions. Support teaching team in sharing observations of children's development with families and maintain confidentiality with all information shared.

Classroom environments will be maintained to fully meet curriculum, accreditation and licensing standards at all times. Aides will work with team members to ensure classroom standards are always fully met. This may involve reorganizing the environment including but not limited to moving furniture.

Aides will demonstrate a developing understanding of the Creative Curriculum® and utilize the **MCCA curriculum** manuals, appropriate for the assigned age group. Ideas regarding classroom activities will be shared with assigned teaching team and implemented in the classroom. Written communication to families and children will be legible and professionally presented.

In order to maintain a **safe and healthy** environment, Aides will consistently implement health and safety guidelines when working with children and during all other aspects of their job. Aides must be aware and capable of implementing emergency procedures including picking up children efficiently and effectively.

8/08



SUBSTITUTE INFORMATION

Substitutes are very important to MCCA's programs. Reliability, dependability and good skills with children are essential qualities for MCCA substitutes. The following guidelines are designed to establish successful working relationships between Substitutes and our Centers.

1. You must complete all necessary paperwork and a working interview before being placed on our Substitute List.
2. Please make every effort to give specific information that would be included on the list (i.e. days and centers you are available to work, ages preferred, whether you will change diapers, other special requests). Please call **Cyndy Sumrell** at the MCCA office with any questions, additions, or changes.
3. Initial Pay Scale for Substitute Teaching Staff:
 - Teacher with Related Degree: \$10.25 - \$13.00 per hour
 - Teacher: \$9.50 - \$11.25 per hour
 - Aide: \$7.25 - \$9.00 per hour
4. You will be required to attend 6 hours of training annually. This is the MCCA training requirement for part time staff. Your director can tell you about free training at your center. You can also apply related training, high school, and college courses to this requirement. Please have a copy of the training certificates, grades or transcripts forwarded to the MCCA office for your files.
5. Each January, all substitutes who have worked over 500 hours in the calendar year, and have completed the required 6 hours of training, will be evaluated with the possibility of a merit raise. The evaluation may be with a designated Center Director or Personnel Manager.
6. Excellent Substitutes are often hired as permanent staff members.



Child Care Teacher Evaluation

Select one:

- _____ 3 months
- _____ 6 month
- _____ Out of cycle review

Name _____ Date _____

Center _____

Rating Key:

- +** **Outstanding** – employee consistently completes tasks or performs job functions at a very high level with little or no assistance. (100% job performance)
- ✓+** **Very Good** – employee consistently completes tasks or performs job functions in an above average manner with little or no assistance. (80% job performance)
- ✓** **Satisfactory** – employee can complete tasks or perform job functions in a satisfactory manner with little or no assistance. (60% job performance)
- ✓** **Needs Improvement** – employee can complete task or perform job functions with considerable assistance. (40% job performance)
- **Needs Significant Improvement** – employee is unable to complete tasks or perform job functions in a satisfactory manner even though assistance is routinely provide. (20% job performance)

PROFESSIONAL QUALITIES (COK: Professionalism)

- Demonstrates positive personal attributes and ethical behavior
- Manages stress and crisis
- Dependable, responsible and organized
- Flexible and adaptable
- Accepts feedback, supervision and grows professionally
- Communicates openly and avoids gossip
- Resolves conflicts
- Demonstrates leadership

Comments:

PROFESSIONAL CHILD INTERACTIONS (COK: Child Development, Special Needs and Curriculum)

- Accepts responsibility for children’s development
- Creates an environment conducive to the overall development of children and their social-emotional growth
- Incorporates child management and supervision strategies

- Uses a systematic method for assessing children’s progress in order to provide information on children’s learning and development according to MCCA guidelines

Comments:

PROFESSIONAL TEAM INTERACTIONS (COK: Professionalism and Curriculum)

- Actively participates in and contributes to staff meetings and facilitates productive weekly planning meetings and discussions
- Keeps team and director informed of pertinent issues and problems while working together towards resolutions
- Accepts shared responsibility for maintaining a well-run center
- Demonstrates respect and cooperation towards coworkers and supports coworkers to do the same

Comments:

PROFESSIONAL FAMILY INTERACTIONS (COK: Professionalism and Community)

- Takes the lead in helping families transition to the center
- Takes the lead in maintaining professional and accurate communication systems
- Holds conferences regularly or as requested
- Forms a bond with each family based on mutual respect

Comments:

CURRICULUM (COK : Curriculum, Child Development and Special Needs)

- Develops curriculum plans that are child-centered and based on a developmental, play-oriented approach
- Develops age-appropriate materials and activities to support all areas of development
- Provides a daily schedule with a balance of activities
- Respects diversity of staff, families and community
- Provides children of both sexes with equal opportunities to take part in all activities
- Plans transitions and routine care activities as occasions for learning
- Gives children many opportunities to plan and select their own activities
- Encourages children to think, reason, question and experiment
- Plans field trips and special events
- Takes leadership in implementing Creative Curriculum® in the classroom

Comments:

CLASSROOM ENVIRONMENT: see attached summary of overall team evaluation

CONTINUED TRAINING

Number of Required training hours (12 hrs) completed to date: _____

See attached completed OCC Training Plan

First Aide/CPR completed:

 Yes

 No

Exp date: _____

President's Day:

Attended Did not attend. Identify alternate workshops taken or action plan completed:

Columbus Day:

Attended Did not attend. Identify alternate workshops taken or action plan completed:

MSDE Credential:

Completed In process Has not applied
Expiration date: _____ Sent: _____ Next step: _____
Level: _____

Goals	Action to be taken and timeline
1.	
2.	
3.	

SIGNATURE (Child Care Teacher)

DATE

SIGNATURE (Director)

DATE

SIGNATURE (Assistant Director)

DATE

SIGNATURE (Education Director)

DATE



**Montgomery
Child Care
Association**

**Child Care Teacher
Annual Evaluation**

Name _____ Anniversary Date _____

Center _____

Rating Key:



Outstanding – employee consistently completes tasks or performs job functions at a very high level with little or no assistance. (100% job performance)



Very Good – employee consistently completes tasks or performs job functions in an above average manner with little or no assistance. (80% job performance)



Satisfactory – employee can complete tasks or perform job functions in a satisfactory manner with little or no assistance. (60% job performance)



Needs Improvement – employee can complete task or perform job functions with considerable assistance. (40% job performance)



Needs Significant Improvement – employee is unable to complete tasks or perform job functions in a satisfactory manner even though assistance is routinely provide. (20% job performance)

PROFESSIONAL QUALITIES (COK: Professionalism)

Demonstrates positive personal attributes and ethical behavior

- Follows MCCA dress code
- Respects self and others including children, families, coworkers and community members
- Speech reflects gentle tone and appropriate language towards children, staff and families

Manages stress and crisis

- Remains calm, objective and uses a sense of humor during stressful situations involving children, families, coworkers and/or others
- Is aware of personal stress regarding personal matters and reduces stress, does not let it interfere with work

Dependable, responsible and organized

- Consistently is in the classroom and ready to begin work at the starting time
- Readies classroom for use by setting up and breaking down before and after families arrive
- Follows center policies for “clocking in” and taking leave including center substitute procedures
- Manages time, performs related duties and works with minimal supervision

Flexible and adaptable

- Shows interest in learning to implement current education goals and open to new ideas
- Demonstrates willingness to perform alternate duties as required
- Shows flexibility by working with a variety of adults, age groups and adjusts schedule as needed



Accepts feedback, supervision and grows professionally

- Strives to improve skills by actively seeking feedback from supervisors, networking with staff and taking advantage of other resources (workshops, professional journals, books, internet etc...)
- Stays current with educational trends; learns and implements new ideas in the classroom; shares new information and handouts with other staff.
- Selects training opportunities in areas that need strengthening and follows through on their implementation



Communicates openly and avoids gossip

- Follows NAEYC's Code of Ethical Conduct
- Keeps information about center business, parents, staff and children confidential; does not participate in gossip and contributes to a positive center atmosphere
- Uses appropriate communication channels to voice suggestions or concerns to the appropriate individual; when an issue arises, follows MCCA's Communication Policy



Resolves conflicts

- Demonstrates fair, equitable and consistent behavior
- Identifies when there is a potential problem with staff, parents, children or the center
- Participates in the designing of an action plan to implement changes and monitors situations to ensure the conflict is resolved



Demonstrates leadership

- Effectively motivates and guides other staff to exhibit above professional qualities
- Builds relationships and networks with other classroom and center staff
- Shares ideas while allowing other center staff to grow professionally
- Accepts and utilizes staff diversity to enrich program

PROFESSIONAL CHILD INTERACTIONS (COK: Child Development, Special Needs and Curriculum)



Accepts responsibility for children's development

- Supports children during transitions and routines according to their individual needs
- Routinely engages in a balance of child-initiated and teacher-initiated activities with individual and groups of children
- Demonstrates an interest in engaging in conversation with children and speaks respectfully to children



Creates an environment conducive to the overall development of children and their social-emotional growth

- Demonstrates acceptance and assists children in verbalizing their feelings and problem solving
- Sets a tone and atmosphere in the classroom environment that is positive and facilitates healthy relationships
- Demonstrates a respect for diversity, learning styles, and other individual differences and special needs



Incorporates child management and supervision strategies

- Understands and is able to articulate positive discipline methods with children, families and coworkers
- Maintains developmentally appropriate and individualized expectations for children
- Uses appropriate guidance techniques to prevent potential problems and to encourage appropriate behavior
- Remains alert to total group



Uses a systematic method for assessing children's progress in order to provide information on children's learning and development according to MCCA guidelines

- Maintains an established system for observations and children's portfolios with current documentation and facilitates entire team participation
- Understands and uses current resources and tools for developmental assessment
- Completes assessments and current individual plans on each child and provides families with information

PROFESSIONAL TEAM INTERACTIONS (COK: Professionalism and Curriculum)

Actively participates in and contributes to staff meetings and facilitates productive weekly planning meetings and discussions

- Completes individual written observations of children
- Contributes ideas and invites ideas from coworkers to develop curriculum plans based on children's individual needs and interests
- Ensures effective documentation pertaining to classroom communications
- Shares important information between a.m. and p.m. staff member through agreed upon communication systems

Keeps team and director informed of pertinent issues and problems while working together towards resolutions

- Keeps team and director aware of children, parents and staff members who have expressed concerns, special needs or suggestions
- Works with the team and director to develop, carry out, and follow up on plans to deal with specific issues and concerns

Accepts shared responsibility for maintaining a well-run center

- Keeps classroom clean, neat and clutter-free, wipes and sanitizes tables and surfaces
- Completes paperwork accurately and on time
- Participates fully in tasks, or center jobs in a timely manner

Demonstrates respect and cooperation towards coworkers and supports coworkers to do the same

- Accepts and demonstrates an openness to individual differences
- Listens to co-workers carefully to understand not judge
- Flexible towards implementing ideas shared by others
- Communicates suggestions, concerns and issues directly with those involved and knows when to seek support

PROFESSIONAL FAMILY INTERACTIONS (COK: Professionalism and Community)

Takes the lead in helping families transition to the center

- Warmly greets children and families by name
- Welcomes and assists all children and families into the classroom
- Assists children and families who are gathering their belongings and preparing to leave the center
- Maintains current, accurate child portfolios and shares information appropriately

Takes the lead in maintaining professional and accurate communication systems

- Writes well and neatly
- Verbal communication is timely, positive and appropriate
- Family concerns and suggestions are received and addressed in a competent and open manner

Holds conferences regularly or as requested

- Completes conference forms and submits for review by the director before and after each conference in a timely manner
- Takes detailed documentation during the conference
- Develops action plans and implements them in partnership with families
- Shares available resources and services as needed

Forms a bond with each family based on mutual respect

- Shares positive informal events of each child's day at the center
- Is positive and non-judgmental relationship with each family
- Keeps families informed of program expectations and activities

CURRICULUM (COK : Curriculum, Child Development and Special Needs)

Develops curriculum plans that are child-centered and based on a developmental, play-oriented approach

- Emphasizes active learning and hands-on experiences
- Designs weekly lesson plans that are based on children's interests and needs and balanced with teacher interests
- Ensures that lesson plans are posted for parents and staff upon center opening Monday morning

Develops age-appropriate materials and activities to support all areas of development

- Incorporates specific activities to meet the needs of individual children
- Follows Creative Curriculum and MCCA guidelines

Provides a daily schedule with a balance of activities

- Balance of small and large group activities
- Large group activity time is limited, age appropriate, and provides opportunities for active learning
- More than one option is available during large group activities
- A variety of outdoor play experiences are planned and implemented

Respects diversity of staff, families and community

- Provides materials and incorporates activities that reflect a variety of cultures
- Demonstrates interest in varied cultures and invites families to share

Provides children of both sexes with equal opportunities to take part in all activities

- Encourages children's play in all curriculum areas equally regardless of gender
- Appreciates and accepts unique characteristics, including activity level, of both boys and girls
- Provides models, props and visual images that counter traditional gender-role limitations
- Avoids gender type language (i.e. pretty girl, strong boy)

Plans transitions and routine care activities as occasions for learning

- Provides consistent routines
- Reminds and signals children for transitions and changes
- Uses games, songs, puppets and other techniques to make routines and transitions fun and interesting

Gives children many opportunities to plan and select their own activities

- Respects the child's right not to participate in some activities
- Supports and extends activities when children show interest
- Provides children with a variety of materials to explore and choose their own activities

Encourages children to think, reason, question and experiment

- Provides new materials for experimentation and independent learning and self selection
- Asks open-ended questions, offers suggestions or ideas
- Creates opportunities for observing natural events

Plans field trips and special events

- Plans trips that are developmentally appropriate, reflect children's interests and follow MCCA guidelines
- Creates documentation boards about fieldtrips and children's experiences on the trip
- Plans activities before and after trip to extend curriculum

Takes leadership in implementing Creative Curriculum® in the classroom

- Attends and participates in MCCA Creative Curriculum® Workgroups
- Completes observations and individual plans on all children according to Creative Curriculum® and MCCA guidelines
- Understands and implements the goals and objectives of the Creative Curriculum® Developmental Continuum

	Comments:	Next year's expectations:
Professional Qualities		
Professional Child Interactions		
Professional Team Interactions		
Professional Family Interactions		
Curriculum		
Classroom Environment	See attached summary of overall team evaluation.	

CONTINUED TRAINING

Required training hours (12 hrs) completed:

See attached completed OCC Training Plan

Yes

No

First Aide/CPR completed:

Yes

Exp date: _____

No

President's Day:

Attended

Did not attend. Identify alternate workshops taken or action plan completed:

Columbus Day:

Attended

Did not attend. Identify alternate workshops taken or action plan completed:

MSDE Credential:

Completed
Expiration date: _____
Level: _____

In process
Sent: _____

Has not applied
Next step: _____

Goals	Action to be taken and timeline
1.	
2.	
3.	
4.	

SIGNATURE (Child Care Teacher)

DATE

SIGNATURE (Director)

DATE

SIGNATURE (Assistant Director)

DATE

SIGNATURE (Education Director)

DATE

MERIT INCREASE _____ *Increase range for this year:*



Aide Evaluation

Select one:

- 3 months
 6 month
 Out of cycle review

Name _____ Date _____

Center _____

Rating Key:

+ **Outstanding** – employee consistently completes tasks or performs job functions at a very high level with little or no assistance. (100% job performance)

+ **Very Good** – employee consistently completes tasks or performs job functions in an above average manner with little or no assistance. (80% job performance)

Satisfactory – employee can complete tasks or perform job functions in a satisfactory manner with little or no assistance. (60% job performance)

Needs Improvement – employee can complete task or perform job functions with considerable assistance. (40% job performance)

-- **Needs Significant Improvement** – employee is unable to complete tasks or perform job functions in a satisfactory manner even though assistance is routinely provide. (20% job performance)

PROFESSIONAL QUALITIES (COK: Professionalism)

- Demonstrates positive personal attributes and ethical behavior
- Manages stress and crisis
- Dependable, responsible and organized
- Flexible and adaptable
- Accepts feedback, supervision and grows professionally
- Communicates openly and avoids gossip
- Resolves conflicts

Comments:

PROFESSIONAL CHILD INTERACTIONS (COK: Child Development, Special Needs and Curriculum)

- Accepts responsibility for children’s development
- Supports an environment conducive to the overall development of children and their social-emotional growth
- Incorporates child management and supervision strategies in cooperation with teacher
- Uses a systematic method for assessing children’s progress in order to provide information on children’s learning and development in cooperation with teacher

Comments:

PROFESSIONAL TEAM INTERACTIONS (COK: Professionalism and Curriculum)

- Actively participates in and contributes to staff meetings, weekly planning meetings and discussions
- Keeps teacher informed of pertinent issues and problems while working together towards resolutions
- Accepts shared responsibility for maintaining a well-run center
- Demonstrates respect and cooperation towards coworkers

Comments:

PROFESSIONAL FAMILY INTERACTIONS (COK: Professionalism and Community)

- Helps with family transitions to the center
- Maintains professional and accurate communication systems
- Supports regular conferences by helping teacher:
- Forms a bond with each family based on mutual respect

Comments:

CURRICULUM (COK : Curriculum, Child Development and Special Needs)

- Assists in the development of curriculum plans that are child-centered and based on a developmental, play-oriented approach
- Assists in designing age-appropriate materials and activities to support all areas of development
- Follows the daily schedule with a balance of activities
- Respects diversity of staff, families and community
- Provides children of both sexes with equal opportunities to take part in all activities
- Uses transitions and routine care activities as occasions for learning
- Gives children many opportunities to plan and select their own activities
- Encourages children to think, reason, question and experiment
- Plans field trips and special events in cooperation with teacher
- Implements the Creative Curriculum® in the classroom

Comments:

CLASSROOM ENVIRONMENT: See attached summary of overall team evaluation.**CONTINUED TRAINING****Required training hours (6 hrs) completed:**

See attached completed OCC Training Plan

Yes

No

First Aide/CPR training completed:

Yes

Exp date: _____

No

President's Day:

Attended

Did not attend. Identify alternate workshops taken or action plan completed:

Columbus Day:

Attended

Did not attend. Identify alternate workshops taken or action plan completed:

MSDE Credential:

Completed
Expiration date: _____
Level: _____

In process
Sent: _____

Has not applied
Next step: _____

Goals	Action to be taken and timeline
1.	
2.	
3.	
4.	

SIGNATURE (Aide)

DATE

SIGNATURE (Director)

DATE

SIGNATURE (Assistant Director)

DATE

SIGNATURE (Education Director)

DATE



Aide
Annual Evaluation

Name _____ Anniversary Date _____

Center _____

Rating Key:

+ **Outstanding** – employee consistently completes tasks or performs job functions at a very high level with little or no assistance. (100% job performance)

✓+ **Very Good** – employee consistently completes tasks or performs job functions in an above average manner with little or no assistance. (80% job performance)

✓ **Satisfactory** – employee can complete tasks or perform job functions in a satisfactory manner with little or no assistance. (60% job performance)

✓ **Needs Improvement** – employee can complete task or perform job functions with considerable assistance. (40% job performance)

-- **Needs Significant Improvement** – employee is unable to complete tasks or perform job functions in a satisfactory manner even though assistance is routinely provide. (20% job performance)

PROFESSIONAL QUALITIES (COK: Professionalism)

Demonstrates positive personal attributes and ethical behavior

- Follows MCCA dress code
- Respects self and others including children, families, coworkers and community members
- Speech reflects gentle tone and appropriate language towards children, staff and families

Manages stress and crisis

- Remains calm, objective and uses a sense of humor during stressful situations involving children, families, coworkers and/or others
- Is aware of personal stress regarding personal matters and reduces stress, does not let it interfere with work

Dependable, responsible and organized

- Consistently is in the classroom and ready to begin work at the starting time
- Readies classroom for use by setting up and breaking down before and after families arrive
- Follows center policies for “clocking in” and taking leave including center substitute procedures
- Manages time, performs related duties and works with minimal supervision

Flexible and adaptable

- Shows interest in learning to implement current education goals and open to new ideas
- Demonstrates willingness to perform alternate duties as required
- Shows flexibility by working with a variety of adults, age groups and adjusts schedule as needed

Accepts feedback, supervision and grows professionally

- Strives to improve skills by actively seeking feedback from supervisors, networking with staff and taking advantage of other resources (training, professional journals, books, internet etc...)
- Stays current with educational trends; learns and implements new ideas in the classroom; shares new information and handouts with other staff.
- Selects training opportunities in areas that need strengthening and follows through on their implementation

Communicates openly and avoids gossip

- Follows NAEYC's Code of Ethical Conduct
- Keeps information about center business, parents, staff and children confidential; does not participate in gossip and contributes to a positive center atmosphere
- Uses appropriate communication channels to voice suggestions or concerns to the appropriate individual; when an issue arises, follows MCCA's Communication Policy

Resolves conflicts

- Demonstrates fair, equitable and consistent behavior
- Identifies when there is a potential problem with staff, parents, children or the center
- Participates in the designing of an action plan to implement changes and monitors situations to ensure the conflict is resolved

PROFESSIONAL CHILD INTERACTIONS (COK: Child Development, Special Needs and Curriculum)**Accepts responsibility for children's development**

- Supports children during transitions and routines according to their individual needs
- Routinely engages in a balance of child-initiated and teacher-initiated activities with individual and groups of children
- Demonstrates an interest in engaging in conversations with children and speaks respectfully to children

Supports an environment conducive to the overall development of children and their social-emotional growth

- Demonstrates acceptance and assists children in verbalizing their feelings and problem solving
- Demonstrates a respect for diversity, learning styles, and other individual differences and special needs

Incorporates child management and supervision strategies in cooperation with teacher

- Understands and is able to articulate positive discipline methods with children, families and coworkers
- Maintains developmentally appropriate and individualized expectations for children
- Uses appropriate guidance techniques to prevent potential problems and to encourage appropriate behavior
- Remains alert to total group

Uses a systematic method for assessing children's progress in order to provide information on children's learning and development in cooperation with teacher

- Supports an established system for observations and children's portfolios with current documentation
- Understands and uses current resources and tools for developmental assessment
- Contributes to assessments and individual plans for each child and provides families with information

PROFESSIONAL TEAM INTERACTIONS (COK: Professionalism and Curriculum)**Actively participates in and contributes to staff meetings, weekly planning meetings and discussions**

- Completes individual written observations of children
- Contributes ideas towards curriculum plans based on children's individual needs and interests
- Helps prepare all documentation pertaining to classroom communications
- Shares important information between a.m. and p.m. staff member through agreed upon communication systems

Keeps teacher informed of pertinent issues and problems while working together towards resolutions

- Keeps teacher aware of children, parents and staff members who have expressed concerns, special needs or suggestions
- Works with the teacher to develop, carry out, and follow up on plans to deal with specific issues and concerns

Accepts shared responsibility for maintaining a well-run center

- Keeps classroom clean, neat and clutter-free, wipes down and sanitizes tables and surfaces
- Completes paperwork accurately and on time
- Participates fully in tasks, or center jobs in a timely manner

Demonstrates respect and cooperation towards coworkers

- Accepts and demonstrates an openness to individual differences
- Listens to co-workers carefully to understand not judge
- Flexible towards implementing ideas shared by others
- Communicates suggestions, concerns and issues directly with those involved and knows when to seek support

PROFESSIONAL FAMILY INTERACTIONS (COK: Professionalism and Community)

Helps with family transitions to the center

- Warmly greets children and families by name
- Welcomes and assists all children and families into the classroom
- Assists children and families who are gathering their belongings and preparing to leave the center
- Maintains current, accurate child portfolios and shares information appropriately

Maintains professional and accurate communication systems

- Writes well and neatly
- Verbal communication is timely, positive and appropriate
- Family concerns and suggestions are received and addressed in a competent and open manner

Supports regular conferences by helping teacher:

- Complete conference forms and submit them for review by the director before and after each conference
- Take detailed documentation during the conference
- Develop action plans and implement them in partnership with families
- Share available resources and services as appropriate

Forms a bond with each family based on mutual respect

- Shares positive informal events of each child's day at the center
- Is positive and non-judgmental with each family
- Keeps families informed of program expectations and activities

CURRICULUM (COK : Curriculum, Child Development and Special Needs)

Assists in the development of curriculum plans that are child-centered and based on a developmental, play-oriented approach

- Emphasizes active learning and hands-on experiences
- Contributes to weekly lesson plans that are based on children's interests and needs and balanced with teacher interests
- Posts lesson plans for parents and staff upon center opening Monday morning

Assists in designing age-appropriate materials and activities to support all areas of development

- Incorporates specific activities to meet the needs of individual children
- Follows Creative Curriculum and MCCA guidelines

Follows the daily schedule with a balance of activities

- Balance of small and large group activities
- Large group activity time is limited, age appropriate, and provides opportunities for active learning
- More than one option is available during large group activities
- A variety of outdoor play experiences are planned and implemented

Respects diversity of staff, families and community

- Provides materials and incorporates activities that reflect a variety of cultures
- Demonstrates interest in varied cultures and invites families to share

Provides children of both sexes with equal opportunities to take part in all activities

- Encourages children's play in all curriculum areas equally regardless of gender
- Appreciates and accepts unique characteristics, including activity level, of both boys and girls
- Provides models, props and visual images that counter traditional gender-role limitations
- Avoids gender type language (i.e. pretty girl, strong boy)

Uses transitions and routine care activities as occasions for learning

- Provides consistent routines
- Reminds and signals children for transitions and changes
- Uses games, songs, puppets and other techniques to make routines and transitions fun and interesting

Gives children many opportunities to plan and select their own activities

- Respects the child's right not to participate in some activities
- Supports and extends activities when children show interest
- Provide children with a variety of materials to explore and choose their own activities

Encourages children to think, reason, question and experiment

- Provides new materials for experimentation and independent learning and self selection
- Asks open-ended questions, offers suggestions or ideas
- Creates opportunities for observing natural events

Plans field trips and special events in cooperation with teacher

- Plans trips that are developmentally appropriate, reflect children's interests and follow MCCA guidelines
- Creates documentation boards about fieldtrips and children's experiences on the trip
- Follows through with activities before and after the trip to extend the curriculum

Implements the Creative Curriculum® in the classroom

- Attends and participates in MCCA Creative Curriculum® Workgroups
- Completes observations and individual plans on all children according to Creative Curriculum® and MCCA guidelines
- Understands and implements the goals and objectives of the Creative Curriculum® Developmental Continuum

Comments:

Next year's expectations:

Professional Qualities		
Professional Child Interactions		
Professional Team Interactions		
Professional Family Interactions		
Curriculum		
Classroom Environment	See attached summary of overall team evaluation.	

CONTINUED TRAINING

Required training hours (6 hrs) completed: Yes No
 See attached completed OCC Training Plan

First Aide/CPR training completed: Yes No
 Exp date: _____

President's Day:
 Attended Did not attend. Identify alternate workshops taken or action plan completed:

Columbus Day:
 Attended Did not attend. Identify alternate workshops taken or action plan completed:

MSDE Credential:

Completed
Expiration date: _____
Level: _____

In process
Sent: _____

Has not applied
Next step: _____

Goals	Action to be taken and timeline
1.	
2.	
3.	
4.	

SIGNATURE (Aide)

DATE

SIGNATURE (Director)

DATE

SIGNATURE (Assistant Director)

DATE

SIGNATURE (Education Director)

DATE

MERIT INCREASE _____

Increase range for this year: