

Middle River Baptist Church Child Development Center

Employee Handbook



Middle River Baptist Church Child Development Center

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The Old Testament tells us:

“Train a child in the way he should go, and when he is old he will not turn from it” (Proverbs 22:6, NIV).

Jesus told His disciples,

“For I have given you an example that you also should do just as I have done for you” (John 13:15, HCSB).

Jesus also directed His disciples,

“Let the little children come to Me, and don't stop them, because the kingdom of God belongs to such as these” (Luke 18:16, HCSB).

In response to Jesus' words, Middle River Baptist Church has chosen to serve children and families in our community by providing an environment for children where they can experience healthy growth mentally, socially, physically, and spiritually. It is our firm conviction that by serving children in Jesus' name, we will contribute to their growth into ***oaks of righteousness*** (Isaiah 61:3) and teach them to be faithful to Jesus' command to ***love others as Jesus loves us*** (John 13:34).

Statement of Non-Discrimination for Employment

Employment at Middle River Baptist Church Child Development Center (MRBCCDC) is open to qualified individuals who are Christians of good character, without regard or reference to race, gender, national or ethnic origin, color, age, or disability. MRBCCDC is a religious educational ministry, permitted to discriminate based on religion. All prospective and current employees must agree with MRBCCDC's mission statement, and they must be willing to conduct their lives in conformity with the school's statement of faith and the school's declaration and agreement to ethical and moral integrity.

Introduction

Middle River Baptist Church Child Development Center (MRBCCDC) has developed and revised this handbook to be used by its employees. As an employee of this center and as a child of God, you are valuable and vitally important, especially for the early education and care that you provide for the children of this community – the children that we serve. This handbook covers many subjects that will be helpful to you. Please read it carefully and keep it for future reference. You are responsible for the information contained in this handbook.

It is impossible to write policies or procedures that will cover every possible situation. It's also likely that existing policies and procedures may require some modification over time. Consequently, in its discretion, MRBCCDC reserves the right to interpret, amend, supplement, modify or eliminate any benefit, work rule or policy as necessary, with or without notice. We will make every effort to inform staff of changes and amendments as appropriate and feasible.

As an employee, you have been hired by MRBCCDC to perform specified duties for an indefinite period. At the time of employment, you were not asked to commit to MRBCCDC nor did MRBCCDC commit to you that the employment relationship would be permanent. Nothing in this handbook constitutes an expressed or implied contract of employment between MRBCCDC and the employee, nor a warranty of any benefits.

Without knowing what the future may bring, permanent employment commitments are not possible. Employees are free to terminate employment at any time if they decide it is no longer necessary, possible, or within God's will to continue working for MRBCCDC. It is recommended that any employee give a two week notice before concluding their employment at MRBCCDC, so that appropriate arrangements may be made for the education, care, and supervision of the children. Likewise, MRBCCDC reserves the right to terminate employment, reduce staff, or eliminate jobs when it is necessary to do so.

By state law, an employment medical examination and a criminal background check with fingerprinting are required prior to employment to ensure the health and safety of the employee and the children.

Please read and sign the disclosure statement at the end of this booklet. It indicates your understanding of these policies and your agreement to abide by them. Failure to comply with policies as presented in this handbook is grounds for disciplinary action up to and including termination.

IF YOU HAVE QUESTIONS REGARDING THIS HANDBOOK:

Discuss your questions with the Assistant Director of Personnel.

OR

Discuss your questions with the Director.

Statement of Faith

As a Christian ministry, we agree together to view God's Word, the Bible, as our standard and Jesus Christ, the Word made flesh, as our model. As Christians, we have common beliefs:

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21).
2. We believe there is one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
3. We believe in the deity of Christ (John 10:33),
His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35),
His sinless life (Hebrews 4: 15, 7:26),
His miracles (John 2:11),
His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9),
His Resurrection (John 11:25, 1 Corinthians 15:4),
His Ascension to the right hand of God (Mark 16:19),
His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone are we saved (John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28–29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 2:12–13, Galatians 3:26–28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14; 1 Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18).

Statement of Mission and Purpose

Middle River Baptist Church Child Development Center (hereafter referred to as “MRBCCDC,” “CDC,” or “the center”) is a family/community outreach ministry of the Middle River Baptist Church. As a ministry of Middle River Baptist Church, we exist to: (1) Worship God, (2) Proclaim Christ, (3) Teach His Word, (4) Live His Love, and (5) Actively minister to others. The purpose of this ministry is to provide quality loving care and guidance so that each child enrolled may reach his/her greatest potential. We seek to provide a program of ministry and outreach to the families of the children enrolled and the community.

The Child Development Center (CDC) is open to any child regardless of sex, race, national origin, color, ethnicity or ability. Our goal at MRBCCDC is to recognize each child's uniqueness as an individual and to ensure that each child develops a positive attitude toward learning.

Staff development, continuing education, and continuous program evaluation and improvement are fundamental aspects of our program. We invite parents to participate in the evaluation process with annual surveys. Our staff is committed to providing the most appropriate environment and experiences for children. Staff is encouraged to seek additional training, and to implement new ideas that reflect appropriate practice. We are continually evaluating our program and practice for its effectiveness.

Our prayer is that every child who attends our center will acquire skills and a love for future learning and excellence.

Program Standards

Witness – We are a ministry of Middle River Baptist Church. Our primary purpose is to be a positive witness to children, families, and the community, as we provide quality care and education, and meet spiritual needs of children and families in our community. We hold God’s Word, the Bible, as our authority. We look to Jesus as our model. We model God’s love in each aspect of our program.

Relationships – We build positive relationships with children, parents, church, and community through communication, helping children make friends, creating a calm classroom atmosphere, cooperative learning, forming partnerships, and promoting self-regulation. We provide ways for the families of the Child Development Center and church membership to interact through block parties, children’s programs, and cooperative activities.

Families – The parent is the child’s first and most influential teacher. Partnerships empower parents to be actively involved in their child’s education. Family partnerships are encouraged through ongoing communication, volunteerism, holiday programs, field trips, family outings, and conferences.

Curriculum – Our curriculum promotes emotional, physical, cognitive, social, language, and spiritual development. We use the Maryland State Department of Education approved *The InvestigatorClub*® for our children aged three through five. *The InvestigatorClub*® is an inquiry-based curriculum published by Robert-Leslie publishing. *Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age*, published by the Maryland State Department of Education, frames and guides instruction for infants, toddlers, and two-year-olds. Bible stories and character modeling encourage the integration of biblical principles into daily living.

Teaching – Teachers use techniques and strategies that are appropriate for the development of the group and for the individual. Biblical concepts are presented in a manner that is appropriate for the child’s development.

Assessment – Children are developmentally screened as part of the enrollment process. This initial screening is used to guide families and staff in determining specific needs for each child. Informal assessment is an ongoing process through observation and documentation. Progress reports are completed three times per year with parent conferences following each report of progress. Assessment information is used to evaluate effectiveness of planning, to guide instruction, and to inform parents of child progress. With parental permission, assessment information may be shared with early intervention and special service providers to facilitate diagnosis and intervention. Yearly program surveys evaluate the effectiveness of our program.

Health and Wellness – We strive to maintain an environment for children that fosters health and wellness. Appropriate cleaning and sanitizing techniques are used to insure a clean and healthy environment. Children are served a nutritionally sound and varied menu of proteins, fruits, vegetables, grains, and milk. Children are provided with outdoor play two times daily, weather permitting, to promote strong physical development. Television viewing for preschool is not permitted. Computers are not used with children under three years of age. For children three years of age and older, computer time is limited and must coincide with curriculum goals and objectives.

Safety and Emergency Management – Safety policies are designed to ensure a safe environment for children, parents, and staff. Periodic safety inspections of classroom spaces and equipment ensure that children are safe. Our *Emergency Management Plan* is designed with one goal in mind – to ensure that the children, families, and staff are provided the safest environment possible.

Teachers – We understand that qualified and dedicated staff is the key to a successful center. Each staff member is hired to meet qualifications according to the position and in keeping with the church’s Christian faith and character. Ongoing in-service training is provided for staff, requiring more than the amount of yearly continued training required by the State for child care teachers and assistants. Many classroom assistants

participate in the same training as teachers. Training topics vary, depending on center need and the employee's individual Professional Development Plan. Training will cover a variety of specific topics, including: child development; health, safety and nutrition; curriculum; professionalism; special needs; and community.

Physical Environment – The atmosphere of the center is cooperative and calm. Spaces, furniture, materials, and supplies are developmentally appropriate for each group. Policies are in place to ensure that your child's classroom environment is clean and safe. Appropriate and safe playground equipment and surfaces provide opportunities for safe and creative play outdoors.

Community Relationships and Resources – We are a ministry of Middle River Baptist Church. As a ministry of the church, we involve the CDC in the community of the church. We also seek to develop relationships with business and organizations in the local and national community that develop resources for children and that advocate for children. We use resources within the community to enrich our program and the learning experiences of children. Some resources may also be available for families, including but not limited to: counseling, financial assistance, behavioral assessment, educational assessment, and food assistance. Our office has information for available resources. Families may also browse our [Parent Information](#) area in our foyer for pamphlets and resource materials.

Leadership and Management – Policies, procedures, reporting systems, management structures, resources, clear expectations, compliance with regulatory agencies, staff stability, supportive environments, program accountability, and continuous program evaluation and improvement promote staff growth, accountability, and program excellence. The center's leadership works closely with church leadership for policy, planning, and fiscal accountability.

Pre-Employment Requirements

Forms – The following chart includes forms necessary for employment.

Center Forms	State Forms	Federal Forms
<ol style="list-style-type: none"> 1. Application for Employment 2. Emergency Contact Form 3. Payroll Deduction for child care 4. Direct Deposit Form 5. Documentation of education <ol style="list-style-type: none"> a. College transcripts, b. 90- or 99-hour certificate (90-hour certificate requires accompanying proof of 9-hour communication course), c. 45-hour certificates for Infants/Toddlers or School Age 6. Training Certificates, first aid & CPR, etc. <p>**Documentation of education and training is also required by MSDE</p>	<ol style="list-style-type: none"> 1. MW 507 (Maryland Withholding) 2. MD DLLR CR # 01596030 - Unemployment Waiver 3. OCC Pre-Employment Physical 4. OCC Personnel Qualification Form 5. Fingerprint receipt or appropriate 365-day documentation 6. OCC Orientation Verification 7. OCC Notarized Release Form 	<ol style="list-style-type: none"> 1. Federal I9 form with accompanying documents (driver's license, SS card, birth certificate, passport, green card, etc.) 2. W-4 (Federal Withholding)

Background Checks – State Regulations require that all individuals employed in child care submit to a background check consisting of fingerprinting and records checks by State and Federal Criminal Justice Information Systems.

Criminal History Records Information (CHRI) – Information forwarded to the center by The Criminal Justice Information System is kept secure and confidential. Only those individual with a right to know may access this information. All CHRI is appropriately discarded after the employee’s last day of work.

Suitability for Employment – Section A of COMAR 13A.16.06.03 states that the center “may not employ an individual who, as reported on or after October 1, 2005, has received a conviction, probation before judgement disposition, a non-criminally responsible disposition, or a pending charge for the commission or attempted commission of” any of the violations listed in COMAR 13A.16.06.03(A). This information is obtained through the background check procedures.

Initial Orientation – Each employee will engage in an orientation before beginning work. Initial orientation includes the following:

- Location of telephones and emergency telephone numbers
- Location of children’s emergency forms
- Emergency procedures, including emergency evacuation
- Identify staff with First Aid and CPR
- Available adults for emergency coverage
- Proper handwashing procedures
- Standard Precautions
- Discipline
- Chain of Command
- Signs and symptoms of child abuse and neglect
- Child abuse reporting requirements and reporting procedures policy
- Content of State of Maryland child care regulations

Staff will sign an orientation check-off after completion of initial orientation

The Role of the Teacher

The teacher is the key to the quality of care and education that our ministry provides for young children and their families. Teachers model God and His love. We approach our tasks with assumptions and beliefs about young children, how they learn, how they are taught, and how their needs are best met. There are a diversity of ideas, approaches and personalities. Yet, we hold a common set of beliefs from which all else stems.

In relation to children:

- We are interested in the total child and believe in the potential of each one.
- We have control of ourselves and an appropriate sense of humor.
- We demonstrate sincere warmth and enthusiasm.
- We understand child development and study to learn more.
- We are aware and alert whenever we are working with children.

In relation to parents:

- We are committed to developing and maintaining open communication.
- We believe that parents have the freedom to speak honestly about issues.
- We notify parents in case of injury or illness (small hurts, too).
- We keep them informed about daily events and any special problems.
- We want to know about problems at home that could carry over here.
- We notify parents prior to special events and remind them.
- We seek to empower parents to play an active role in their child’s education.

In relation to other staff:

- We are dependable (on time, plans ready, prepared and willing).
- We share tasks like washing, setting up, cleaning, and diapering.

- We keep track of supply needs, and do not waste, hoard or pilfer.
- We make constructive suggestions and share the workload.
- We respect all rooms during rest time, not congregating in any room.
- We are willing to assist in rooms other than ours when necessary.

The Relationship to the Child

We believe that children have rights as individuals and persons. Our task is to provide space and an environment for children to grow and learn within a nurturing relationship. Children are never required to participate in an activity or abide by any policy that is not good for them. We believe that needs of children include:

Love and Security

These are, we believe, basic and universal needs of all persons. We will strive to meet these needs in such ways as:

- Holding, talking to, and telling all children that we're glad they are here.
- Offering appropriate physical affection, as well as verbal affirmation.
- Maintaining a sense of humor; being playful and positive.
- Offering choices to each child whenever possible and appropriate.
- Having good physical care and watching out for their safety.
- Providing a place to be alone, as well as a place to be with others.
- Learning as much as possible about each child.

Healthy Self Concept

We work to help each child develop good feelings by:

- Initiating frequent positive interactions, verbal and physical.
- Noting verbally each child's abilities, gifts, and accomplishments.
- Being really interested in what the child is saying and doing.
- Letting the child work at his or her pace.
- Letting the child take some real responsibility for the room and for self.
- Disciplining with love and empathy.
- Discovering and honoring uniqueness and actively seeking the child out.
- Talking about and accepting different feelings and expressions.
- Going to the child quietly and privately when discipline is necessary.
- Praising each child publicly and frequently.

Care for Physical Needs

We will work to help each child feel safe and secure by:

- Being observant, meeting physical needs, and keeping children in view.
- Meeting children's emotional needs through appropriate physical contact.
- Providing challenging physical activity to help children develop their bodies.

Right to Make Choices

We believe that children grow by making some decisions for themselves and accepting responsibility for their behavior. To enhance this, we:

- Provide activities and materials so they can be involved independently.
- Encourage children to make their own decisions, taking their choice seriously.
- Help children learn to solve their problems.
- Offer choices only when children have a true choice to make.

Learn by Experiencing

We believe that children learn by doing. We will:

- Offer a variety of group and individual experiences to challenge growth.
- Introduce the child to new materials that involve all senses in learning.

- Interact on the children’s level, understanding their different learning styles.
- Offer a variety of literacy-based experiences to encourage emerging literacy skills.
- Plan responsibly, knowing learning principles and practical applications.
- Let children help get ready for activities and help clean up.
- Involve children in meaningful life tasks – pouring juice, setting tables, etc.

Boundaries and Limits

We believe that children have freedom to learn and grow when we offer an environment with clear and simple limits. We will provide limits by:

- Having basic room rules posted and stated.
- Being consistent in expectations, the rules are always the same.
- Using repetition to remind children of limits and consistently following through.
- Valuing people highly with comments such as “I won’t let you pull Mary’s hair. She is a person and it hurts people when you pull their hair.”
- Helping the child understand the logical consequences of his/her choices/actions, such as “Next time let’s clean up when told so we can have more time on the playground.”

Right of Teacher to be a Whole Person

We believe that to meet the needs of the children, teachers must meet their own personal needs by:

- Being open and mature in dealing with children, parents, and colleagues.
- Keeping the child’s feelings in perspective always, remembering professionalism.
- Showing our feelings to children and labeling feelings so they learn them.
- Spending time on ourselves – developing, learning and growing professionally and personally.
- Leaving home problems at home and focusing on children at the Center.
- Giving to others as much as we expect.
- Participating with the children; being involved with them.

Conclusion

We see teaching as a significant and responsible role. We give ourselves to the task to the best of our ability. This philosophy is by no means conclusive. Its significance lies in the fact that it is an attempt to recognize our unity and to serve as a reminder to us of our basic commitment – that of offering quality care and education to young children.

Curriculum and Instruction

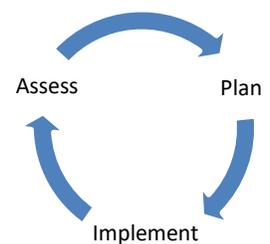
Purpose

Clear statements of program and teaching standards should assist the staff in the three aspects of our curriculum – planning, implementing and assessment. Adhering to curriculum standards assures that effective planning and implementation will occur. Further, the standards become the criterion for evaluating strengths and weaknesses, from which plans for improvement can be formed, creating a cycle of planning, implementation, and assessment. To further assist teachers in the process, we have developed a set of goals and objectives for each age group, as well as curricular guidelines for each age group.

Curriculum

Our curriculum provides structure to ensure quality care and education. It is a base from which staff can operate freely.

Children will learn by participating in large and small group activities; working with hands-on materials relating to math, language, science, and social living; listening to fictional and non-fictional stories; participating in art activities; interacting with others; and exploring classroom centers and outdoor equipment. Activities are



Curriculum cycle:
Planning, Implementing, Assessment

carefully planned based on effective and developmentally appropriate practices for early childhood. Learning begins with the introduction of familiar topics and expands to include concepts that are more challenging. For older preschoolers, basic readiness skills, including the introduction of letters, numbers, shapes, and colors are a regular part of the curriculum.

Curriculum Areas

Each area of the room and each component of curriculum have primary learning goals. No area is completely self-contained, and each activity covers several aspects of learning. For this document, however, we note several purposes of each curriculum area with the reminder that all the areas intertwine. Each classroom uses the areas in developmentally appropriate ways.

Creative Art encourages self-expression, fosters creativity, assists motor development, encourages perseverance, encourages thinking and planning, releases tension, and builds self-concept.

Block play enhances motor development, develops planning skills, encourages creative thinking skills, develops problem solving skills, encourages orderliness, develops language and math skills, develops cooperative skills, builds respect for others through cooperation, and develops eye-hand and fine-motor coordination.

Computers develop coordination, math, reading, language, and other skills. Children learn to evaluate, measure, and predict outcomes to simple problems. Children under three years of age do not have computer time.

Dramatic play gives children a chance to try on roles, gives practice in cooperative play, gives a chance to live out fantasies, provides release for emotions and tensions, builds knowledge of community and home roles, encourages new experiences, develops a sense of self, clarifies new concepts, and builds self-help skills.

Language and Literacy learning helps build letter and sound recognition, enhances reading, writing, listening, and speaking skills, helps build vocabulary, aids in the development of patterning and sequencing skills, and helps build the connection between letters and sounds.

Library enhances vocabulary, encourages development of reading behaviors and skills, encourages discovery and problem solving, aids development of attitudes, fosters listening skills, encourages creative storytelling, reinforces learning, encourages use of imagination, builds recall skills, and teaches sequencing.

Math teaches sequencing, builds recognition skills, teaches matching, helps with recognition of shapes, develops spatial orientation, helps with recognition of size comparisons, helps with recognition of basic colors, develops classification skills, and develops ordering skills.

Music and Movement encourage social development, help develop rhythm, act as an emotional release, develop memory/retention/recall, encourage participation/enjoyment, develop listening skills, encourage exploration of body movement, help in defining volume and pitch, offer enrichment and relaxation, teach care for instruments and audio equipment.

Science builds observation and problem-solving skills, sharpens the senses, helps develop a natural curiosity, develops understanding of self and others, teaches skills for care of plants and animal, forms a growing appreciation and care of God's created order.

Outdoor play encourages problem solving, develops gross motor skills, stimulates curiosity and learning, releases emotional tensions, and builds social skills through social interactions.

Sensory play encourages body and sense awareness through experimentation texture, temperature, and measurement.

Toys and games develop fine motor skills; enhance math skills such as matching, sorting and classifying; develop problem solving skills; develop eye hand coordination; build problem solving skills; develop self-image; build perseverance; and give children a sense of mastery.

Learning Activities

Unit activities will be offered in all curriculum and learning areas as well as group times throughout the week. In each unit, children will use a variety of materials and senses in their play experiences to foster growth in all areas of readiness. Children will show evidence of learning through play activities.

Bible learning is an integral part of the curriculum and will be incorporated throughout the curriculum. Each story, verse and concept will be taught and re-taught through active learning appropriate for young children.

Planning, Evaluation, and Assessment

- **Planning** is done weekly by classroom teams. Teams consist of the lead teacher and assistants. Plans are submitted to the Director on Wednesdays for the following week. Complete written plans are kept by the teacher and are always available to the parent or licensing specialists.
- **Implementation** – Plans are implemented during the week. Notes on implementation should be made in plan books or plan forms to help in evaluation and assessment (changes should be recorded).
- **Observation** - Ongoing observation of children and staff is an essential assessment tool. Teachers keep running observation logs to assist in child assessment and curriculum development.
- **Assessment of teaching** is a continuous and on-going process and is an essential part of curriculum development as well as personal and professional growth. Teachers evaluate the effectiveness of the week's plans, their own performance, the growth of the children, and individual concerns.
- **Assessment of children's progress** is a continuous process. Teachers use several methods of assessment, such as observation logs, child portfolios, photos, and/or journals. Parent/teacher conferences are held two times per year during the months of January and May.

Schedule

Routine and consistency are important to young children. Follow routines to ensure good classroom behavior. The schedule provides needed variety in atmosphere (i.e., from active to restful) and of experience (i.e., from teacher-directed to child initiated). The schedule allows for flexibility in activity level and time allowances for each activity and transition, depending on the demands of the classroom and development of the children. Children will engage in teacher-directed activity, self-directed exploration, active learning, and restful reflection. The schedule will provide time for rest, nourishment and personal hygiene.

Professional Standards

Attendance and Promptness – Because young children require regular patterns in their lives, attendance is crucial. Regular absences are detrimental to the children and will not be allowed. Each staff member is required to be in their classroom by their starting time. To ensure promptness, plan to arrive before your start time. Staff is punctual and is responsible with breaks. Excessive tardiness is grounds for disciplinary action, up to and including termination of employment. Staff is expected to be in attendance for all evening programs and meetings. Approved absence from evening activities must be granted by Assistant Director for Personnel or the Director.

Confidentiality – We must respect privacy and confidentiality. Staff may not disclose confidential information about children, families, or co-workers with, or in the presence of, children or clients. Confidential information should be shared with coworkers on a need-to-know basis for problem-solving only.

Communication

Appropriate language – Staff members are expected to use appropriate language, good grammar, and correct spelling in communication with and in the presence of children, parents, and coworkers. Interactions with children, parents, and co-workers are expected to be courteous and respectful always.

Written Communication

- Fill out daily communication sheets, as required by directors or requested by parents.
- Strive to make communications positive.
- Incident reports are filled out completely for any injury, even a minor one.

- Distribute parent communications responsibly. Distribute communications to non-custodial parents as appropriate.

Conferences – Parent/Teacher conferences are held in January and May. At other times, conferences are held as needed. Fill out a conference report in the parent’s presence. Have the parent sign the form. Make a copy. Give the parent a copy and place a copy in the child’s file. A Director must be present for conferences for reasons other than progress.

Communicating about Behavior

- Be discrete in communicating behavior with parents.
- Notify parents of behavior only as outlined in “problem behaviors” section of Child Discipline. Share with the parent when there is a repeated problem. Let the parent know how it is being handled. Assure the parent that we are in control.
- Recognize that hearing of misbehavior creates a negative impression. Be as positive as possible.

Other Communication

- Interpret policies clearly and positively to parents.
- Encourage parent involvement and observation.
- Meet parent’s reasonable requests (i.e., cap over ears, give teddy bear at rest).
- Deal with any parental concerns immediately. Keep all conversations professional and confidential and acknowledge parent’s concerns.
- Call parents about serious injury or illness. Parents are called for all injuries of the head and/or face and temporal temperatures of 100°F or above or axillary temperatures of 99.5°F or above. Parents are also called when children are ill and unable to participate in activities.
- Communicate clearly; make sure that responsibilities are understood.
- Provide adequate direction and instructions for substitutes.

Cooperation

Sharing of Space – The CDC operates as a ministry of the Church. Classrooms may be used on other days of the week or in the evening by another ministry. It is to be expected that materials may not be exactly as you leave them when they have been used by other programs. We make every effort to create smooth transitions from one program to another. We will do our part to make the environment clean and organized for other groups of children or ministries using classrooms.

Sharing Responsibility – All staff shares the responsibility for caring for property. As a team, we agree to work together for the glory of God in each of our responsibilities. We share responsibility and are part of the total team effort. We share room tasks responsibly and work cooperatively with other staff.

Dress Code

Staff is expected to dress in a professional manner appropriate for their position. Because the Center provides a Christian witness, the following dress code must be followed. Persons out of dress code will be asked to go home and change without compensation during the time taken to change. Clean, comfortable, and appropriate clothing is expected. Scrub tops and pants are permitted. Torn or sloppy clothing is not permitted. Sweat clothing is not professional dress and is not permitted.

- **Shorts and skirts** may not be any shorter than your fingertips when your arms are fully extended at your side.
- **Tops** must cover all private body parts. Shirts straps must be at least two finger widths wide. No halter-tops or crop tops are to be worn. Slogan shirts must be Christian or in keeping with Christian principles. Cleavage should not be visible at any time.
- **Swim Suits:** If bathing suits are worn for outdoor water play, summer camp water-related field trips, or swimming, they must be modest one-piece suits. **You may be asked to wear a T-shirt over your swim suit.**
- **Piercing:** Three earrings per ear may be worn at any time. No other visible piercings are permitted.
- **Tattoos:** Body art (tattooing) is not acceptable. Tattoos must be covered to maintain a professional appearance.

- Belly buttons, breasts, buttocks, bellies, and backs must be covered.
- Undergarments should never be visible.

Gossip is not allowed. Rumors, complaints, concerns, etc. must be addressed to the Director or an Assistant Director. They are not to be shared with other staff or parents. *What is gossip?* It is inappropriate and unnecessary information being discussed. Gossip and/or stirring dissension among other staff or families are grounds for immediate dismissal.

Parent/Teacher Relationships – Staff members are expected to maintain professional relationships with parents. For the safety of the employee, it is best to refrain from babysitting after hours. When a staff member has a personal relationship with a client that predates a child’s enrollment in the program, special care should be taken to keep the two relationships as separate as possible, and to maintain a strictly professional relationship at work.

Performance Evaluation

Orientation and Evaluation Period (Probation) – New Staff will be on a **probationary period** for 90 days. **Leave will be accrued in the first ninety (90) days but may not be used until after the first day of permanent placement.** During the initial orientation and evaluation period, staff will be oriented to the position using an appropriate plan. At the end of this period, staff will be evaluated and considered for a permanent position.

Performance Appraisals – Staff will be evaluated informally throughout the year through health & safety checklists and classroom observations. Written employee self-assessments and performance appraisals will be made yearly. Appraisals are based upon job performance: including, but not limited to: professional skill; communication with parents, staff, and children; willingness to go above and beyond the average; attitude and willingness to follow authority; self-improvement; punctuality; and, attendance.

Phone Usage

Incoming Calls – The Center only has business lines. Teachers may only receive personal phone calls if it is a serious emergency (such as a child’s illness or injury). Messages will be taken for all other calls.

Outgoing Calls – There is no phone available for personal use. If you must use an office phone in an emergency, it may only be used during your break time with the permission of the office personnel. All phone calls cost \$.50 and must be paid in advance.

Cell Phones – **Cell phone usage distracts us from the children and is not permitted during work hours.** Place your cell phones on silent and return all calls during your break. **Staff members using their cell phones during work time will be relieved of their duties without pay for two work days.** Texting and taking of photos is prohibited while supervising children.

Preferential Treatment – It is inappropriate and unacceptable to extend preferential treatment and favoritism towards some children and/or parents. Likewise, it is inappropriate and unacceptable to treat any person unkindly or disrespectfully.

Preparation – It is the teacher’s responsibility to be prepared for the activities of the day. Lesson plans are prepared weekly and turned in to the Director on Wednesdays for the following week.

Professional Development – As professionals, we seek to learn and grow personally and professionally. We are honest with self and others, admit own mistakes, and accept others’ mistakes without being judgmental.

Regulations – Staff must maintain Office of Child Care (OCC) licensing regulations, as well as Center guidelines. Each staff person is responsible for his/her respective classroom or area. Each staff is responsible for maintaining OCC regulations and recommendations for best practices as is appropriate for his/her position.

Supervision – It is our responsibility to ensure the safety of each of the children in our care. The key to safety is supervision. Observe the whole group even when involved with one child or small group. **Children are never left unsupervised or inadequately supervised.** Leaving children unsupervised or under-supervised

is grounds for immediate dismissal. If you must leave your classroom to use the rest room, please contact the office for appropriate coverage at a time that is safe and convenient for your classroom. If you have center responsibilities that require time out of your classroom, you must obtain coverage for your classroom before leaving.

Time Cards – There are time cards for signing in and out of work and for breaks. When you are signed in, you are supposed to be working. When you are on the clock, you are legally and ethically on Center time and should be working.

Center Policies and Procedures

Accident/Injury Routine – Take care of the child’s immediate medical needs first. First aid supplies and isolation area are in the office. Comfort the child, pray with him/her. It is the general policy of the Child Development Center to report all injuries to the parent. If the child has a mark, scratch, or bruise, fill out an *Incident Report*, make a copy, and have the parent sign the original report. Keep the signed original to place in the child’s file. Give one copy to the parent. If the injury is more than a scratch or if the injury is to the child’s head or face, call a parent and note the phone call on the report.

Emergencies – Become familiar with all *Universal Emergency Procedures*, which are included in your orientation binder. Training in the center’s Emergency Management Plan is provided at orientation and during yearly health and safety training.

Hand Washing

Research has proved that washing our hands is the single, most effective thing we can do to prevent and control illness. Routine and thorough hand washing can help prevent the spread of CMV, HIV, RSV, Methicillin Resistant Staphylococcus Aureus (MRSA), Hepatitis A and C, and several other bacterial and viral diseases. Training is provided in proper procedures for washing hands.

Staff and children must wash hands before and after handling food, after each diaper change, after removing disposable gloves, after visiting the rest room, after wiping mouths and noses, after helping children with toileting, after outdoor time, and before and after administering medication. Remember to wash hands any time that there is a possibility that germs may be spread!

Health and Safety

- No child is ever left unattended.
- The well-being of each child is to be carefully guarded.
- Routinely give a “sight” health check of each child upon arrival, before the parent leaves.
- Keep children in view constantly (especially on the playground).
- Check diapers hourly and clean child thoroughly during diaper changes.
- Regularly wash faces and other body parts if necessary.
- Children learning to use the toilet need to be taken hourly and parents informed of progress daily.
- **No hot beverages are allowed in any area where there are children. This includes classrooms, hallways, gym, playground, etc.**
- **Smoking** is not allowed. No employee may smoke on church grounds.
- Please see *Emergency Management Plan* for more information.

Housekeeping Responsibilities of Staff

- Clean off tables, sweep floors after meals and snacks to pick up crumbs.
- Maintain a clean room, free from clutter, dirt, debris, and dust on all surfaces.
- Remove all items from the hall to avoid clutter, as required by fire codes.
- Wash tabletops before and after meals and snacks using appropriate disinfectant.
- Place trays and other eating utensils in the appropriate place to be taken to the kitchen for washing.

- Clean and sanitize toys weekly, unless needed more frequently. Infant/toddler toys are washed and sanitized after each use.
- Staff is responsible for monitoring cleanliness of bathrooms after use and for cleaning them as necessary. Daytime custodian may not be available when cleaning is necessary; therefore, staff may need to clean out toilets and mop floors as needed to maintain clean environments for children.

Closing Procedures

- Stack chairs in one area in short stacks (no more than 5 chairs).
- Turn off all media equipment.
- Remove trash bags from trash receptacle and replace with a clean bag. Take trash to dumpsters on Wednesday and Friday evening. Evening custodial staff will take trash to dumpsters on Mondays, Tuesdays, and Thursdays.
- Flush bathroom toilets and turn bathroom lights off.
- Make sure all faucets are turned off.
- Close and lock windows and emergency doors.
- Turn off room lights when the last teacher leaves.
- Closing administrator will lock all doors.
- Complete the closing checklist and turn in the checklist to the office at the end of the day.
- Take attendance clipboards to the office before leaving.

Meal and Snack Procedures

- Teachers and children must wash their hands before and after handling any food.
- Food service gloves are worn when handling food and food service equipment.
- Remember to thank God for providing our food. Thanks to God for the food can be memorized prayers, sung prayers and/or individual volunteers praying.
- Meals and snacks are served family style.
- Encourage children to do as much as they can for themselves.
- Encourage children to try each food. They are not forced to eat a food. **Parents may provide a modified diet only with proper documentation.**
- A teacher should sit with one group, model manners, and socialize with children.
- Parents may bring food for parties and special occasions. **All products must be store-bought.**

Rest Time Procedures

- All children must use the restroom before rest time. Encourage self-help skills.
- Children may be awakened during nap time to use the toilet with parental permission.
- Speak only in a whisper. Play a CD or tape quietly – rest time music only.
- Provide comfort, back rubs, and nurturing. This is a time to build relationships.
- Provide books on cots to children who have rested, but not slept after an hour.
- After children are down, rest time should be spent in lesson preparation and room cleanliness.

Playground Rules

- Teachers are to have full attention on the children (if talking to parents, make sure you are still facing the children).
- Teachers are to be spaced around the playground. All areas should be covered.
- Teachers are to be involved with the children, interacting and observing.
- Teachers are to greet parents as they arrive to pick up children to signify that you know they are now completely responsible for their child.
- Teachers must follow outside and inside scheduled times for large motor activities.
- Use sandboxes, tricycles, etc. at your own discretion, but be sensitive to the children's developmental needs and parental requests.
- All play equipment is to be returned to the shed before your classroom leaves the playground. Equipment that is left out will rust and deteriorate.

- Teachers should be sure to send children to the bathroom before entering the playground. Trips to the bathroom or water fountain should be as a group only, with a teacher.
- Prevent problems by redirecting children and reminding them of the rules.
- Teachers must strictly enforce safety rules.
- Children go up the stairs and down the slide.
- There is no climbing on the top of equipment or on fences.
- Most equipment has room for a limited number of children. Please follow limits.
- When sand is provided outdoors, sand must stay in the sand area. Throwing or carrying it out of sandboxes is not allowed.

Reports and Records

Attendance – Accurate attendance records must be kept on the roll sheets provided each week.

Conferences – Conferences will be recorded on paper and filed for future reference.

Incident Reports – In case of injury or accident, a report must be filled out and one copy made. The parent must sign the original to be filed. The parent keeps the copy.

Medication – When medication is required, a “Medication Authorization Form” must be signed by the parent. Only staff who have taken the MSDE approved 6-hour medication certification course may administer medication. The person administering the medication will sign and date the medication form. Completed forms will be filed in the child’s file.

Progress Reports – We assess children two times per year. Reports are to be complete and turned in to the Director before the teacher schedules conferences with parents. (See bullet 5 under ***Planning, Evaluation, and Assessment*** on page 10.)

Room and Equipment

- Basic room rules and schedules are to be posted in rooms.
- Teachers sit on the floor or larger student chairs during the time that children are awake. Sitting on tables is unsafe and a poor example; therefore, is not allowed.
- Each teacher is responsible for maintenance of equipment and resource materials.
- Staff model the appropriate use of materials and equipment.
- Room are arranged in organized learning centers that provide areas for loud and quiet, active and restful, and group and solitary activities.
- Furniture is arranged so that all areas can always be seen by the teacher(s). Remove any unnecessary furniture.
- Cooperate with other programs using this room.
 - As much as is possible or known, items not needed for the next program should be removed or covered.
 - Special items not to be used by other groups need to be stored on a designated shelf or container in the closet.
 - If a significant or continuing problem occurs, the Director will share information about the nature of the problem with the program leader.

Supplies

- When supplies/special items are needed for future use, fill out a supply request form and turn it in to the Resource Coordinator or AD for Finance. Filling out requests in advance will ensure that you have your supplies when needed.
- Teachers are required to keep their room supplied with basic supplies.
- Hoarding supplies is unfair to the other classrooms and children. Supplies are limited.
- Removing supplies for personal use is grounds for immediate dismissal.

Toileting Procedures

- Children should flush the toilet and wash their hands. Encourage self-help skills.
- Quietly reassure children who have accidents.
- Be sure you reward successes. Praise is a great encourager!

Child Discipline Procedures and Techniques

Philosophy

The Bible (Hebrews 12:5-6, NIV) suggests that discipline takes place in a relationship where there is love. The goal of discipline is to guide the child to self-regulate and be self-disciplined. We use positive guidance, choice of age-appropriate materials, a variety of interesting activities, interesting room arrangements, consistent routines, and calm and positive attitudes. The guidance techniques used are based on the developmental level of the child, including re-direction, group problem-solving, logical consequences with empathy, “quiet corner” or “safe place” for reflection and time to regain composure. Corporal punishment (smacking, spanking, hitting, etc.) is never permitted. Corporal punishment may not be used by parents with their children or other children while on our premises in accordance with licensing regulations.

As a Christian Child Development Center, Christian values are taught. Love, concern for others, sharing, consideration, treating others politely, speaking and acting kindly and appropriately, and having empathy will be demonstrated and taught. Children are made aware of expectations through the consistent use of clearly defined rules. Examples of classroom rules are as follows:

Behavior	Scripture
1. We love and respect our friends.	Proverbs 17:17; John 13:34; 1 John 4:7
2. We help (serve) one another.	Hebrews 13:16; Galatians 5:13
3. We share with others.	Hebrews 13:16
4. We are kind to one another.	Ephesians 4:32; 1 Thessalonians 5:15
5. We obey our parents.	Colossians 3:20; Ephesians 6:2
6. We pray for each other.	James 5:16
7. We tell the truth.	Exodus 20:16; Exodus 23:2; Zechariah 8:16
8. We respect others' property.	Exodus 20:15
9. We do to others what we would have them do to us.	Matthew 7:12; Luke 6:31
10. We obey our teachers.	Hebrews 13:17

These are just examples. Appropriate rules for each classroom are determined by the teachers and the students. More specific rules such as “We walk indoors,” “We use inside voices when in the building,” etc., may also be chosen.

Behavior Management Strategies

Corporal Punishment – Physical punishment is never permitted. This includes any form of hitting or smacking, grabbing, pushing, yanking or shaking. No one has the right to harm another person physically or emotionally. Rough treatment is not in keeping with our philosophy of modeling Christ and will not be accepted. It is grounds for immediate dismissal.

Natural and Logical Consequences – Consequences are logical and reasonable and given with empathy. (“Aw, I’m so sorry that you missed your favorite story. Maybe next time you will clean up your area when it’s time to do so.”)

Problem solving – Encourage children to solve their own problems. Model problem solving techniques.

Routines – Prevent opportunities for misbehavior by following a schedule and maintaining regular routines.

Transition – Transitioning from one activity to another is often difficult for young children. Badly managed transitions often create behavior issues. The general techniques for smooth transitions are as follows:

- To as great a degree as possible, incorporate the transition into the activity; for example: after reading a story about the zoo, call children two by two to move like different animals mentioned in the story to the table.

- Periods that require a child to sit and wait for everyone should be avoided. Find some activity that the children can engage in (puzzles, file folder games, etc.).
- Try counting, finger plays, singing a song, imitating, etc. as transition activities. Find a method that works for the group. Be flexible to new methods.
- Model the correct behavior. Praise cooperation and completion.
- Supervision is maintained and appropriate, aware of all children and their whereabouts.

Voice Tone

- Reasonable and calm tone of voice is used with children.
- To be most effective, get the child's attention and then speak in a low, quiet tone.
- Use short, simple, and specific directions, repeated frequently.

Problem behaviors will first be addressed in the classroom setting with the techniques in the previous section. After the teacher has exhausted all efforts in addressing a child's behavior in the classroom, a behavior report will be completed, and the parent will be called to speak the child. Parents will be asked to sign two copies of all behavior reports (one copy for the parent, and one for our files). At this point, the teacher and/or administration may recommend a referral to Baltimore County Infants and Toddlers or Abilities Network for intervention.

The center reserves the right to suspend or dismiss children immediately for harmful or unsafe behavior. All such matters will be considered on an individual basis and will be kept in confidence.

School aged children may be required to write specific sections of one or more of the class rules, such as:

1. Listen when others are talking.
2. Follow directions.
3. Keep hands, feet, and objects to yourself.
4. Work/Play quietly and do not disturb others.
5. Show respect for school and personal property.
6. Work and play in a safe manner.
7. Follow van and bus rules

In addition, selections from bus rules and or modifications of any of the above may be used. Selection will be made in accordance with the behavior. We need and want the parents' help in having the children understanding that there are some behaviors that are not acceptable. Behavior endangering the safety of anyone could result in immediate dismissal.

Staff Salaries and Benefits

Bereavement Leave – For the death of immediate family or spouse's immediate family MRBCCDC will pay three (3) days of bereavement leave. Immediate family members are defined as:

- Spouse
- Child or Step Child
- Parent or Step Parent
- Grandparent
- Brother/sister
- Mother-in-law/Father-in-law
- Grandparent-in-law
- Brother-in-law/Sister-in-law

For other members of your family or your spouse's family, MRBCCDC will pay for one (1) day of bereavement leave. Staff may request other vacation/personal time off as necessary.

Breaks – Breaks are scheduled by the Assistant Director for Personnel, Director, or the Assistant Director for Finance. If you are scheduled for a break, and no one arrives to cover for you, you may not leave. You must wait for appropriate coverage. If you are scheduled for a break, but choose to not take your break, you will not be paid for the time. Staff is encouraged to leave their classroom during scheduled break times to regroup and meet personal needs. ***Staff may not take their break in occupied classrooms.***

Continued Training – Continued training required by the center, including workshops and first aid/CPR class will be provided each year. The Center will schedule staff in-service training as appropriate for center and employee needs. All staff is required to attend staff in-service training, unless leave time is approved. The State of Maryland also requires yearly continued training each year. The center may not provide all

training required by the State for continued training required for Credential Renewal. It is the employee's responsibility to obtain necessary supplemental training to meet yearly requirements. The center is closed two days per year for staff in-service training. All staff is expected to be in attendance.

Exercise Room – There is an exercise room that our full- and part-time employees may use during their off time, as permitted by the administration and the church. Staff may obtain the key from office personnel. A liability waiver must be signed prior to using the equipment.

Exempt Employees – Some administrative and teaching positions may be considered exempt from overtime pay. Only those positions and persons that comply with the May 18, 2016, ruling and update to 29 CFR Part 541, are eligible for exempt status.

Holiday Pay – The center is closed for children and staff on the following holidays: New Year's Day, Good Friday, Easter Monday, Memorial Day, July Fourth, Labor Day, Thanksgiving Day and the day after Thanksgiving, Christmas Eve, and Christmas Day. Full time, non-probationary staff will be paid for these days. Absence without pre-approved leave or illness documented with a doctor's note the days before and/or after a holiday will result in the holiday being unpaid.

Insurance – Group dental insurance for employee and family is available for a small cost. Employees are encouraged to obtain their own health insurance through www.marylandhealthconnection.gov.

Jury Duty – MRBCCDC will pay the employee their normal salary for up to three days of jury duty. The employee may keep compensations received from the court for meals and parking. Contact the Assistant Director for Personnel if you are called to serve on jury duty. You will need to supply documentation of the time you served on jury duty before you will be paid.

Leave of Absence/Maternity Leave/Medical Leave – A leave of absence may be taken for up to six weeks for family sickness, maternity leave, surgery, or other extended absence. A request for leave must be submitted to Assistant Director for Personnel and/or Director for approval before leave begins. Your position may be filled in your absence by a substitute. If leave time is ambiguous or extends beyond six weeks, your position may be filled permanently by another. Upon return, you will be offered any available positions of equal or lesser status.

Leave Time – Full time staff may earn sick and vacation leave. You can't use it until you have earned it. When you are hired, you will begin to accrue vacation and personal/sick leave. Leave time will accrue during the probationary period but may not be used until after probation.

Sick and Safe Leave – Sick and safe leave is available for all staff who regularly work more than **12** hours per week. Sick and safe leave may be used for any of the following: the employee's or a family member's physical or mental illness, injury, or preventive care; maternity or paternity leave; or if they are the victim of domestic violence, sexual assault, or stalking. Staff will earn sick and safe leave at the rate of **1** hours for every **30** hours worked. Employees may earn a maximum of **48** hours of sick and safe leave per year. Sick and safe leave will begin to accrue at employment but may not be used until after the ninety (90) day probationary period. Administration requests that, for all foreseeable instances, employees give as much notice as possible. The amount of sick and safe leave accrued does not change with years of service. Sick and safe leave is not paid upon termination of employment but may be reinstated if re-employed within **8** months.

Vacation Leave – Each week during the first year, full time staff may earn vacation leave in the amount of .76 hours per week. During the first year, full time staff may earn up to 40 hours of vacation time. After one year of service, full time staff will accrue vacation at the rate of 1.53 hours per week. This equals 80 hours of vacation. After five years of service, vacation leave will be accrued at the rate of 2.30 hours per week. This amounts to 120 hours of vacation. Each year thereafter, an additional day of vacation will be accrued during the anniversary month up to 5 additional days of vacation per year. After ten years of service, an individual may earn up to 160 hours of vacation per year. Vacation leave will not be paid if there is absence the days before and/or after time taken, unless a doctor's note verifying illness is provided.

Unpaid Leave – Unpaid leave may be requested for emergencies, maternity, health matters, etc. Each request will be considered individually. All unpaid time must be approved by the Director. The Director

and Assistant Director for Personnel may approve time off beyond vacation time if staff coverage is available, and the amount is not excessive.

Carry-over – A total of 80 hours of any combination of sick and safe + vacation leave may be carried over into the next calendar year.

Meals and Snacks – Teachers are encouraged to eat with the children the lunches and snacks that the children are served. Teachers may not eat any other food in the presence of children. Soda and personal foods may be in the classroom only when the children are sleeping. **Hot drinks are never allowed in classrooms.**

Overtime – Time **worked** over forty hours per pay week will be paid 1.5 times regular pay. Exempt employees are ineligible for overtime. See the definition and explanation for exempt employees under the heading **Exempt Employees** in this section. Holidays and leave days are not considered time worked.

Parking – Parking is available in the middle portion of the parking lot between the ball field and the back of the building.

Pay Dates – Pay periods officially end every other Sunday. Pay day is the Thursday following the end of the pay period. Therefore, pay days are every other Thursday.

Pay Increases and Bonuses – Raises may be granted on an individual basis based upon the quality of your performance appraisal to the discretion of the Administration. Pay scale increases and bonuses may also be granted periodically at the discretion of the administration and the CDC Advisory Committee.

Severe Weather – Any weather-related closings will be reported on WRBS (95.1 FM) and WBAL radio. Announcements will also be placed through email, on the center's answering machine, and the center's website (www.middlerivercdc.org). Opening personnel will be notified by phone. All full-time, non-probationary staff will be paid for the day. Staff who are unable to report may use earned leave time.

Tuition Discounts – Employees may enroll their children at 25% discount. The employee's gross tuition will be reduced by 25%. This will only apply for full-time staff. For multiple children, parents will pay 75% of the total gross tuition. After five years of employment, we will offer a 35% discount. After ten years of service the employee will receive a 50% discount. "Sibling discounts" will not be applied. Tuition for staff children may be automatically deducted from the staff member's paycheck with a "Payroll deduction for Child Care" form.

Staff Discipline and Termination

MRBCCDC requires that its employees:

- Meet teaching standards and adhere to center policies as outlined in this document.
- Observe a standard of moral conduct that exemplifies Christ and contributes to an orderly, positive, and productive workplace.
- Arrive on time and work during the entire scheduled work shift, unless released from responsibility by an administrator.

In cases of poor performance, misconduct, or repeated absenteeism or tardiness, MRBCCDC will use discretion to determine the appropriate action. When making decisions about staff discipline, we will consider:

- The seriousness of the offense(s)
- The employee's past record
- The effect of performance on the care and education of the children

Employee Discipline

Whenever practical, MRBCCDC will use a progressive disciplinary approach, which may include:

1. Personal counseling. Documentation will be placed in the employee's file.
2. Written warning.
3. Final warning and /or suspension.
4. Termination.

Probation Given to Any Employee after Initial Probation

The Director or Assistant Director for Personnel may place an employee on a 30-, 60-, or 90-day probation period for the following:

- An infraction of any portion of the items listed in the Employee's Handbook
- Behavior deemed in conflict with Christian behavior
- Employee evaluation that is below acceptable standards

The employee will be presented with a listing of the infraction(s) and an action plan to correct them.

Sick and vacation time may not be used during this period. Staff tuition discounts will not be granted during this time.

Immediate Dismissal: Immediate dismissal may result from:

- Refusal to work as assigned.
- Abusive, unsafe, or negligent behavior.
- Unauthorized removal or intentional misuse of property.
- Stirring dissension among staff.
- Gross misconduct which may include: gossip, severe insubordination, theft of center or church resources, any unlawful action requiring termination as described in COMAR 13A.16.06.03(A).

Grievance Procedures

It is expected that all employees will conduct themselves in a manner that glorifies our Lord and Savior Jesus Christ. He is our model in all matters. If in the event an employee has a grievance with another employee, a parent, or with the administration, there is a procedure to follow to assist in resolving the situation in a professional manner. Grievances will be handled in compliance with Matthew 18:15-18, which states:

¹⁵If your brother sins against you, go and rebuke him in private. If he listens to you, you have won your brother. ¹⁶But if he won't listen, take one or two more with you, so that by the testimony of two or three witnesses every fact may be established. ¹⁷If he pays no attention to them, tell the church. But if he doesn't pay attention even to the church, let him be like an unbeliever and a tax collector to you. ¹⁸I assure you: Whatever you bind on earth is already bound in heaven, and whatever you loose on earth is already loosed in heaven (HCSB).

Employee Behavior - As Christians, we should all treat others as we would want to be treated. Respect for all is expected. Disrespect of any kind is not Christ-like and is not allowed. Disrespect includes, but is not limited to, the following:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, degrading or ridiculing another person or group;
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols;
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands;
- Physical assault or stalking;
- Displays or electronic transmission of derogatory, demeaning or hostile materials; and
- Unwillingness to train, evaluate, assist, or work with an employee.

Employee to Employee Grievance

1. Discuss your concern with the person involved. Speak the truth in love.
2. If the situation does not improve, discuss with the Assistant Director of Personnel and/or the Director. Together, you and the AD and/or the Director will discuss with the person involved.
3. If still no improvement, discuss with the Director. The matter (without mentioning names) may be taken before the staff at a staff meeting for discussion.
4. If there is still no improvement, The Director and Assistant Director for Personnel will decide what further action needs to be taken, up to and including termination.

Employee to Administrator Grievance

1. Discuss your concern with the administrator involved.
2. If the situation does not improve, discuss with another administrator. Together, you and the other administrator will discuss with the person involved.
3. If still no improvement, send a letter to the CDC Committee, care of the church. You may request to be present at a committee meeting to voice your concern. Discuss your concern with the committee. The committee will determine if the matter should be brought before the church.

Employee to Parent Grievance

1. If there is a difference of opinion with a parent concerning the care of his/her child, you may share with the parent only information that applies to you and his/her child.
2. Approach the parent in a non-threatening manner and discuss your concern calmly.
3. If there is no improvement, discuss your concern with the Director.

Parent to Employee Grievance

1. If a parent approaches you with a grievance against another staff member, request that the parent speak to the specific staff member or to an administrator.
2. You may inform that parent that you will express their concern to an administration in a confidential manner. The administrator will then discuss with the matter with the parents, and then the staff member.
3. Do not discuss the matter with anyone else except the staff member or an administrator, as this could be considered a violation of privacy and gossip.



Disclosure Statement

I, _____, have read and understand the Employee Handbook for Middle River Baptist Church Child Development Center. I understand that this document is not a contract, but an affirmation of my understanding of guidelines for employment.

My signature, herein affixed, indicates my agreement to abide by the policies, procedures, and expectations recorded within this handbook. Non-compliance may result in disciplinary action up to and including termination of my employment as noted herein.

I also understand that additional policies, procedures, and expectations may be instituted and forwarded to me in writing.

Employee Signature _____ Date _____

Please sign this disclosure statement and return in to the office. It will be place in your employee file.