

# DIRECTORS' GUIDE



*for Seventh-day Adventist Early Childhood Programs of the Pacific Union Conference*



**AND...**  
the reasons  
we do it!

*If your actions inspire others to  
dream more,  
learn more,  
do more  
and become more,  
**YOU ARE A LEADER.***

*-John Quincy Adams*

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**Pacific Union Conference  
Office of Education  
Early Childhood Education Division  
PO Box 5005, Westlake Village, CA 91361  
<http://adventistfaith.com/education/>**

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## Acknowledgements

### Adhoc Committee Members:

Coreen Hicks, Associate Superintendent, Northern California Conference

Jamie Sanbonmatsu, Director, Valley View Children's Center

Julie Majestic, Director, Loma Linda Academy Children's Center

Julie Yamada, Associate Director of Early Childhood Education, Pacific Union Conference

Malisa Smith, Director, A+ Children's Center

Miki Nelson, Superintendent, Hawaii Conference

Shari Thompson, Director, Sacramento Adventist Academy Early Childhood Education Center

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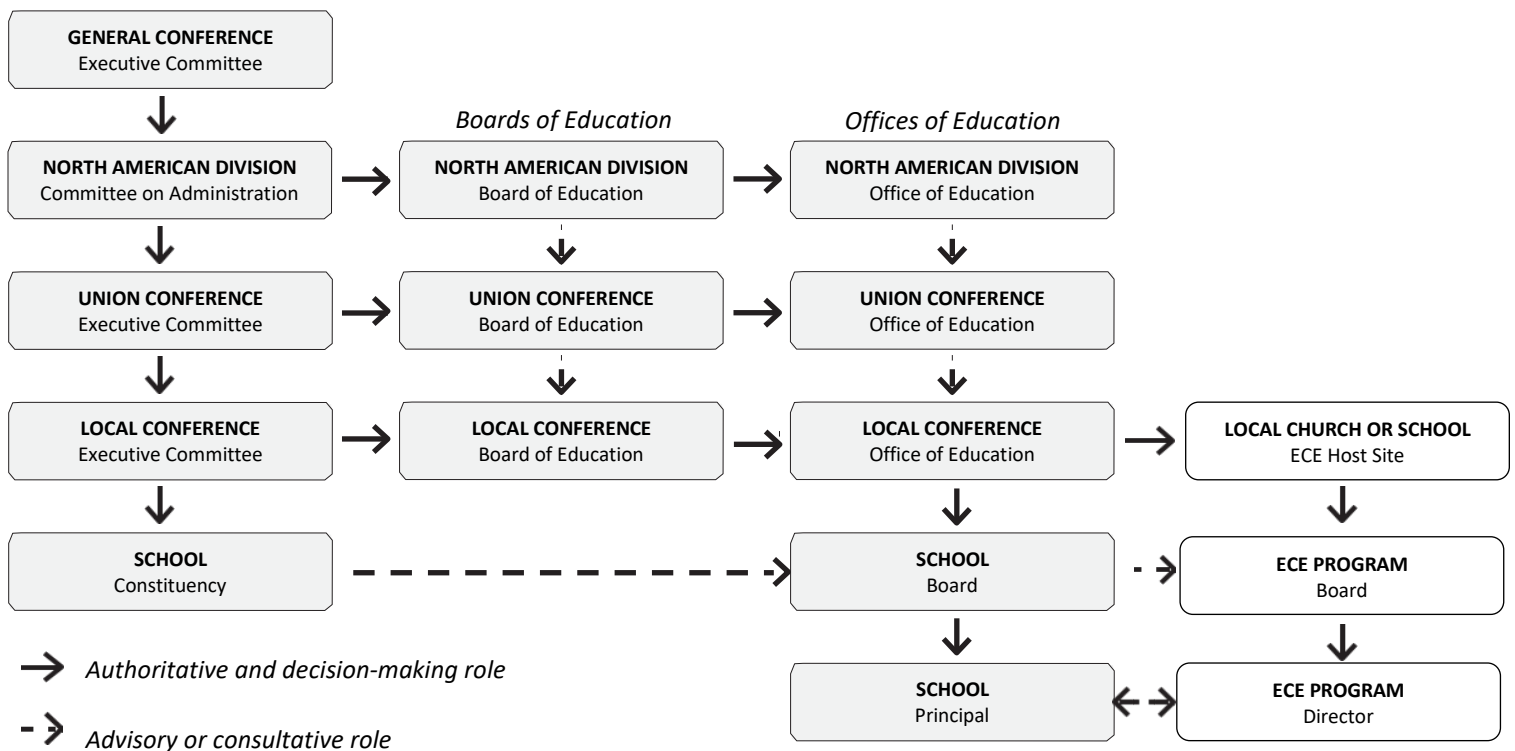
# Introduction

The purpose of this guidebook is to provide a resource that will assist Early Childhood Education (ECE) program directors in meeting their responsibilities as educational leaders in a Seventh-day Adventist early childhood program. This guidebook can also be used by the local conference ECE liaison to train a new director of an ECE program and introduce them to their responsibility of training new employees.

## Understanding Church Structure and Governance

It is important for a director to understand the organization of the North American Division (NAD) and how the church governs that structure. The accompanying flowchart provides highlights of the relationships as they relate specifically to directors. Notice that some of the arrows indicate lines of authority, and others indicate advisory functions.

*NAD Working Policy\** and the *Church Manual\** contain the basic policies for the operation of the Adventist Church and related institutions. Union ECE policies are the guidelines that accompany most state laws pertaining to early childhood education.



\**NAD Working Policy* and *Church Manual* can be obtained through the local conference office of education (LCOE) or Pacific Union Conference Office of Education (PUCOE).





# Leadership

With input from the stakeholder groups, the director establishes the ECE program. The director serves as the leader for the ECE program. (Stakeholders are board members, parents, pastors and school principals, and church members.)

Leadership and management have very different definitions and roles. Leaders inspire others to participate in and expand a vision for the ECE program. Managers focus on the people, problems, and tasks at hand, using technical skills to address them. (Carter & Curtis, 1998) Management tasks include budgeting and planning, organizing and staffing, controlling, and problem solving.

The director's managerial duties are described in the [Management section](#).

## Qualities of Effective Leaders

Directors have a profound effect on what is valued in the ECE program. The director must embrace and act upon a set of internal, consistent beliefs and principles that will help him/her to:

1. Demonstrate support of and loyalty to the philosophy, goals, and ideals of Adventist Christian education.
2. Recognize that the ECE program exists for the purpose of serving the needs of children.
3. Promote a lifestyle that incorporates principles advocated by the Adventist Church.
4. Ensure a high level of professional competence through planned and systematic instructional leadership and supervision.
5. Maintain high standards of integrity, fairness, loyalty, and confidentiality when dealing with local conference personnel, other ECE program administrators, staff, parents, and children.
6. Recognize that we are all children of God with the right to equality of opportunities according to abilities and without discrimination based on race, gender, or ethnic origin.
7. Be proactive in assessing the need for, and initiating, effective change.
8. Adhere to the adopted ECE policies of the local conference and union, accepted professional practice, and applicable state laws.

### Books on Leadership

*The Three Rs of Leadership*

- Julie Biddle

*Five Elements of Collective*

*Leadership for Early*

*Childhood Professionals*

-Cassandra O'Neill,

Monica Brinkerhoff

## Philosophy and Goals

The director should build a team that understands and establishes a program to implement the vision, mission, and goals of the ECE program. The director will lead the board and staff in implementing the NAD ECE vision and mission for early childhood education programs:

### Early Childhood Education Vision Statement

To see young children growing in their love for God and love for others through purposeful integrated learning experiences in a caring Christian environment.

### **Mission Statement**

To provide young children with Christ-centered, developmentally-appropriate experiences in safe, nurturing environments that are aligned with the beliefs and values of the Seventh-day Adventist Church.

### **Spiritual Leadership**

The director is the spiritual leader of the ECE program. While many aspects of spiritual leadership may be delegated to others, the personal influence of the director as a positive role model to children, teachers, and parents cannot be underestimated. It is the pervasive influence of the director's actions and concerns that inspires and encourages others to be drawn to Christ.

**Book on Spiritual Leadership**  
*Lead Like Jesus*  
- Ken Blanchard, Phil Hodges

### **Instructional Leadership**

The primary function of a director is to ensure that children have the opportunity to grow and learn in a developmentally-appropriate, planned environment. Effective directors engage in work that supports teachers in improving their instructional practices. This type of support occurs in classrooms, not the director's office. Effective directors are instructional leaders because they make a commitment to quality early education by building a strong community of teachers, parents, and children.

While some aspects of instructional leadership may be delegated, it is the director who makes the difference in the quality of the teaching and learning environment. Instructional leadership includes the following components:

- Supervision of instruction
- Professional development
- Teacher evaluation

### **Supervision of Instruction**

Supervision of instruction is the process for helping teachers grow. It is generally accomplished through:

1. Performing formal and informal observations of instruction
2. Analyzing the teacher's instructional strengths and weaknesses
3. Providing effective feedback to teachers
4. Assisting the teacher to further develop strengths and minimize weaknesses

It is easy to allow one's calendar to be filled with activities not directly involved with instructional leadership. Effective directors will make a commitment to regular and frequent classroom observations. When appropriate, find someone to hold you accountable to your commitment. To assist during the observation process, the following suggestions are provided:

1. Ask for and review the weekly/monthly lesson plans for the class prior to observing. If one knows what is to be accomplished in class that day, it will be easier to determine if it was achieved.
2. It is imperative that the director know what constitutes effective teaching skills.

3. Some areas to look for during a classroom observation include:
  - a) Engagement of children in learning
  - b) Organization of the learning environment
  - c) Effective use and presentation of ECE curriculum
  - d) Monitoring and assessment of children’s learning
4. Always have a follow-up conference. Some questions to use in the conference are:
  - a) What happened in class today that you thought was good?
  - b) What would you change and why?
  - c) How do you know if the children learned what you were teaching?

### Professional Development

The director should assume an active role in providing professional growth activities for the teachers and staff. These activities should be planned and provided to help teachers:

1. Develop competency in curriculum development.
2. Improve instructional methods and techniques that meet the varying needs and learning styles of the children through observation and assessment.

Teachers should be encouraged to join early childhood education local and national organizations and provide an opportunity to attend the national conventions and local workshops.

### Teacher Evaluation

Evaluation is an ongoing process that includes planning developmentally-appropriate learning environments, effective use of curriculum, meeting the individual needs of children, and working collaboratively with others. Evaluations typically take place twice a year.

The local conferences provide ECE programs with a document to be used in the evaluation of teachers. ([Sample evaluations](#)) These forms constitute the performance standards to be met. Such evaluation instruments generally include the following areas:

1. Engaging in and supporting children’s development
2. Creating and maintaining a developmentally-appropriate learning environment
3. Implementing ECE curriculum through activities and learning experiences
4. Observing, assessing, and documenting children’s development
5. Developing as a Christian professional early childhood educator

Teacher evaluation process includes:

1. **Planning Phase** — The teacher should be oriented regarding:
  - a) The evaluation tool
  - b) How the evaluation will be used
  - c) The evaluation timeline
  - d) The purpose of the evaluation
  - e) The performance standards

Each teacher should also be part of planning their own evaluations. A planning conference held at the beginning of the evaluation period should include:

- a) Instructional plans
  - b) Job description
  - c) Professional growth plans
  - d) Self-assessment
2. **Data-Gathering Phase** — A variety of sources may be used while gathering the necessary information for teacher evaluations:
- a) Documents
    - i. Child's work samples
    - ii. Lesson plans
    - iii. Child's assessments
  - b) Survey
    - i. Parents
    - ii. Colleagues
    - iii. School board members
  - c) Observations—both in and out of the classroom with appropriate feedback
3. **Summative Phase** — This phase includes completing the evaluation document and having a conference with the teacher to review the findings. The teacher must have the opportunity to respond to the evaluation document and to indicate, by signature, its receipt.

## School Climate

The director is primary in establishing the climate of the ECE program. The climate is the collective personality or atmosphere and reflects the effectiveness of the spiritual and developmental growth taking place in the program. The climate reflects through the actions and attitudes of the administration and staff, and affects the local community, including parents and children.

Because climate affects teacher productivity, the quality of the learning environment offered to children will generally be affected. Following are some of the effective director's roles in fostering and sustaining a positive climate in the ECE program:

1. Involving children, teachers, parents, and the community to create and sustain a safe learning environment
2. Using knowledge of the social, cultural, leadership, and political dynamics of the ECE program community to implement effective change
3. Modeling respect for children, teachers, parents, and the community
4. Developing and implementing a plan that manages conflict and crisis situations in an effective and timely manner
5. Utilizing collaborative decision making

## Leading Organizational Change

One certainty in the role of the director is there will be change in the ECE program. It is important that the director become knowledgeable on the subject of organizational change within ECE programs.

Change may come about as a result of:

1. Demonstrating, through child assessments, a need to adjust how the curriculum is introduced and implemented to better meet the needs of the child
2. Developing action plans through the accreditation self-study process
3. Studying best practices that enhance children's learning experiences

When leading change, the director will be most successful when including various stakeholder groups. Specifically, the board should be involved and should vote support for changes when appropriate.

*Leadership  
is not a position  
or a title, it is  
action and  
example.*

*-Unknown*





## Management

The primary function of a director is that of leader. However, there are a significant number of management functions that must also be completed if a director is to be successful. Learning to balance the areas of leadership and management is an ongoing process.

Knowing when to delegate management tasks is an important component.

**Book on Management**  
*Program Administration Scale*  
 - Teri N. Talan, Paula Jorde Bloom

### ECE Program

#### Calendar

Each ECE program, local conference of education (LCOE), and union conference of education early childhood education division (ECE) will have different expectations about when certain tasks must be completed. See a [sample calendar](#) in the Appendix.

In order to manage the many activities on an ECE campus, a master calendar should be maintained. There are many software and online options available for calendars. These will make the sharing of calendars much easier and aid in the creating of a master calendar.

1. The calendar should be available on the ECE website.
2. An up-to-date calendar reflects well on the ECE program.
3. Align the ECE program calendar with the LCOE and the UCOE calendars.
4. Solicit input from teachers/staff with a suggested list of activities/dates for the next school year.
5. Conduct a joint meeting of sponsors and administrators to create the calendar.
6. Include input from the local churches.

The goal is to minimize conflicts and to best utilize resources such as transportation, facilities, and personnel.

#### Parent Handbook

A *Parent Handbook* shall be published each year and shall include, but not be limited to, the following information:

1. Attendance policies
2. Discipline policies
3. Enrollment policies
4. Staff bios and/or qualifications
5. Financial policies
6. Health and safety policies
7. Philosophy, mission, and goals
8. ECE program board members
9. ECE program calendar

The *Parent Handbook* is to be reviewed and approved by the ECE program board each year and a process established to ensure that parents receive a copy. ([Model Parent Handbook](#))

## Discipline

Administering discipline is the responsibility of the classroom teacher as it is outlined in the *Parent Handbook* and Personal Rights of the Child. A good discipline policy begins with simple, fair, consistent, and reasonable expectations. Rules should be few and written in clear language. Discipline should be redemptive and progressive, maintaining open communication between the ECE program and the parents of the child. Discipline policies should also include the steps of due process to be followed. Administration should follow the approved policies of the ECE program, Union, and state.

## Field Trips

Field trips provide enhanced experiences for each child. Field trips should be planned and arranged by the classroom teacher. The director should ensure that the ECE program has a process for the:

1. Approval of trips
2. Arranging of transportation
3. Collection of funds

### Approval of Trips

The Union [ECE Policy Manual](#) and LCOE policies provide direction regarding the approval process.

### Transportation

Transportation arrangements should be made in accordance with ECE program policy. Adventist Risk Management and state laws must be followed. When using cars/vans, drivers must provide evidence of minimum insurance coverage, been screened as a volunteer, and undergo a driving record review.

### Collection of Funds

Ensure that each trip is financially sound and within ECE program policy. Policy for proper handling of funds collected should be in place and clearly reviewed with the staff.

## Parent/Teacher Conferences

To effectively communicate the child's progress, it is recommended that ECE programs should facilitate parent/teacher conferences at least twice a year. These conferences are most commonly held in the Fall and in the Spring in order to share the developmental growth of the child. Materials to share with the parents would be assessments and portfolios of children's work examples.

During the conference:

1. Start with prayer.
2. Begin and end the conference with something positive about the child.
3. Be prepared to address any minor issues the parents may have.
4. Allow time for parents to address these issues.
5. Make a plan for the child if needed.



6. Have some of the child's art or pictures of the child engaged in activities in the classroom for the parents to take home.

Factors to consider:

1. Have you had time to plan for the meeting?
2. If co-teaching, are both teachers able to attend the meeting?
3. Are you able to schedule 30-45 minutes to meet with each family?
4. Will conferences be held on a full day or half day(s)?
5. Will parents make appointments in advance?
6. Will conferences be held in the teacher's classroom or in a general location?
7. What efforts will be made to encourage parents to attend?
8. How will you provide for the comfort of the teachers, i.e. breaks?

### Leadership by Participation

Good directors go where the action is and set good examples, make time to be available and accessible to staff and families. Following are some examples that may be helpful:

1. Schedule 15 minutes of observation time in each classroom.
2. Let the teachers know that observations will take place on a regular basis.
3. Share what was observed with the teacher and give them time to respond.
4. If an issue is noticed, then address it with the teacher and to plan to fix it.
5. Drop by the teachers' lounge/workroom.
6. Eat lunch with children and teachers.
7. Go on class field trips.
8. Help serve lunch.
9. Schedule time to be available to connect with families and staff.
10. Substitute teach occasionally.
11. Use walk-by and drop-in classroom observations.
12. Attend all school-sponsored activities.

### Staff Meetings

Staff meetings provide time for the staff to engage in professional development, coordinate upcoming events, and discuss children's development or other classroom issues. Some things to remember for effective staff meetings are:

1. Have regularly scheduled meetings that start and end on time.
2. Hold no more meetings than necessary.
3. Facilitate participation and collaboration with all staff.
4. Distribute agendas in advance and provide a process for adding items.
5. Use meetings to address ECE program issues.
6. Encourage idea sharing between classrooms and age levels.
7. Summarize discussions and actions, and distribute minutes.
8. End on a positive note.

**Book on Staff Meetings**  
*Making the Most of Meetings:  
 A Practical Guide*  
 - Paula Jorde Bloom

## Accreditation

The director is responsible for leading and managing the accreditation process. The accreditation process is vital for holding the ECE program accountable to accepted standards of quality and facilitating improvement. Accreditation protocols provide the framework for a continuous process of self-evaluation, accountability, and improvement. This must not be seen as a one-time event squeezed into a busy calendar once every few years. Rather, this process provides the opportunity for engaging stakeholders in self-evaluation, and identifying areas of strength and areas for improvement in the program. Teachers, parents, board members, and the administration should have opportunity to review data that measures the program and to work on action plans that will lead to ECE program improvement.

All Adventist ECE programs are accredited by the Adventist Accrediting Association, Inc. Material and resources about the evaluative process are available from the NAD Office of Education website. The local conference office of education (LCOE) and the union conference office of education (UCOE) will provide direction about the accreditation process and how to prepare the necessary reports.

The director must:

1. Be familiar with the most recent visiting committee report, noting especially the major areas for improvement and the approved Action Plans.
2. Prepare the annual Progress Report, which is a response to the major areas for improvement, and report on progress in completing the Action Plans.
3. Organize and supervise the self-study process.

## Fundraising

Finding adequate funds for programs and activities on an ECE program is a constant challenge. Fundraising can be separated into two categories: development program and organizations/activities.

### **Fundraising Committee**

ECE programs are encouraged to have additional sources of supplemental income. While the director can manage such a program, time generally does not allow for the director to carry out all the duties necessary. Encourage participation amongst the staff and families in fundraising ideas and efforts. Collaborating with the local church, school, and conference for ideas, the ECE program can initiate and support successful fundraiser opportunities.

### **Fundraising Guidelines**

An ECE program should have a plan for determining:

1. How the fundraisers are scheduled
2. Types of items to be sold
3. Activities presented as fundraisers
4. Appropriate handling of funds
5. What the funds will be used for

## Public Events

Any event that includes the community, such as fall festivals, open house, special programs, etc. should:

1. Be conducted in accordance with recognized principles of appropriate decorum
2. Be sensitive to the values of the local constituency
3. Be aligned with the standards and principles of the Seventh-day Adventist Church

## ECE Program Safety

Safety issues fall into a variety of categories:

1. Supervision of children
2. Drills
3. Physical plant
4. Warning systems
5. PUC ECE Safety Report ([Policy 5535](#))

### Book on Program Safety

*ECE Program Safety Disaster Planning and Preparedness in Early Childhood and School-age Care Settings*

- Charlotte Hendricks PhD

### Supervision of Children

There must be appropriate supervision to provide a safe environment in which children can learn and grow. State licensing can provide guidelines as to the number of children per supervisor in various situations.

### Drills

Regulations may differ in each state for the frequency of drills per year. A record of dates and times of the following drills is to be kept on file in the office:

1. Fire drills
2. Natural disaster drills (i.e., earthquake, tornado, tsunami, etc.)
3. Lockdown drills
4. Shelter in place
5. Reverse evacuation

### Physical Plant

The ECE program safety committee should regularly inspect the physical plant to ensure that children and staff are in an environment free from known risks. Emergency exit routes are to be clearly posted in classrooms, offices, etc. Fire extinguishers should be inspected and maintained as prescribed by law.

### Warning Systems

Fire-alarm systems and other emergency warning/communication systems are to be regularly tested and maintained to ensure functionality.

### Safety Report

The ECE program director, in collaboration with the host site safety committee and safety officer, shall work together to complete the [Annual Safety Report](#), which is due on the same date as those required

by K-12 to the local conference office of education. (Also in the [Appendix](#). However, the director will be responsible to check the [Union website](#) for updates.)

## Crisis Management

The director must ensure that the ECE program has a crisis-management plan. The following suggestions can help guide the process of preparing the plan:

1. Align the plan with accepted guidelines and incorporate applicable governmental regulations.
2. Consult local first-responder agencies.
3. Attach building floor plans to the crisis-response plan.
4. Designate staff roles and responsibilities.
5. Review the crisis-management plan with the staff each year and provide adequate instructions and training.
6. Arrange for a counselor, if necessary, to assist staff, families, and children in the wake of a crisis.
7. Conduct regular drills for various types of disasters (e.g., fire, earthquake, tornado, lockdown) in accordance with state regulations. (See [Safety section](#) on the previous page.)
8. Designate one person as the ECE's official spokesperson. (It doesn't always have to be the director.)

## Communication

Crisis-related communication should begin with the school family. The director should provide a written statement to each teacher that can be shared with all families. The school family should hear directly from the director rather than hearing the news first from the media.

The presence of the media is inevitable and sometimes can be helpful. Directors need to learn effective ways to communicate with the media to accurately inform the public, maintain perspective, and bolster confidence in the program's ability to manage crisis situations. When dealing with the media, the following tips will help:

1. Seek help from the LCOE or union conference communication director.
2. Inform the public accurately and in a timely manner.
3. Keep a positive demeanor and attitude of openness.
4. Use a prepared written statement, including facts that need to be communicated and an appropriate expression of concern for victims and their families.
5. Assume that anything said will be quoted (and perhaps misquoted), so respond to questions by reiterating the points from the prepared statement.
6. Avoid using "no comment" as a response. When there is no information to answer a question, simply state that fact in a straightforward manner.
7. Answer questions truthfully and accurately, without embellishment or editorializing.
8. Have a designated area in which to meet with the media to minimize media intrusion, distraction, and disruption if school is in session.
9. Do not grant media access to children without parental permission.
10. Respect individual privacy despite media pressure.

11. Use a natural conversational manner, avoid the use of jargon, and don't speak too rapidly, when speaking to the press.
12. Stay focused. Do not allow reporters to lead you away from the subject.

## ECE Program Records

### Records Management

The normal operation of the ECE program results in the production and accumulation of files and records of administrative and historical value. In order to preserve documents of permanent value and to avoid the unnecessary preservation of unneeded materials, each ECE program will find it advantageous to establish a records management system (*NAD Working Policy BA 70 05*).

The ECE director should evaluate the legal, financial, and cultural worth of various types of files and records produced. Various documents and minutes not only tell the history of an organization but may be called upon in case of litigation. Many records that seem to be of little value beyond the initial retention period grow in historical value as time passes and may serve future administrators in restudying issues and problems.

### Records Retention

Each ECE program should establish a records center; that is, a storage place in which to protect documents from fire, deterioration, and unauthorized access.

1. The records center should have noncurrent documents or files designated for either short-term or permanent storage. The records center should not be used for the storage of current files.
2. Documents and files stored in the records center awaiting later destruction shall be boxed in such a way as to make clear the dates of destruction under the provision of a records retention schedule approved by the LCOE.
3. Documents and files considered to be permanent may be kept in hard copy or digital at the discretion of the LCOE. Storage may be in the same storage facility with less permanent items, but should be physically separated and clearly labeled.

The director should work with the LCOE to develop a records retention schedule for the following:

1. Children's permanent records
2. Teacher assessments or equivalent records
3. Vital school records (e.g., constitutions, minutes, property records, etc.)
4. Historical materials



# Curriculum

In Adventist ECE programs, the philosophical foundation of educating the whole child—spiritually, intellectually, physically, and socially—is the basis for our unique curriculum. Standards for child learning have been developed to fulfill this primary objective. Denominationally-prepared curriculum resources have also been created to support this goal for child learning through an integration of an Adventist worldview across the curriculum.

Child learning is the focus of the entire school program. The curriculum is the plan that determines what children are to learn and guides teacher instruction. As the instructional leader, the director must understand the essentials of a sound, balanced curriculum. The director is accountable for an effective school-wide instructional program as measured through the accreditation process and through the union or local conference curriculum-review process. Some leadership responsibilities of the director as they relate to curriculum are:

1. Setting aside time for collaborative curriculum planning
2. Leading staff in the review and interpretation of child assessment data
3. Leading staff in professional development that improves instruction
4. Encouraging adoption of best instructional practices and innovation
5. Ensuring that teacher instruction implements the curriculum standards
6. Providing visible instructional leadership through regular classroom visitation
7. Following accountability protocols to ensure that Adventist standards and resources are utilized by teachers in curriculum planning and instruction

## Books on Curriculum

*Designs for Living and Learning, Second Edition: Transforming Early Childhood Environments*

- Margie Carter, Deb Curtis

*Cultivating Outdoor Classrooms: Designing and Implementing Child-Centered Learning Environments*

- Eric Nelson

## Spiritual Curriculum

A primary focus of an Adventist ECE program should be an intentional plan for nurturing children's spiritual development. This spiritual curriculum should be integral to all that happens both inside and outside the classroom. An ECE program can create activities that will help children develop a deep relationship with Jesus Christ. Some types of activities that might be included are:

1. Special church services at constituent churches
2. Class worships
3. Community service projects
4. Weeks of Prayer

## Standards

The North American Division Office of Education (NADOE) has developed early childhood developmental standards for the ECE system. These standards provide teachers support in implementing a Christ-

centered perspective in all areas of the curriculum. The standards are designed to provide direction in both long-range and short-term planning so that the Spirit-filled classroom teacher will be better equipped to provide instruction emphasizing Seventh-day Adventist goals, concepts, and values while encouraging development in the spiritual, physical, and health, socio-emotional, language/communication, and cognitive domains.

The standards are important to help teachers identify what a child should know and be able to do upon reaching a developmental stage. Standards are to be used by the teacher in planning, implementing, and assessing the instructional program. It is the director's responsibility to:

1. Ensure that standards are available to and utilized by the teachers.
2. Provide training for teachers in the use of the standards.
3. Determine that assessment is aligned with the standards.

### Evaluating Curriculum and Instruction

The director should regularly evaluate the effectiveness of the implementation of the ECE curriculum. A variety of evaluative methods should be used, such as:

1. Reviewing visiting committee reports
2. Observing instruction
3. Assessing children's learning through performances, demonstrations, samples, portfolios
4. Surveying stakeholder groups (e.g., staff, parents, constituents)

### Alternate Curriculum Approval

The director should encourage teachers to explore innovative supplemental curriculum and instructional programs that have been shown to enhance children's learning. Such programs must continue to be faith-based and meet NADOE early childhood standards.

Before implementing an alternate curriculum, consult the union [ECE Policy Manual](#) for the authorization protocol. Successful innovations require that the director plan for staff development, effective implementation, and regular program evaluation.

### NAD ECE Approved Curriculum

[CREATION Kids](#)



# Finance

The director has the ultimate responsibility for operating the ECE program on a sound financial basis within the board-approved operating and capital budgets. The director is expected to be informed regarding all aspects of program finance; therefore, it is vital that the director and the program's financial personnel (business manager/accountant/treasurer) communicate regularly.

## Financial Policies – Board

The director should ensure that the ECE program board has policies that govern the financial practices of the program. Review ECE policy #5620 Finances and #5310 Ownership of an ECE Program ([ECE Policy Manual](#)). Several examples are listed here:

### Capitalization Limit

The program board upon recommendation of the finance committee should vote a dollar limit above which equipment should be capitalized and depreciated. Auditors can provide guidance in this area.

### Spending Limits

The program board should vote a single-item, maximum-dollar limit for purchases above which the administration must seek board approval. Often, financial controls also include a dollar limit above which two signatures are required on check payments.

### Agency/Trust Funds

The director should be aware that agency/trust funds do not belong to the program. The program is holding them in trust. It is recommended that a savings account be maintained with adequate funds to cover the total of all agency/trust funds. This account should be reconciled regularly.

### Rental Rates for Facility

A facility rental policy and booking procedure should be in place for both constituent and non-constituent groups that use the program facility. (As well as evidence of proper insurance.)

## Budgeting

The director is to provide leadership in the budget process and must work collaboratively with other program financial personnel. The budget should reflect the mission of the program and provide adequate support for children's learning. Operating and capital budgets are to be developed by administration and approved by the program board each year.

A recommended budgeting process usually includes the following:

1. Comparison to previous annual budget
2. Income
  - a) Tuition/Fees

- b) Donations
- c) Investments
- 3. Expenses
  - a) Payroll
  - b) Estimated payroll taxes
  - c) Workman's Comp
  - d) Health coverage
  - e) Rent
  - f) Liability insurance
  - g) General supplies
  - h) Equipment
  - i) Plant/maintenance
  - j) Utilities
  - k) Depreciation

**Book on Finance**

*Art of Leadership: Managing Money  
in Early Childhood Organizations*  
Exchange Press

**Projecting the Enrollment for the Next Year**

The director should be conservative on enrollment estimates. There are a variety of methods for estimating tuition income based on enrollment for the coming year.

An example of how to project the enrollment for the next year would be:

1. Start by polling the current families. Who will be continuing the program in the fall? Provide a survey for the families to fill out in the spring and return to the director within a few weeks.
2. Next, review the waiting list. How many children can fill openings at the ECE? Begin contacting those on the waiting list, making note of interest. Have those who are interested begin the registration process.
3. Once a reliable number of children is gained from the data gathered, create a budget based on anticipated income from the fall enrollment. Will the budget be met or do changes need to be made to meet the budget?
4. Finally, a survey can be used to determine summer enrollment, which will help in planning vacations for teachers or adjusting schedules for teachers.

[Sample Enrollment Survey](#)

**Classroom Budgeting**

Teachers need to have money available to purchase supplies and equipment essential for instruction. Teachers should be given the opportunity during the budgeting process to have input on an amount needed for instructional resource materials and equipment.

**Financial Statements**

The director should ensure that the program board receives an accurate monthly financial statement and understands it.

1. Every program board member must understand enough to ask pertinent questions. It may be valuable to arrange an information session for new board members on how to read the financial statement.
2. Every financial report should include a summary page that everyone, including those without an accounting background, can understand. Frequently, the highlights include:
  - a) Current enrollment and a comparison with previous year(s)
  - b) Monthly and year-to-date income
  - c) Amount paid by parents compared to the amount expected to be paid
  - d) Amount owed to the school, including current and noncurrent accounts receivable, with an aging report
  - e) Monthly and year-to-date expense
  - f) Monthly reconciliation
  - g) Amount owed by the program to others, including current and noncurrent accounts payable, with an aging report
  - h) Cash balance in the school checking and savings accounts
  - i) The “bottom line” compared to the budget
3. The board’s finance committee should review the financial details and provide the entire board with a summary of financial data required for them to give financial oversight.

### Auditing

ECE programs are audited on a regular basis by local conference auditors. Directors must:

1. Collaborate with the auditors in scheduling the audit.
2. Ensure that program financial personnel adequately prepare materials necessary for the audit.
3. Be available during the audit process for interview(s).

### Asset Inventory

Each ECE program should maintain an up-to-date inventory of the program’s physical assets as required by policy.

### Insurance

The director needs to consult with the LCOE to ensure that adequate insurance coverage has been obtained. The director should be aware of the limits of the coverage, deductibles, and the protocols that should be followed when insurance claims need to be filed. Some typical insurance coverage:

1. Boiler and Machinery
2. Executive
3. Liability
4. Property
5. Child Accident
6. Vehicle

## Building Projects

The title to the property and buildings of Adventist ECE programs is held by the local conference legal entity. Therefore, when a program desires to construct, reconstruct, enlarge, or improve its property, the following should be used to guide the process:

1. Work closely with the local conference ECE liaison in planning major building improvements, understanding the denominational policy applicable to the specific project. (See *NAD Working Policy S 14 15.*)
2. Consult program constitution and bylaws for any required procedures.
3. Obtain program board and constituent support for major capital projects.
4. Determine local conference policy regarding the signing of construction contracts. **DO NOT SIGN A CONTRACT WITHOUT PERMISSION OF THE LOCAL CONFERENCE.**
5. Secure appropriate building permits.
6. Refer to state child care licensing requirements.

## Annual Financial Contract

The director should work with the ECE board treasurer to develop a financial contract for the ECE program. The financial contract is a legal and binding agreement between the program and the parent(s). The financial contract should include:

- A. The name of the child to be cared for
- B. Parent(s)/Guardian(s) contact information
- C. Registration fee
- D. Schedule options (Ex: 5 days M-F, 3 days MWF, 2 days TH)
- E. Hours of care – full time hours (Ex: 7:30-5:30), part time hours (Ex: 7:30-12:00)
- F. Late pick-up fee policy and cost
- G. Rate for holidays, vacations, and other absences
- H. Other charges, insurance fee, diaper fee, etc.
- I. Payment rules
  - o Monthly/Weekly payment will be paid in advance
  - o Deposit required at time of registration for the last two weeks of care (If parents cannot pay this in one lump sum, set up an installment plan.)
- J. Termination Policy:
  - o The ECE program has the right to end the childcare arrangement for any reason with a two-week notice.
  - o The ECE program has the right to terminate care without giving notice when a parent is behind in making payments.

Once a financial contract is developed, it should be reviewed yearly to determine if the tuition and other fees need to be raised. The tuition should be raised based on a rise in expenses such as pay raises, cost of living, facility management, etc. The updated financial contract must be reviewed by the ECE board and then approved and voted. Before a new contract is implemented, the ECE program should give parents at least a 30-day notice.

# P ersonnel

The director is responsible for the fair and ethical treatment of employees. It is important for the director to be aware of human resource (HR) issues, legal considerations, and employment procedures and policies. Decisions regarding personnel must always be made in consultation with the LCOE.

## Books on Personnel

*The Right Fit, Second Edition:  
Recruiting, Selecting, and  
Orienting Staff*

- Kay M Albrecht

*Evaluating and Supporting Early  
Childhood Teachers*

- Angèle Sancho Passe

## Affirmation and Support of Staff

Adventist ECE educators are often recognized as having a heart for children, a passion for sharing Christ, and a commitment to excellence in learning. However, we must not assume that such dedication to the mission of Adventist education will sustain them. Like employees everywhere, passion and productivity is renewed when leaders provide appropriate affirmation and thoughtful care in word and action. From whole staff recognition events to individual communication and gifts there is no better investment for creating a team spirit which fosters a positive learning environment for the children. Affirmation is not only a best practice, but can reduce the expense resulting from more frequent personnel changes.

## Certification of Personnel

All administrative and instructional staff are encouraged to hold and maintain denominational and/or local state certification. While certification is the responsibility of each employee, the director should monitor the certification status to ensure that the teachers have the support needed to obtain a certificate.

Applications for certification can be obtained from the Union Conference Office of Education (UCOE). Questions regarding certification standards can be answered by consulting the Pacific Union Conference *Professional Achievement Recognition Certification Manual*, which can be viewed/downloaded from the Early Childhood website: <https://paucearlychildhood.adventistfaith.org/certification>.

There may be other positions at an ECE program for which permits, licenses, and certificates are available or required. These could include maintenance personnel, business office personnel, food service director, etc.

## Job Descriptions

There should be a job description for each position, whether exempt or nonexempt, at the ECE program. The director should work with the LCOE to create jobs descriptions for the ECE personnel. The job description should include:

1. All academic requirements
2. All physical requirements
3. Benefit package to which the employee is entitled

4. Designation of exempt or nonexempt
5. Line of authority for the position
6. Procedures for employee evaluation
7. Procedures regarding resignation or employer-initiated termination
8. Responsibilities and expectations

A prospective employee should be given the job description upon applying for the position. The job description should be used as one tool in the employee evaluation. See [sample job descriptions](#) in the Appendix and ECE [Employee Categories and Position Summaries](#).

### Protocol for Teacher Recruitment

Job openings may be posted online at the NAD Education website [www.nadeducation.org/jobs](http://www.nadeducation.org/jobs) or at the PUC Early Childhood website <https://paucearlychildhood.adventistfaith.org/job-openings>. These are the sites many Seventh-day Adventist teachers visit to learn of openings. Some local conferences may also post job openings on their websites.

Informal contacts to ascertain the employment interest of a teacher employed at another ECE program may be made without permission of the current employer. When the employing ECE program is at the point of obtaining formal references, or interviewing a prospective employee, the prospective employee's current administrator or LCOE must be notified.

If teachers respond to a job posting, encourage them to communicate with their current employer regarding this interest inquiry.

### Reference Checking

Reference checking is crucial. A reference should be solicited from people who have direct knowledge of the candidate's work habits and character. Supervisors for the past ten years should also be included. In most cases, the candidate will provide a list of references. These should be contacted in addition to others you know who may help you get a clear picture of the candidate. Referents should be interviewed even if the candidate submits a letter of recommendation from the referent. The LCOE can provide a list of questions to ask.

Each referent should be asked the same list of questions. One question that should be asked of all referents is:

*"Has (the candidate) ever been accused of sexual misconduct with a minor?"*

The referent's answer should be written down word for word, and the referent's name and position should also be recorded. An affirmative answer requires further investigation. You should resolve any allegation. It may be that the accusation was unjustified and the candidate remains hireable.

All reference notes should be kept permanently but separate from personnel files.

## Interviewing

There are several areas that cannot be discussed at the time of the interview or any time prior to employment. Refer to the [Interview Questions](#) in the Appendix that can be used when interviewing. When interviewing prospective employees, it is important to check to see if the LCOE may have a protocol for interviewing.

Some areas that the director and those conducting the interview might want to consider. These would include:

1. Instructional techniques
2. Professional background information
3. Teacher relationships with colleagues
4. Teacher relationships with parents
5. Teacher relationships with children

## Employment Issues

The director should be well versed in a variety of employment issues. The director should regularly consult with the LCOE regarding employment issues. These include such items as:

1. Standardized application form
2. Employee benefits
3. Conditions of employment
4. Conflict-of-interest statements for employees
5. Background checks for employees and volunteers
6. Nondiscrimination policy
7. Exempt/nonexempt positions

## Staff Handbook

The director should include all ECE program policies and procedures in developing a handbook. (Check with the LCOE for a sample and/or model.) This document should be reviewed and updated annually. This handbook is to be distributed to all staff. Some procedures and policies that might be included are:

1. Attendance—children and staff
2. Child-abuse and sexual-harassment reporting
3. Lesson plans
4. Staff meetings
5. Field trips
6. Maintenance/custodial
7. Payroll calendar and procedures
8. Professional expectations
9. Purchases/reimbursements
10. Schedules for staff meetings
11. School events
12. School vehicles

13. Social media
14. Substitute teachers
15. Supervision
16. Technology
17. Curriculum

## Vacation

The director should work with the LCOE to develop a system for monitoring the vacation bank for all 12-month employees. The director is not to monitor his/her own vacation bank. An executive ECE director or LCOE liaison can be designated to do so.

## Evaluation of Personnel

Information about [teacher evaluations](#) can be found in the Leadership section. Check with the LCOE on the protocol for teacher evaluations.

The director should also establish and implement a protocol for the evaluation of nonteaching personnel. These evaluations will be useful in assisting employees to do their best work. The evaluations will be useful in determining pay raises and for potential termination situations. ([Sample evaluations](#))

## Personnel Files

The director is to maintain a personnel file for each employee. These should be stored in a fire-proof filing cabinet. Copies of the following should be in this file:

1. Letters of commendations
2. All disciplinary actions
3. Evaluations
4. Letters of reprimand
5. Observation notes
6. Copies of administrative/instructional certificate(s)
7. Job description for the employee's position
8. Local child care licensing forms

The director should review the personnel file annually to be sure it contains only accurate information as outlined above. The personnel file should not be used to store letters of complaint regarding the employee. The director may choose to maintain for each staff member a "working file" that is not part of the official personnel file. Be aware, however, that this working file can be subpoenaed by the courts.

Personnel files are to be maintained on a permanent basis by the ECE program, even if an employee leaves the program.

## Ineffective Teachers

When addressing an ineffective teacher, the following points should be considered:

1. Remember that the teacher is an employee of the conference, and collaboration with the LCOE is essential as it may impact employment.



2. It is important that the director is in all classrooms on a regular basis so as to be aware of potential problems as early as possible. Regular observations and teacher evaluations must be completed.
3. When dealing with a teacher having significant problems, be sure the evaluation of ineffectiveness is based on firsthand, objective observations.
4. The written evaluations shared with the teachers must include specific reference to areas needing improvement.
5. The successful professional development of the teacher should always be the goal.
6. In conferencing with the ineffective teacher, address the specific areas that need improvement and lead out in designing a plan that will give the teacher an opportunity to grow.
7. Provide constant and regular support and feedback.
8. The ECE program has the option of recommending that a teacher be placed on probation. This is a change of status and must be voted by the ECE program personnel committee and the local conference board of education.

### Grievance Policy

Share with the new employee the procedures for grievance that might arise between the organization and the individual employee. The director should carefully adhere to the terms of the policy should a conflict arise.

### Employee Service Records

A service record is maintained for each employee, exempt or nonexempt, at the office of the executive secretary of the local conference. It is the responsibility of the director to ensure that accurate employment information as required is provided to the LCOE in a timely manner.





# Survival Skills and Strategies

This *Directors' Guide* has been filled with information on many aspects of life as a director. Whether you are a first-year director or a seasoned veteran, please take care of yourself so that you can be the leader you have been called to be.

## How Can I Really Take Care of Myself?

The director needs to find the balance between the demands of personal and professional life. Few individuals would say that they wished they had spent more time at the office. The “to do” list is never completed. Working long hours robs you of personal and family time. Love your family by spending quality time with them; love yourself by maintaining your health; and love God by staying connected with Him.

Escape your office and enjoy the good things happening in your program. Walking around your facility gives you the opportunity to interact with children and staff, shows that you care about what is happening, and reminds you why you have chosen to be the director!

## Who Can Be My Mentor?

Directors, particularly those who are new or in a new assignment, can benefit by entering into a mentoring relationship with an experienced administrator. In collaboration with the conference ECE liaison, identify quality and experienced directors who will be willing to work with you.

Not only is it important to build a relationship with an experienced director, but it is also important to build a team of local people who know your community and can help you navigate some of the challenges.

## How Can a Mentor Help?

A mentor, with experience, expertise, and who is respected by others in the field of educational leadership will be particularly helpful as you:

1. Brainstorm on all aspects of the program.
2. Build a staff team.
3. Deal with day-to-day stress.
4. Delegate responsibilities.
5. Desire a nonjudgmental listening ear.
6. Develop and implement a budget.
7. Evaluate forms and procedures.
8. Foster relationships with constituent churches and pastors.
9. Generate professional development ideas.
10. Grow as a spiritual leader on campus.
11. Implement conference and union policy.
12. Interact with difficult parents.
13. Need to be held accountable for maintaining balance in your life.
14. Provide instructional leadership including teacher evaluation.

15. Process sensitive disciplinary situations.
16. Work through the accreditation process.

### How to Avoid Burnout

Directors can be more effective by consistently accessing information loops. These are made up of people who hold and/or pursue common interests, needs, and expectations and are willing to share what they know. They include:

1. Community/constituency members
2. Staff
3. Local conference and union personnel
4. Parents
5. School board members
6. Other stakeholders

Information can be discreetly gleaned from each of these groups regarding the program's history, operation, past successes, and disappointments. This information, used wisely, can allow you to more effectively meet the needs and expectations of these various, and sometimes conflicting, stakeholder groups.

#### Books on Stress Management

*Avoiding Burnout: Strategies for Managing Time, Space, and People in Early Childhood Education*

- Paula Jorde-Bloom

*Finding Your Smile Again: A Child Care Professional's Guide to Reducing Stress and Avoiding Burnout*

- Jeff A. Johnson

### What Are Some of the Bumps and Lumps?

Some of the common bumps and lumps that have undermined the effectiveness of a director are:

1. Avoiding or not accepting accountability
2. Failing to build and maintain appropriate relationships with teachers, staff, parents, board members, pastors, and other stakeholders
3. Growing stale professionally
4. Not balancing management and leadership
5. Being inconsistent in decision making or applying policy
6. Communicating ineffectively/insufficiently
7. Losing spiritual focus
8. Micromanaging; inability or unwillingness to trust those with whom you work
9. Reacting inappropriately to a situation

### How Can I Avoid the Pain?

Learning and consistently employing a variety of coping skills helps a director's overall effectiveness. Some strategies to consider include:

1. Address issues—the right ones at the right time.
2. Be an active listener.
3. Celebrate the success.
4. Cultivate interests and relationships outside the program.

5. Do not try to solve all the problems by yourself.
6. Exercise daily; eat healthfully.
7. Grow professionally.
8. Guard your worship time.
9. Include others in solving problems.
10. Keep a close eye on finances.
11. Keep an open-door policy—and know when to close it.
12. Learn the art of saying “no”.
13. Maintain confidentiality.
14. Move around your program and community.
15. Place family appointments in your calendar and keep them.
16. Stay in frequent communication with your board chair and pastor(s).
17. Take a one week or several long weekend vacations each year.
18. Conduct ECE business only during the hours that the business is open.

### **How Can I Recover from the Pain?**

Be resilient!

1. Accurately assess past and current reality.
  - a) Expect the world to be filled with disruptions.
  - b) Develop a high tolerance for ambiguity, paradox, and complexity.
  - c) Determine root causes and risks posed by adversity.
  - d) Understand reality from multiple perspectives.
2. Be positive about future possibilities.
  - a) Focus on opportunities, not obstacles.
  - b) Expect that good things can happen despite adversity.
  - c) Exert positive influence to create positive outcomes.
  - d) Maintain a positive perspective for the long-term outcome.
3. Remain true to personal values.
  - a) Be clear about what matters most in the hierarchy of values.
  - b) Stay focused on being value-driven, not event-driven.
  - c) Solicit feedback to align values and actions.
  - d) Model personal core values for others.
4. Maintain a strong sense of personal efficacy.
  - a) Recover quickly from setbacks.
  - b) Achieve and celebrate small victories.
  - c) Maintain confidence in personal competence.
  - d) Sustain a base of caring and support.
5. Invest personal energy wisely.
  - a) Renew physical energy through periodic recovery time.
  - b) Develop emotional empathy and self-awareness.
  - c) Maintain clear mental focus and steady concentration in the face of adversity.
  - d) Invest in spiritual-driven purposes and causes beyond oneself.

6. Act on the courage of personal convictions.
  - a) Be clear and act on what matters most, even when risks are high.
  - b) Act decisively when deepest values are at stake.
  - c) Remain courageous in the face of strong opposition.
  - d) Acknowledge and learn from mistakes by modifying actions to align with values.

### How Do I Make the Most of My Time?

Directors know that time is a precious commodity—once used, it cannot be recalled. Managing time effectively is of primary importance to a successful director.

1. Attend events where your presence makes a difference
2. Beat procrastination: “just do it!”
3. Carve out time for planning, reflection, and creative thinking
4. Delegate tasks that others can do
5. Document, document, document
6. Match effort to importance of the task
7. Organize, organize, and organize
8. Implement a system for efficient handling of communication and paperwork
9. Refuse to do other people’s work for them or to make their problems your own
10. Reward yourself for completing major projects
11. Use technology as a time-saver, not a time waster
12. Use a staff member as a discreet “screener”
13. Vary your schedule
14. Keep your to-do list prioritized—important vs. urgent; leadership vs. management

While taking care of the office duties is important, it is more important to build and nurture relationships with staff, children, and parents.

### What Can I Do for Professional Growth?

1. Join a professional organization.
2. Read professional journals and books.
3. Attend conventions and workshops.
4. Continue your education toward a degree or graduate coursework.
5. Participate in accreditation visits.
6. Visit a variety of ECE programs to network and see what is working.

# T raining and Orientation of Personnel

It is important to have a plan and an orientation schedule for the new staff member. During the initial interview, the applicant learned about the director, the program, the purpose of the center, the job description, and the compensation and benefits for the position.

This section contains a number of tools to help the director to plan on when to introduce the new staff member to how the center operates and what their role will be. The director will find a model [Checklist for Orientation](#) that can be done over several days.

The orientation outline provides a framework for adapting the director's needs and resources to its recommendations. This will be a lot of information for the new staff member to absorb so it is important to continue to review through continued learning opportunities. It is the responsibility of the director to provide time or materials for continued learning opportunities for the ECE staff.

Some Things to Consider:

1. How often is new staff hired? How high is turnover?
2. Is there an assistant director who can help with some of the orientation tasks?
3. Can the ECE afford to hire a substitute while the new person is going through orientation if she is filling a vacant position that is necessary to meet required ratios?
4. What aspects of the program require additional orientation?
5. Are there facilities and equipment for showing PowerPoint presentations, videos, etc.?
6. Is there space away from the children in which to conduct orientation sessions?
7. Are local community resources available for training in basic child development or early childhood education?
8. Is it possible to collaborate with other centers in the area on orientation tasks?

## Sample Training and Orientation Schedule – Welcome to the Team!

Once the new staff member has accepted the position, they should receive the following training and information within the first week: (Provide a copy of the [PUC ECE Policy Manual](#) for the new staff member, [Parent Handbook](#) and [LCOE Staff Handbook](#).) See [Checklist for Orientation](#) in the Appendix.

### State licensing requirements:

1. Mandated Reporting of child abuse and neglect (See state requirements and [PUC ECE Policy #5520](#))
2. Pesticide training (See state licensing requirements and [PUC ECE Policy #5530](#))
3. State licensing regulations that relate to the staff member's responsibilities (Teacher, Teacher's Aid, etc.)
4. Teacher to child ratios in the classroom, playground, during special activities such as field trips, water play, etc.

5. Employee rights
6. Health physical/TB/required immunizations

**Specific PUC ECE Policies and Center Procedures:**

1. Provide and review information about the Seventh-day Adventist Church and the 28 Fundamental Beliefs of the Seventh-day Adventist Church.
2. Review job responsibilities and information as to whom to report. ([PUC ECE Policy #5710](#))
3. Review Program's playground safety procedures.
4. Review the importance of keeping personal information about children and their families confidential. (*LCOE Staff Handbook*, [Parent Handbook](#)) ([Better Kid Care Video – Confidentiality](#))
5. Provide and review philosophy of the Program.
6. Review operation of Program such as, hours and days of operation, holidays and other days of closure. ([Yearly Calendar](#))
7. Review field trip and transportation policy. ([PUC ECE Policy #5650](#))
8. Review procedures for drop off and pick up of children, verifying who is authorized to pick up a child, when children are picked up after closing, etc. ([PUC ECE Policy #5505](#) and state licensing requirements)
9. Review medication policy. ([PUC ECE Policy #5525](#) and state licensing requirement)
10. Review illness policy. ([Parent Handbook](#))
11. Review policy for application of sunscreen and diaper ointment. ([Parent Handbook](#), state licensing)
12. Review procedure for communicating emergency and non-emergency information to parents ([PUC ECE Policy #5805](#)) and evacuation plan.
13. Review food and food allergy procedures or policies. (State licensing, [Parent Handbook](#))
14. Review behavior management procedures. ([Parent Handbook](#))
15. Review child's rights and needs. ([PUC ECE Policy #5810](#) and state licensing)
16. Review termination policies. (*LCOE Staff Handbook*)
17. Review procedure on maintaining current count of children in their care throughout the day. ([Better Kid Care Video – Supervision: What's the count?](#)) ([Better Kid Care Video – Supervision: Positioning- Where do I stand?](#)) ([Better Kid Care Video - Supervision: Ratios are relevant](#))
18. Share the Program's philosophy on teamwork. ([Better Kid Care Video – Teamwork](#))

**28 Fundamental Beliefs of the Seventh-day Adventist Church**

*What We Believe for Kids*

- Jerry D. Thomas

*God Loves Me 28 Ways*

- Charles Mills and Linda Koh

Have these books available for teachers to read through and then discuss the 28

Fundamental Beliefs with them.

## Tour of Center

1. Classrooms (make introductions to staff and children)
2. Staff break room and staff bulletin board
3. Emergency exits, evacuation bag locations and alarm system
4. Opening and closing procedures

## Introduction to PAR (Professional Achievement Recognition Certificate)

The early childhood field is continually growing in the awareness and understanding of children's development and learning. In order for the early childhood educator to stay current with ECE best



practices and knowledge, it is important that you are continually learning and growing in the early childhood education field. Professional development learning experiences are designed to improve the knowledge, skills, and values of the early childhood educator. Through obtaining and maintaining the Professional Achievement Recognition Certificate, you will be able to achieve your goals of professional development.

The purpose of Professional Achievement Recognition is to certify and acknowledge the efforts and attainments of the early childhood educator who is continually learning and growing within their area of expertise. The intent of the Professional Achievement Recognition process is to support and encourage your professionalism in the ECE field.

See the [Professional Achievement Recognition Manual](#) for more information.

### Getting to Know the Classroom Teacher Daily Routines

For new staff it is important to give them some time in the classroom to get to know the teacher and children they will be working with. If he/she will be the lead teacher in the classroom then give them time to observe another teacher in their classroom who can be a good role model. Give the new staff member time in the classroom to observe routines and procedures at different parts of the day during the training period.

Important areas where the new staff could observe and participate in with another teacher during the training period are:

1. Observe and participate in health check and arrival procedures – at least for 1 hour.
2. Participate in opening the Program and preparing for the day.
3. Participate in routines for lunch.
4. Participate in preparation for nap.
5. Participate in after nap routines such as, wake up, hand washing, snack, etc.
6. Participate in transition of children from one classroom to another or from classroom to the playground.
7. Observe and participate in end of day procedures, pick-up of children and closing of the Program.

Schedule some time during the week for a few hours where the new staff member can sit down with the teacher they will be working with or a mentor teacher to learn about these important functions in the classroom.

1. **Record Keeping.** Have the mentor teacher review with the new staff member about the record keeping that is required in the classroom and where they are kept or who they are given to. Some of these records could be, such reports, incident reports, child assessments, daily attendance sheet, daily or weekly “How was your day” sheets for children, etc.
2. **Daily Schedule and Routines.** Have the mentor teacher review the classroom daily schedule/routines and discuss what a daily schedule should look like for the age group the new

staff member is working with. Discuss with the new staff member how to communicate the schedule with children and families.

3. **Lesson Planning.** Review any procedures for lesson planning, when they are due, who reviews them, and where to post them in the classroom. Share with the new staff member where the planning resources are such as lesson planning forms, books, and other materials.



# H

## Health and Safety

An important part of working in an ECE program is also maintaining a healthy and safe environment for the children. Take some time to review the health and safety policies and procedures of the ECE with the new staff member. Some resources that may be helpful in reinforcing ECE policies and procedures are available through Betterkidcare.com, <http://extension.psu.edu/youth/cyttap/media>.

### Healthy Practices Resources

Better Kid Care Vodcasts - <http://extension.psu.edu/youth/cyttap/media>

1. Diapering 101
2. Changing Pull-ups and soiled underwear
3. Handwashing 101





# S

## upervision

### Supervision of Children Best Practices

Teachers are responsible for the safety of the children by providing a safe environment so that they are not in any risk of getting hurt throughout their time at the ECE program. To provide safety and supervision for children the following practices are recommended:

1. **Being a positive role model.** Children watch adults so that they know what behaviors are safe and acceptable. Teachers can model safe behaviors, show children how to safely use the equipment, and how to have safe interactions with others.
2. **Teach children rules of the classroom and playground.** Children need to know what is expected of them and the best way to do this is to go over the classroom and playground rules. Keep the rules simple and remind the children of safe behaviors.
3. **Ratios, Ratios, Ratios.** Be aware of the ratio of the number of children to a supervisor that is required in any situation or with any activity.
4. **Avoiding distractions.** To be an effective supervisor, teachers need to avoid distractions. Supervision includes actually being able to hear and see the children. If the teachers is distracted when an accident happens, then that will affect the response time of the teacher and the prevention of an accident. Distractions to avoid while supervising children: phone calls, using a cell phone for other purposes that do not pertain to the ECE program, conversations with other staff, planning and cleaning.
5. **Teamwork.** If there are co-teachers in a classroom, it is important that they are both aware of the classroom and playground rules. They need to work out what areas of the classroom or playground they will supervise throughout the day. When teachers combine classes in the morning or in the afternoon, teachers need to agree who will be supervising which age group until their teacher arrives or after their teacher has left.
6. **Challenging areas.** Teachers need to work together in watching and staying close to areas in the classroom or playground that may present a higher possibility of children having accidents. An example would be the playground around the slide where children could have more of a chance to fall. In the classroom, areas where children can easily be out of site such as a playhouse or a tunnel within a play set.
7. **Attendance checks.** Attendance checks should be done in each classroom and especially when a teacher is transitioning children from one classroom to another or from the classroom to the playground and back to the classroom. Teachers need to always be aware as to how many children are in their care.

### Supervision Resources

Better Kid Care Vodcasts - <http://extension.psu.edu/youth/cyttap/media>

1. Ratios are Relevant – Understanding the Ratio of Children to Staff
2. Positioning – Where Do I Stand? Safe and Smart Supervision
3. What’s the Count? -The Importance of Counting Children







## reating an Inviting Classroom

The best spaces for children are the ones that invite play and exploration. Because play also involves messy play, many little ones are touching materials, and at times, coughing and sneezing on them. When families and children enter the classroom, also consider what their first impressions may be.

It is inevitable that there will be spills, messy spaces and smudgy hands throughout the day but having a plan to keep the classroom clean and organized will keep clean up from becoming overwhelming. Some programs have a cleaning company to clean at the end of the day but that will not cover other areas of the classroom such as dusting of shelves, sanitizing toys or disinfecting the cribs. Having a list of what needs to be done to help keep the classroom clean and sanitized will help others who are in the classroom know what jobs they can help with. Creating a schedule of when items or areas need to be cleaned can also help the staff work together on assigning the duties.

Before reaching for the cleaning products, it is important to know what your state pesticide laws are and if there is any training required to use particular cleaning products. Keeping up on regular cleaning will not only help to keep the classroom environment clean but also help to keep the children healthy. This is also a good time to model good healthy habits to children. Including children in the cleaning process such as putting toys away, adding toys to the water table with soap, or simply giving them a sponge and some soapy water to help clean a table will encourage them to start healthy habits.

Cleaning is a general term but there are three areas involved in keeping the classroom clean. Cleaning, sanitizing and disinfecting.

**What is involved when cleaning?** This is usually just soap and water with a sponge to wipe a smudge off a wall, remove dirt from an area, or pick up toys and put them where they belong. All areas of the classroom will need to be cleaned at various times of the day.

**What is involved in sanitizing?** This is when a cleaning product needs to be used in order to reduce germs. Sanitizing tables after use, sanitizing toys, and high chairs are some examples.

**What is involved in disinfecting?** Disinfecting requires a stronger sanitizer. Areas where disinfecting typically takes place would be the diaper changing area and in the bathrooms.

\*See the Appendix for an example of a [Classroom Cleaning Checklist](#)





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“So, Jesus called them together and said, ‘You know that the rulers in this world lord it over their people, and officials flaunt their authority over those under them. **But among you it will be different.** Whoever wants to be a leader among you must be your servant, and whoever wants to be first among you must be the slave of everyone else. For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many.’”

-Mark 10:42-45

## Site Director Job Description

Job Title: Site Director

Reports to: ECE Conference liaison, ECE Board

Location: Name of ECE and address

### **Position Summary:**

The ECE site director is responsible for the supervision and mentoring of the ECE teachers and other staff. The site director is also responsible for modeling and implementing the values, beliefs and ECE policies of the Seventh-day Adventist Church along with the mission of the ECE program. The day-to-day operations, budget, marketing, enrollment and developing positive professional relationships with parents and community are also part of the ongoing responsibilities of the site director.

### **Responsibilities:**

1. Overseeing all operations of the ECE program
2. Hiring appropriate staff
3. Planning and implementing a yearly budget
4. Implementing approved ECE curriculum (See [PUC ECE Policy Manual](#))
5. Implementing approved ECE policies
6. Marketing, tours, and enrollment
7. Supervising, training, and mentoring of employees
8. Creating a welcoming and safe environment for the children to have the opportunity to learn and grow
9. Developing and maintaining a positive relationship with parents and children
10. Modeling the Seventh-day Adventist values, attitudes, expectations, beliefs and choices that will enhance program excellence

### **Qualifications:**

1. AA degree in Early Childhood Education along with 15 units of administrative classes or a BS degree in Early Childhood Education
2. Experience teaching in an early childhood classroom
3. Knowledge of young children and child development
4. First aid/CPR training
5. Experience directly related to the supervision of other adults
6. Leadership and communication skills
7. Ability to work within and create a team atmosphere
8. Computer skills and proficiency in Excel, Word, and Outlook
9. Ability to lift up to 40 lbs.
10. Ability to walk, squat/kneel, sit on floor, see, hear, speak with children to ensure children's health and safety
11. Current Child Development Site Supervisor Permit or Program Director Permit from the Commission on Teacher Credentialing
12. Current Level 5, 6, or 7 Professional Achievement Recognition Certificate from the Pacific Union Conference Early Childhood Education Division

## Head Teacher Job Description

Job Title: Head Teacher (age group)

Reports to: ECE Program Director

Location: Name of ECE and address

### **Position Summary:**

The head teacher is responsible for the supervision of children in the classroom assigned to them. The head teacher is also responsible for the planning and implementing of developmentally-appropriate learning activities and setting up the learning environment. The ongoing learning activities and learning environment shall promote the social, emotional, cognitive and physical development of each child enrolled in the classroom.

### **Responsibilities:**

1. Developing weekly and/or monthly lesson plans and activities
2. Implementing PUC ECE policies and procedures, (State) regulations and guidelines in the day-to-day operation of an early childhood development center for (age of children in the group example: 3 to 5-year-olds), including developmentally-appropriate practices for a preschool program
3. Assessing and recording information required to document the growth and development of children
4. Attending all staff meetings and in-service provided at the Program
5. Creating a welcoming and safe environment for the children to have the opportunity to learn and grow
6. Developing and maintaining a positive relationship with parents and children
7. Providing day-to-day supervision and support to teacher assistants, teacher aides, substitutes and volunteers, which include sharing daily program plans and discussing goals for children
8. Modeling the Seventh-day Adventist values, attitudes, expectations, beliefs and choices that will enhance program excellence
9. Supervising children in the classroom

### **Qualifications:**

1. BS or AA degree in Early Childhood Education (check state regulations for minimum regulations for a head teacher if a teacher with an ECE degree is not available)
2. Experience teaching in an ECE classroom
3. Knowledge of young children and child development
4. Ability to relate positively to young children, parents and staff
5. First aid/CPR training
6. Leadership and communication skills
7. Ability to work within a team atmosphere
8. Computer skills
9. Ability to lift up to 40 lbs.
10. Ability to walk, squat/kneel, sit on floor, see, hear, speak with children to ensure children's health and safety
11. Current Child Development Teacher or Master Teacher Permit from the Commission on Teacher Credentialing
12. Current Level 4 or higher Professional Achievement Recognition Certificate from the Pacific Union Conference Early Childhood Education Division

## Assistant Teacher Job Description

Job Title: Assistant Teacher (age group)

Reports to: Head Teacher, ECE director

Location: Name and address of ECE

### **Position Summary:**

Responsible for assisting the head teacher in developing and implementing developmentally-appropriate learning activities and a learning environment that promotes the social, emotional and physical development of each child enrolled in the classroom. The duties and responsibilities will be carried out under the direction of the head teacher.

### **Responsibilities:**

1. Assisting the teacher with the full implementation of ECE policies and procedures, (State) regulations and guidelines in the day-to-day operation of an early childhood development center (state age group) including developmentally-appropriate practices for a preschool program
2. Attending all staff meetings and in-service provided at the Program
3. Assisting the teacher in creating a welcoming and safe environment for the children to have the opportunity to learn and grow
4. Developing and maintaining a positive relationship with parents and children
5. Assisting with the supervision of children in the classroom
6. Reflecting the Seventh-day Adventist values, attitudes, expectations, beliefs and choices that will enhance program excellence
7. Performing other duties as required or assigned

### **Qualifications:**

1. High school diploma or GED
2. 15 credit hours in Early Childhood Education or AA Degree in Early Childhood Education
3. Experience teaching in an early childhood classroom
4. Ability to relate positively to young children, parents and staff
5. Knowledge of young children and child development
6. Ability to work within a team atmosphere
7. Ability to lift up to 40 lbs.
8. Ability to walk, squat/kneel, sit on floor, see, hear, speak with children to ensure children's health and safety
9. Current Child Development Assistant Teacher Permit from the Commission on Teacher Credentialing
10. Current Level 1, 2, or 3 Professional Achievement Recognition from the Pacific Union Conference Early Childhood Education Division

Orientation of New Staff – Checklist

TASK	NAME OF PERSON GIVING ORIENTATION (Signature)	DATE
<b>Introduction</b>		
Philosophy of Program		
Goals of Program		
SDA Church and 28 Fundamental Beliefs		
Yearly Calendar, Hours of Operation		
Tour of Program		
Staff Introduction		
Daily Schedule		
Staff Communication Lines		
Teamwork Philosophy		
Health: Physical/TB/Immunizations		
Employee Rights		
Termination		
<b>Introduction to Parents</b>		
Newsletter		
In person		
<b>Confidentiality Policy</b>		
Policy		
Confidentiality Form		
Child's Rights and Needs		
<b>Emergency Preparedness</b>		
Fire Safety		
Accident Reports		
Mandated Reporting		
Pesticide Training		
Disaster Response		
Transportation Safety		
<b>Policies – signed acknowledgement forms</b>		
LCOE Staff Handbook		
PUC ECE Policy Manual		
Parent Handbook		

**Orientation of New Staff – Checklist**

LICENSING REGULATIONS (Job Related)	NAME OF PERSON GIVING ORIENTATION (Signature)	DATE
<b>ECE Program General Procedures</b>		
Late Arrival of Child		
Child Absence Confirmation		
Maintaining Child Count		
Medication Administration		
Playground Safety		
Ill/Injured Child		
Medical and General Emergencies		
Behavior Management		
Field Trips		
Food and Allergies		
Child Drop-off and Pick-up		
Sunscreen and Diaper Ointment		
<b>Tour of the Center</b>		
Visit Classrooms and Introduce Staff		
Staff Break Room		
Emergency Exits, Evacuation Bag Locations and Alarm System		
Opening and Closing Procedures		

**I have received training in my job responsibilities and I have been provided copies of:**

**Parent Handbook** \_\_\_\_\_  
Center Name

**Staff Handbook** \_\_\_\_\_  
Local Conference

***Pacific Union Conference Early Childhood Education Policy Manual***

Employee’s Signature \_\_\_\_\_

Employee’s Date of Hire \_\_\_\_\_ Date(s) of Orientation \_\_\_\_\_

Trainer’s Signature \_\_\_\_\_

Classroom Cleaning – Checklist

Classroom: \_\_\_\_\_ Week of: \_\_\_\_\_

Mark each area with your initials as it has been completed throughout the week.

**General Classroom Cleaning**

M	T	W	TH	F	Type of Cleaning	Material/Area
					Daily or often if dirty. Use warm water with soap and paper towel or disinfectant if soiled	Tables/door and cabinet handles/chairs/highchairs
					Laundry weekly or immediately if soiled	Small area rugs
					Empty daily and clean weekly with soap and warm water. Clean and disinfect immediately is soiled.	Trash cans
					Vacuum daily or often if dirty. (should be carpet cleaned every six months)	Carpets
					Weekly, before being used by another child, immediately if soiled. Wash with warm water and soap.	Cots, mattresses, sheets, blankets

**Bathroom Area Cleaning**

					Clean daily with detergent and warm water and immediately if soiled.	Sinks/faucets/counter/soap dispensers/door handles
					Clean daily or immediately if soiled.	Toilet: bowl, seat, handle

**Toy Cleaning**

					Laundry daily – if soiled remove from classroom	Soft toys – if shared
					Wash after use with soap and warm water or in the dishwasher	Hard toys that have been in contact with bodily fluids
					Clean weekly with warm water and soap. Clean immediately if soiled.	Large hard toys (doll house, climbing structure, etc.)
					Wash weekly or immediately if soiled	Dress-up clothes

- Soiled – any type of bodily fluid or food





### Sample Director Task List

#### Daily AM Tasks

1. Unlock building and classrooms
2. Sanitize bathrooms (green)
3. Vacuum or sweep as needed – large room, hall, kitchen, bathrooms
4. Check paper towels, toilet paper and hand soap
5. Fill classroom hand washing bins
6. Be ready for Early Time kids
7. Set up snack trays
8. Prepare snack
9. Daily walkie-talkie check
10. Set up outside area for play
11. Clean kitchen and do dishes after snack (3 sink system – hot soapy water, rinse, sanitize for 60 seconds with capful of pink solution)

#### Daily PM Task

1. Be available as parents and students leave for the day
2. Assure the building is locked and secure prior to leaving
3. Check with staff as to needs and prep for next day

#### Daily Rest Time Task

1. 1:15 p.m. pick up children and gather them in the 'Resting room'
2. Free time until 1:35 p.m.
3. Use restroom and get drink of water
4. Lights out
5. Read story, then soft music in background
6. Rest or sleep until 2:45 p.m.
7. Restroom and wash hands
8. Snack
9. Afternoon activity

#### Daily Tasks as Needed

1. Break teachers during outside time
2. Cover in classrooms to maintain supervision ratios
3. Routinely check for safety items – outlet covers, fire safety, etc.
4. Get mail and correspond appropriately

#### Mondays

1. Set up time clock
2. Allow extra opening time to clean/mop bathrooms and kitchen and vacuum larger room if needed
3. Take paper towels to bathrooms for the weeks use
4. Chapel at 9 am

5. Set up for outside – towel, trash bag, Kleenex on door, hand sanitizer and first aid pack by door, open bikes and sand box

### **Fridays**

1. Assist in cleaning for Sabbath
2. Assure classrooms and building is prepared for church use – stock paper towels and toilet paper in bathroom, check soaps, mop kitchen and bathrooms, wipe down walls as needed in all common areas, dust window sills, vacuum hall and large room
3. Get paper towels from church bathrooms

### **Weekly Tasks**

1. Shop for snack
2. Plan shopping needed for supplies
3. Take home laundry that needs to be done – towels

### **Monthly Tasks**

1. Board meetings (3<sup>rd</sup> Thursday of each month)
2. Payroll (bimonthly)
3. Federal deposit
4. Time cards
5. Prepare books for treasurer for Board meeting (first week of month)
6. Monthly fire drills
7. Initial fire extinguisher tags
8. Make sure monthly newsletter is ready on time and teachers get in their letters
9. Monthly sign-ins
10. Hall bulletin board
11. Staff meetings – monthly or bi-monthly – prepare agenda
12. Make sure classrooms are covered and ratios met – arrange substitutes for staff time off

### **Quarterly**

1. Payroll taxes
2. Work comp to conference
3. Quarterly reports to conference
4. Safety check lists

### **Yearly**

1. Plan calendar –field trip, special events, and break dates
2. Spring – registration for fall (April)
3. Tuition and fees determined and approved by the Board (May)
4. Budget and salary planning for next school year and approved by the Board (May)
5. Staff planning and rehire approval by Board (May)
6. Christmas program
7. Check first aid kit in office and have teachers check classroom first aid kits (September)
8. Every 2 years do CPR training – watch expiration dates (February)

## Directors' Guide

9. Pay licensing fees (State bills)
10. Clean carpets in building prior to teachers returning (August)
11. Fall -Staff orientation – go over handbook
12. Order supplies for year
13. Opening reports ([Policy #5610](#))
14. Closing reports ([Policy #5610](#))

### Sample Staff Meeting Agenda

Date:

Topic:

6:00 Dinner (welcome new staff, celebrate any birthdays in the month)

6:20 Building a team activity (example: sharing gratitude, personal or at work)

6:30 Information on the topic (professional growth)

6:50 Discussion of issues staff want to discuss and ones that need to be addressed

7:15 End or have age-group meetings

7:30 End

## Sample Calendar

JULY 2016					AUGUST 2016					SEPTEMBER 2016				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
25	26	27	28	29	29	30	31			26	27	28	29	30
OCTOBER 2016					NOVEMBER 2016					DECEMBER 2016				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
JANUARY 2017					FEBRUARY 2017					MARCH 2017				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6			1	2	3			1	2	3
9	10	11	12	13	6	7	8	9	10	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
30	31				27	28				27	28	29	30	31
APRIL 2017					MAY 2017					JUNE 2017				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

### HOLIDAYS AND SPECIAL EVENTS

August 22	Parent Orientation Potluck	January 16	<b>Martin Luther King Day (no school)</b>
August 23	First Day of School	January 24	Winter/Ice Exploration
<b>September 5</b>	<b>Labor Day (no school)</b>	<b>February 20</b>	<b>President's Day (no school)</b>
September 21	School Pictures	February 23	Field Trip: S.M. Discovery Museum
October 5 or 12	Field Trip: Brookshire Farm	March TBA	Pony Pictures
October 27	School Pictures (retakes)	March 30	Open House (fundraiser dinner)
<b>November 11</b>	<b>Veteran's Day (no school)</b>	April 17-21	Spring Break
November 16	Wild West Day	April 26	Trike-A-Thon
<b>November 21-25</b>	<b>Thanksgiving Vacation</b>	May 9	Mother's Day Tea (12:15 pm)
December 8	Polar Express Day	<b>May 29</b>	<b>Memorial Day (no school)</b>
December 15	Christmas Program (10:45 am)	May 31	Build It with Dad (12:15 pm)
December 15	Pick up at Noon	June 8	Last Day of School Picnic/Luau
<b>December 16*</b>	<b>Christmas Vacation Begins</b>		

\*Returning to School: Tuesday, January 3, 2017

### **5 Interview Questions to Ask a Prospective Teacher**

The types of questions to ask a prospective teacher shapes the interview and will vary based on the position that the teacher is interviewing for. Here are five questions to get you started:

1. **“Tell me about yourself.”** – This is a typical interview question to begin with and the director should be listening for the interviewee to talk about their teaching experiences that they consider important and relevant, and the reasons they want to teach in this preschool.
2. **“If I were to walk into your classroom during an early literacy or math activity, what would I see?”** – This question can be lengthy but the director should be listening for the teacher to explain their intentional planning and the activity’s learning goals. Ways the teacher would get the children interested at the beginning of the activity and teaching strategies.
3. **“Describe some of your positive guidance strategies.”** – The director should be listening for developmentally appropriate strategies. Also for ways the teacher uses guidance that reinforces positive behaviors and involves children in deciding how to work together in the classroom.
4. **“How do you plan to communicate with families?”** – The director should listen to see if the teacher’s answer reflects the culture and community in which the preschool is located. Listen for the method the teacher would use that would show they are aware of the community demographics. Some examples would be, e-mail, notes home, class web site, etc.
5. **“What makes you the best candidate for this position?”** – The director should listen for the teacher’s personal views on early childhood education and how they see themselves contributing to the program. Some examples would be: Why did they choose the field of early childhood education? How dedicated are they to the young children they teach? How has the field affected their thinking, previous jobs, and life experiences?

#### Reference

Franco, Brianna. (April/May 2015). Five Questions Asked at Every Teaching Interview. *Teaching Young Children*. Retrieved from [https://www.naeyc.org/resources/pubs/tyc/apr2015/five-questions-asked-every-teaching-interview?epik=03-c7E\\_IWX2V3](https://www.naeyc.org/resources/pubs/tyc/apr2015/five-questions-asked-every-teaching-interview?epik=03-c7E_IWX2V3)

Remember to make the teacher feel **comfortable** and **thank** them for interviewing for the position.

We hope you find the best teachers to fit your team!

## Interview Questions

1. Have you ever worked with children before? Yes / No
2. In what capacity and for how long?
3. What have you enjoyed most in previous positions?
4. What major challenges and problems did you face and how did you handle them?
5. What kind of people do you work best with as a co-worker/supervisor?
6. What would you consider to be the ideal job for you?
7. What things have you done that have given you the greatest/least satisfaction and why?
8. How do you handle stress and pressure? Please provide an example or two.
9. Why are you interested in working for this entity?
10. What applicable attributes/experience do you have that you would bring to this job?
11. How would you describe your work habits?
12. Do you have a personal mission? If so, what would it be?
13. Thinking back, what are the most significant decisions you have made in your life and how do you feel about them?
14. What kind of supervision do you prefer? Please provide an example or two.
15. What are your hourly wage/salary expectations?
16. How well do you take correction, directions, and suggestions? Please provide examples.
17. What do you like best about yourself?
18. What would you like to improve?
19. How would you describe yourself?
20. What are you looking for in your next job? What is important to you?
21. What are your goals for the next five years?
22. Is there anything I/we haven't told you about the job or company that you would like to know? Do you have any questions for me/us?

Statements to Avoid During the Employment Selection Process

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
NAME	<p>“State your name.”</p> <p>“Have you ever worked for this organization under another name?”</p> <p>“Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work records?”</p>	<p>“State your maiden name.”</p> <p>“Have you ever used another name?”</p> <p>Inquiries about the name that would indicate applicant’s lineage, ancestry, national origin, or descent.</p> <p>“Do you prefer to be addressed as Mr., Mrs., Miss, or Ms.?”</p>
RESIDENCE	<p>Asking for applicant’s place of residence.</p> <p>Inquiring about the length of residence at current and previous addresses.</p>	<p>Specific inquiries into foreign residence.</p>
AGE	<p>Statement that employment is subject to verification that applicant meets legal age requirements.</p>	<p>“State your age.”</p> <p>“State your date of birth.”</p> <p>“Would you have problems reporting to someone who is younger than you?”</p> <p>Requesting dates of attendance at or completion of elementary or high school. (However, may be needed for verification of academic credentials.)</p>
MARITAL AND FAMILY STATUS	<p>“Can you meet the attendance requirements of this job?”</p> <p>“Can you work overtime and/or travel extensively? (only if applicable.)</p>	<p>“Are you married, single, divorced, or separated?”</p> <p>“What are the names and ages of your children?”</p> <p>“What provisions will you make for child care?”</p> <p>Asking for name or other information about applicant’s spouse. (After hire, this is permissible to obtain a contact in case of emergency.)</p>



<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
RELATIVES	<p>Statement of organization policy about work assignment of employees who are related.</p> <p>Asking names of applicant’s relatives already employed by the organization.</p>	<p>Asking for name or address of any relative of applicant.</p>
SEX	<p>Inquiries based only on a bona fide occupational qualification.</p>	<p>“Are you expecting?” or “Are you pregnant?”</p> <p>Asking applicant about future childbearing plans.</p> <p>“How do you feel about working in a male-dominated industry?”</p> <p>“We typically don’t hire male secretaries. Will it make you uncomfortable to be the only male secretary?”</p> <p>Asking applicant out on a date or otherwise propositioning applicant.</p>
RACE OR COLOR	<p>Statement that photograph may be required after hire.</p>	<p>Requiring applicant to submit a photograph at any time prior to hire, or requesting that applicant, at his or her option, submit a photograph.</p> <p>Asking the race or color of applicant.</p> <p>Inquiries about applicant’s complexion or color of skin.</p>
BIRTHPLACE, NATIONAL ORIGIN, ANCESTRY	<p>“Are you authorized to work and remain in the United States?”</p> <p>Asking applicant about foreign languages applicant reads, speaks, or writes, if job related.</p>	<p>Asking for birthplace of applicant.</p> <p>Asking for birthplace of applicant’s parents, spouse or other close relatives.</p> <p>“What is your mother (or native) tongue?”</p> <p>Inquiries into how applicant acquired ability to read, write, or speak a foreign language.</p>

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
ORGANIZATIONS	Inquiries into membership in organizations that applicant considers relevant to his or her ability to perform the job for which applied.	"List all clubs, societies, and organizations to which you belong."
PERSONAL FINANCES	Asking whether applicant has use of a reliable car, if car travel is required by the job.	Questions about personal bankruptcy. Questions about home or car ownership.
PHYSICAL CONDITION, HANDICAP, DISABILITY <sup>1</sup>	"Are you able to perform the duties of the position that you have applied for with or without reasonable accommodations?" "Do you use illegal drugs?" "Can you meet the attendance requirements of this job?" "How well do you handle stress?" "Do you work better or worse under pressure?"	"Do you have any physical disabilities or handicaps?" "Do you have now, or have you ever had, a drug or alcohol problem?" "Have you ever sought treatment for your inability to handle stress?" "Have you ever been treated for mental health problems?" Questions regarding the applicant's general medical condition, state of health, or illness.
WORKERS' COMPENSATION	"How many days were you absent last year?" "Can you perform the essential functions of the job with or without reasonable accommodations?"	Questions regarding receipt of workers' compensation. "Have you ever filed for workers' compensation?" Have you ever been injured on the job?"

<sup>1</sup>Avoid inquiries that are likely to elicit information about whether an applicant has a disability.

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
CITIZENSHIP	<p>“Do you have the legal right to work and remain in the United States?”</p> <p>“Are you currently authorized to work for all employers in the United States on a full-time basis or only for your current employer?”</p> <p>Statement that applicant will be required to submit proof regarding his or her identity and employment eligibility upon hire, in accordance with applicable immigration requirements.</p>	<p>“Of what country are you a citizen?”</p> <p>Asking whether applicant or applicant’s spouse or parents are naturalized or native-born U.S. citizens.</p> <p>Asking for date when applicant, parents, or spouse acquired U.S. citizenship.</p>
ARREST, CRIMINAL RECORD	<p>“Have you ever been convicted of a crime?” (In most jurisdictions, this question must be accompanied by a statement on the employment application that a conviction will not necessarily disqualify applicant from the job applied for.)</p>	<p>Asking about applicant’s arrest record.</p> <p>“Have you ever been arrested?”</p>

### Frequently Asked Questions about Hiring Local Staff

- 1. Can we pay an individual employed as a janitor or secretary a stipend amount?** No. Wage and hour laws require that nonexempt employees be paid for the actual hours that they work. This means that the employee needs to be tracking and reporting hours, rather than receiving a flat stipend amount. (But see Q&A 3 below for information about hiring independent contractors. Independent contractors generally should be paid for the job rather than by the hour.)
- 2. Can a local church or school request that a non-Adventist applicant be hired?** Because of the importance of ministry with every job function, the Conference strongly encourages its churches and schools to recommend Seventh-day Adventist applicants to the Conference for hiring. By law, the Conference is allowed to give preference to Seventh-day Adventist applicants over applicants who are non-members. If a church or school wishes to recommend a non-Adventist applicant for hiring, it should include documentation with the request indicating that a suitable Adventist candidate is not available.
- 3. Can my church or school issue its own employment documentation, such as a contract of employment?** No. Regular part-time and full-time employees of a church or school are considered to be employees of the Conference, and the church or school is not authorized to issue its own contracts to employees. The church or school may be able to enter into a contract with an *independent contractor*, but it should be very sure that an independent contractor relationship (rather than an employer-employee relationship) exists prior to entering into that contract. Please consult with the Conference Human Resources Department prior to entering into any contract with an independent contractor.
- 4. Can an employee be paid with non-cash compensation (e.g., food, housing, tuition assistance)?** Because of the difficulty of properly reporting non-cash compensation to the Internal Revenue Service for taxation, churches and schools should plan on paying only monetary compensation for the work performed.
- 5. What is the church or school required to pay?** The church or school is responsible for the entire compensation package and employer taxes associated with the position. These amounts are billed to the church or school each month after payroll is run. The Conference assists in non-financial ways, such as by issuing paychecks to employees, handling income tax reporting responsibilities, and processing benefit enrollment. The Conference does not charge any administrative or processing fee to the local church or school for performing these services. Please refer to [PAYROLL COSTS] for more information.
- 6. Can an employee “volunteer” time if we can’t afford to pay for all of the hours that the employee works?** An arrangement like this is absolutely prohibited. Employees should be paid for all of the time that they work, both out of fairness and to comply with wage and hour laws. You may permit an employee to volunteer time for your organization in a position that is substantially different from his or her normal job duties and that is customarily a volunteer (unpaid) position (e.g., church secretary may volunteer as a Pathfinder leader).



Enrollment Survey

[Date]

Dear Parents,

We are beginning to make plans for our summer session. Your input can help us with this planning.

Please sign this form and return it to

\_\_\_\_\_ ECE Program Name

by \_\_\_\_\_ to ensure a place for your child's enrollment.  
Date

SUMMER SCHEDULE

Yes, I would like my child,

\_\_\_\_\_ Child's Name

, to attend

\_\_\_\_\_ beginning

\_\_\_\_\_ until

\_\_\_\_\_ ECE Program Name

\_\_\_\_\_ Date

\_\_\_\_\_ Date

Please indicate which of the following schedules would be your choice, if available:

- Full-time M-F
- Full-time MWF
- Full-time TTH
- AM's M-F
- AM's MWF
- AM's TTH

TERMINATION NOTICE

My child, \_\_\_\_\_, will be terminating enrollment at

\_\_\_\_\_ Child's Name

\_\_\_\_\_ starting

\_\_\_\_\_ ECE Program Name

\_\_\_\_\_ Date

FALL SCHEDULE

I would like to have my child, \_\_\_\_\_, return to

\_\_\_\_\_ Child's Name

\_\_\_\_\_ for the Fall

\_\_\_\_\_ school year.

\_\_\_\_\_ ECE Program Name

\_\_\_\_\_ Date

Please indicate which of the following schedules would be your choice, if available:

- Full-time M-F
- Full-time MWF
- Full-time TTH
- AM's M-F
- AM's MWF
- AM's TTH

IF YOUR CHILD WILL NOT ATTENDED DISCOVERYLAND IN THE SUMMER BUT YOU WISH TO RESERVE A POSITION ON A PRIORITY LIST FOR FALL, A RESERVATION FEE OF HALF YOUR CHILD'S MONTHLY CURRENT TUITION RATE IS NEEDED.

Parent Signature \_\_\_\_\_

\_\_\_\_\_ Date

Director

Fee paid \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_



Program \_\_\_\_\_

Director \_\_\_\_\_

Safety Inspector(s) \_\_\_\_\_

Conference \_\_\_\_\_

Date of Inspection \_\_\_\_\_

**Directions:**

Place an X in the correct column or N/A if the item is Not-Applicable.

When you have completed the safety report, send the original to your local conference ECE Liaison and keep a copy for your records. Check with your ECE Liaison to find out when this report is due.

<b>FACILITY INTERIOR</b>				
ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
<b>1. Building Systems</b>				
<b>A. Heating/AC/Plumbing/Electrical</b>				
1. Heating/air conditioning equipment is properly insulated, vented, cleaned, and serviced yearly by a licensed contractor				
2. Filters are changed/cleaned regularly				
3. Automatic limit controls are on heating equipment				
4. The furnace room has a self-closing door which is locked at all times				
5. All edges of heat registers are smooth and rounded with no sharp edges				
6. Condensation pans drain properly				
7. Thermostats are in good working condition				
8. Water heaters are equipped with a temperature and pressure relief valve and are in an area free of combustible storage				
9. Water temperature for hand washing is maintained at 120°F or less or scald guards are installed on faucets				
10. All sinks and toilets drain properly				
11. All electrical outlets are covered with safety caps				
12. Power strips and extension cords are maintained properly; cords are kept clear of walkways and not placed under rugs				



ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
13. Ground fault interrupter protection (GFCI) is provided at all outlets within six (6) feet of sinks in bathrooms, kitchens, and other similar areas, in garages, sheds, and for exterior electrical outlets				
14. All electrical appliances are free of cut, frayed, or taped cords or plugs, properly maintained and grounded, and in safe operating condition				
15. All electrical panels and junction boxes are covered and accessible (check with your local fire department)				
16. Staff members are familiar with location of electrical circuit breakers and fuse boxes				
17. Gas cylinder tanks are secured to a stable support and protected from damage				
<b>B. Life Safety</b>				
1. The local fire department has inspected the premises. Date of last inspection:				
2. Emergency drills are conducted as per state regulations				
3. Smoke and carbon monoxide detectors and the alarm system are in place, working and properly maintained. Batteries are replaced every six months				
4. Sufficient numbers and proper types of fire extinguishers are provided. Fire extinguishers have been serviced within a period of one year				
5. Automated sprinklers are properly maintained and inspected				
6. Emergency lighting is installed, tested, and maintained in good working order				
7. Each room and hallway has two escape routes posted in clear view				
8. Emergency exits are clearly marked, free of clutter, meets local fire department requirements. Doors open in the direction of exit travel and are not locked				
9. First aid and CPR posters are prominently posted				
10. First aid kits are readily available and adequately stocked				
11. Local emergency numbers and dialing directions are prominently displayed in				

Directors' Guide

every classroom, play area, and by all land-line telephones				
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ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
12. Children’s emergency contact information and attendance/census sheets are readily available in the event of an evacuation				
13. A medication policy is in place requiring original containers and signed parental authorization				
14. Medications are kept in locked boxes/cabinets out of reach of children				
15. Emergency evacuation plans and individual duty designation lists for staff and volunteers are complete and posted in all buildings and by all exits				
16. Emergency procedures for lockdown are in place and drills are practiced				
<b>C. Janitorial/Laundry/Chemicals</b>				
1. Janitor and storage/supply rooms are kept neat, orderly, and free of all unnecessary items				
2. Safety catches are placed on all doors, cabinets, and drawers				
3. All hardware is in place and well-fitting				
4. Facility is free of toxic materials such as lead-based paints and asbestos (See your local conference requirements and/or licensing agency)				
5. Exposed fluorescent lights are enclosed in protective sleeve				
6. Major cleaning takes place only when children are not present				
7. Combustible trash is collected regularly, stored in covered metal containers outside the building and disposed of frequently				
8. Entrances to crawl spaces are securely protected from entry				
9. Laundry supplies are kept in a locked storage area				
10. Dryer vents are cleaned on a frequent basis				
11. Dryer lint filter is cleaned before each use				
12. Laundry equipment is turned off when program is closed				
13. Hazardous areas are fenced or marked with appropriate warnings				
14. Material Safety Data Sheet (MSDS) information is kept on file for all				

Directors' Guide

chemical products used within the program				
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ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
15. All staff members have signed an acknowledgement statement regarding the contents and location of MSD Sheets				
16. All cleaning supplies, equipment, and solutions are stored in a locked area out of children's reach				
17. All flammable liquids/materials are stored in UL approved safety cans and stored outside the building in a vented and locked area				
<b>2. Support Areas</b>				
<b>A. Classrooms/Materials</b>				
1. A list of children and their allergies are posted in each classroom and in the kitchen out of sight of clientele				
2. Artwork and teaching materials on wall shall not exceed 20% of the wall area				
3. Walkways are clear for evacuation in an emergency				
4. All sharp edges on corners of counters are covered				
5. Mechanical communication devices are in working order				
6. Children do not play with plastic bags, balloons, or cardboard boxes with staples				
7. Teaching materials/toys with small parts are not accessible to children				
8. Toy boxes are not used at facility				
9. Materials/toys are in working order and in good repair				
10. Materials/toys are sanitized daily and stored properly				
11. Safety glass/mirrors are used in areas accessible to children				
12. Mobile computers, televisions and other equipment are securely mounted on carts designed for such use				
13. Cribs, play lofts, and high chairs meet federal safety and local licensing child care guidelines				
14. Staff and/or visitors wear soft-soled shoes or slippers while in the infant room				
15. Refrigerator and bottle warmers are available in infant rooms				
16. Children are never left alone in an infant seat or on high surfaces				

ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
<b>3. Food Safety/Personal Hygiene</b>				
<b>A. Kitchen/Food Preparation</b>				
1. Only authorized personnel are allowed in the kitchen				
2. Food service personnel have obtained and maintained a current Food Handler's Permit and are at least 18				
3. Flooring is in good repair				
4. Work stations for standing have anti-fatigue floor mats				
5. Rubber anti-skid mats are used in front of sink areas				
6. Food service areas and equipment are thoroughly cleaned before and after meals and snacks				
7. Food preparation surfaces are clean and free of cracks and chips				
8. Sharp utensils are kept out of reach of children and in a locked storage area when not in use				
9. All utensils and equipment are stored in a clean, dry place free from insects, dust, and contamination				
10. At least three sinks are present in meal preparation areas				
11. Separate sinks are used for hand washing and food preparation				
12. Dishwashing machines are kept in working order according to manufacturer's recommendations				
13. Hand washed dishes are air dried				
14. Sanitizing machines reach the manufacturer's recommended temperatures and time limits				
15. Refrigerators/freezers are monitored for proper temperature. Check with your local health department.				
16. Cooking range is installed at a safe distance from combustible material and the floor below is protected				
17. A hood is installed above the range, equipped with an exhaust duct to the outside and is at an adequate distant from combustible materials				

ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
18. All exhaust systems for cooking equipment, including hoods, grease removal devices, fan ducts, and other apparatus are cleaned at frequent intervals to remove grease and oily sludge				
19. Commercial cooking equipment is provided with an approved fire suppression system in the vent hood and over cooking surfaces and when activated, shuts off the source of power (electricity, gas, etc.) to the equipment beneath the hood				
20. When the suppression system is activated, it is inspected and recharged before the equipment beneath the hood is put back into service				
21. The fire suppression system is inspected and checked biannually				
22. Food served meets USDA and local state health agency standards for nutrition, serving, and storage				
23. All containers with food are clearly marked, dated, have secure lids, and are properly stored				
24. In keeping with the Adventist health message, prepared foods are vegetarian, nutritionally well-balanced, and attractive in presentation				
25. Food which is of great choking risk is not served				
26. Waste containers used for the disposal of food have tight fitting lids that are kept on, in good repair, leak and rodent proof, and stored away from food preparation areas and heat sources				
27. Food waste is to be placed in a separate, designated refuse bin with a secure lid				
28. High chairs are used properly and according to manufacturer's recommendations				
29. High chairs are kept away from open windows, cabinet doors, drapery and electrical cords				
<b>B. Bathroom/Toileting and Diaper Changing Practices</b>				
1. Portable toilets are not used				

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2. Changing tables have all necessary materials readily accessible				
<b>ITEM</b>	<b>Acceptable</b>	<b>Correction Needed</b>	<b>Correction in progress</b>	<b>Correction completed on</b>
3. Changing table pads are secured and have sides and a belt to prevent infants from rolling off				
4. Diaper changing procedures are posted and staff never leave children on the changing table unattended				
5. Diapering areas are properly disinfected immediately after each use				
6. Diapers and all used items (i.e. paper, pads, wipes, gloves) are properly disposed of after each use; and placed in individual plastic bags for clientele retrieval and out of children's reach				
7. Waste baskets/diaper pails are covered, secured, and stored away from heat sources				
8. Children and staff always wash their hands with soap and water after toileting and diapering changes				
9. Toilets and sinks are appropriate for use by children; anti-skid step stools are provided				
10. Floors have anti-skid surfaces				

**FACILITY EXTERIOR**

<b>ITEM</b>	<b>Acceptable</b>	<b>Correction Needed</b>	<b>Correction in progress</b>	<b>Correction completed on</b>
<b>1. Grounds</b>				
<b>A. Exits/Sidewalks</b>				
1. Sidewalks are kept free from tripping hazards and slippery spots				
<b>B. Parking Area</b>				
1. Pavement is in good condition, free from cracks or holes				
2. The parking area is free of slip hazards (loose gravel, ice, snow, etc.) or slip prevention materials are used				
3. Traffic and school zone signs are in good condition				
4. Safe drop-off and pick-up procedures are practiced				
5. The drop-off and pick-up area is designed with clearly posted, one-way traffic signs				
6. School bus/van parking is isolated from the flow of traffic and parking				



7. School bus/van drop-off and pick-up times are adequately supervised				
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ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
<b>C. Lighting</b>				
1. Parking area is well lit				
<b>D. Drainage</b>				
1. Drainage grates are properly secured and do not pose a hazard				
<b>E. Debris Containers</b>				
1. Waste containers located outside the program building are covered with properly fitting lids and are free of food, paper waste, and large refuse items				
2. Refuse service is frequent enough to minimize odors and insect infestation				
<b>F. Landscaping</b>				
1. Landscaping plants are not hazardous due to thorns, stickers, or toxicity				
2. Landscaping, maintenance, and use of hazardous chemicals do not occur during hours of operation				
3. Existing trees and shrubs are kept pruned and grounds are free from debris				
<b>G. Playground and Equipment</b>				
1. A current copy of the Handbook for Public Playground Safety is kept on hand and reviewed by all staff ( <a href="http://www.cpsc.gov">www.cpsc.gov</a> )				
2. Staff are evenly spaced around the outdoor play area				
3. All play areas are visible to deter inappropriate behavior				
4. A written schedule is maintained for play area use				
5. Older children use the playground at different times than the younger children				
6. There are written guidelines for playground and equipment use				
7. All children are provided instruction in the use of playground materials and equipment				
8. The outdoor activity space is accessible so children reach the area safely				
9. An energy absorbent surface is in adequate supply around and under equipment. Loose material surfacing is maintained at 12-14-inch depth				
10. Loose-fill surfacing material is free of foreign objects or debris				

ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
11. Sandboxes are covered when not in use and inspected daily for hazardous foreign materials				
12. Sports equipment is safe and soft				
13. Riding toys are stable, well-balanced, without broken or missing parts, and of the appropriate size				
14. Children are instructed on "traffic" rules				
15. Eating is not allowed while children are on play equipment				
16. Commercial playground equipment is securely anchored to the ground				
17. Playground equipment is inspected annually				
18. Barriers on stairs are adequate to prevent children from falling				
19. There are no spaces 3 1/2 -9 inches where a child's head, leg, or arm could be trapped				
20. Equipment does not have pinch, crush, or shearing points or any exposed moving parts				
21. Swings are not attached to climbing structures				
22. Swing sets are placed nine or more feet from other equipment and at least eight feet from walls, fences, walkways, and other play areas				
23. Swings are hung at least one-and-a-half feet apart from each other				
24. Swings have no "S" or open-ended hooks				
25. Slides are enclosed or have handrails				
26. Tripping hazards have been eliminated (exposed footing/anchoring devices, rocks, roots, etc.)				
27. All fences, benches, signs, and equipment on the playground are in good condition (free of splinters, protrusions, missing hardware or slats, etc.)				
28. Outdoor play areas are enclosed by a fence at least four feet high, gates have safety latches, and both are in good repair and work properly				
29. Perimeter gates are secured to prevent unauthorized access or exit				
30. Perimeter fence has no gaps between bottom rail and ground				

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31. Trampolines, mini trampolines, or other spring board type equipment are not on the premises				
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ITEM	Acceptable	Correction Needed	Correction in progress	Correction completed on
32. Metal slides, wooden slides, seesaws, or merry-go-rounds are not on the premises				
33. The entire play area has satisfactory drainage				
34. All pipe ends are covered with undamaged protective caps or plugs				
35. Trash receptacles are available, lined, and emptied daily				
36. Infant/toddler seats are available on swing sets				
<b>2. Building Exterior</b>				
<b>A. Roofing/Gutters</b>				
1. Gutters are cleaned at least annually to ensure proper drainage				
2. Gutter downspout does not create water or ice hazards				
<b>B. Siding/Foundation Vents</b>				
1. All siding materials are securely fastened with no protruding nails or edges				
2. Foundation vents are designed to prevent entrapment				
<b>C. Windows</b>				
1. All window panes are intact, not broken or cracked				
2. Window screens are in good repair and properly secured				
3. Window hardware is in good repair				
4. Windows can be secured in open or closed position				
5. When open, windows do not present a hazard to children				
6. Every room/space subject to client occupancy, other than bathrooms, shall have no less than one outside window for emergency rescue unless the building has automatic sprinklers or the room has a door which leads directly to the outside (See NFPA 16.2.11.1.1 or 17.2.11.1 for operation and size requirements.)				
<b>D. Exterior Doors</b>				
1. Exterior doors with glass are clearly marked and meet all safety glass/fire requirements				
2. Entrances and exits are monitored or secured during all hours of operation				

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3. Entrances have a floor mat or other anti-skid surface				
4. Exterior door swing zone is clearly marked				
<b>ITEM</b>	Acceptable	Correction Needed	Correction in progress	Correction completed on
5. Exterior doors close and latch properly and do not hinder emergency evacuations				
6. For facilities with two doors in a doorway, one door is to remain unlocked during hours of operation				
7. All stairs have anti-skid surfaces and handrails are securely fastened				
8. All elevated areas (porches, landings, lofts) are fenced with vertical pickets less than four inches apart				
<b>OTHER</b>				
<b>ITEM</b>	Acceptable	Correction Needed	Correction in progress	Correction completed on
<b>1. Other Assets</b>				
<b>A. Program-owned Vehicles</b>				
1. First aid kits are adequately stocked and kept in each vehicle				
2. A pre-trip vehicle safety checklist policy is in place				
3. Child-restraint devices are appropriate for child's size and weight and properly installed				
4. Seat belts are available, maintained, and used				
5. Vehicle is maintained regularly and maintenance records are kept on file				
6. Vehicle is checked for sharp or rusty metal				
7. All Department of Transportation (state and local) inspection guidelines are followed				
8. An appropriately rated fire extinguisher is maintained and kept in each vehicle				
9. Drivers use child-restraint door locks when the vehicle is in motion				
10. All vehicles are locked when not in use				
11. Drivers know where children are, and ensure areas behind vehicles are clear before putting vehicles in reverse				
12. Drivers always lock and remove keys from vehicles when left unattended				
13. Drivers are instructed to report any vehicles deficiencies immediately				





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