



Chapter 1

Getting Started...

“Where shall I begin, please your Majesty?” he asked.

“Begin at the beginning,” the King said, very gravely, “and go on till you come to the end: then stop.”

L. Carroll, Alice in Wonderland

◆ PHILOSOPHY

Your philosophy includes the underlying values, general beliefs, concepts, and attitudes, which direct your program. It also includes your day-to-day responses to problems and the interactions between adults and children. Philosophy is the centering point of your program. It can be lengthy or short, general, or quite specific.

Some centers may emphasize different aspects of the child's development or a particular point of view. When we say that a program is Montessori-based or Piaget-based, that it follows the High/Scope or Bank Street cognitively-oriented model, that base of theory immediately sets many of the specific policies, adult/child interaction styles, the language behaviors, values, ways of asking questions, kinds of games, toys, and activities.

The **Licensing Standards** require a written statement of philosophy to be provided to parents and staff, clearly communicating the thrust and focus of your program.

The following examples of philosophy statements are typical. Your own statement will reflect your values, goals, and priorities.

Philosophy #1

A child's early years provide a foundation for growth and development for the rest of his life.

As children grow, they go through an orderly series of developmental stages that are basically the same for all children. But the rate at which children progress through these stages can vary dramatically from one child to another. The program at Midtown Center is based on the philosophy that each child is an individual who develops at his/her own rate.

In order to help our children develop to their fullest potential, we believe an environment must be created that encourages a child's curiosity about the world. The environment should provide opportunities to think creatively to make decisions and choices within appropriate limits.

Above all, a child should be in an environment where love and respect are shown for each child as an individual, and where all children learn to love and respect themselves and one another.

(From Dominion Child Development Center, Dominion Bank, Roanoke, Virginia)

Philosophy #2

Early childhood is the most critical period in human growth and development, for it is the period when the foundation for learning is laid. During these early years, learning experiences for children must be diverse, creative, and carefully planned based on sound principles of child development. In keeping with this philosophy, the Center provides an environment where children can:

- ◆ **grow and develop at their own rate.** No two children develop in the same way, at the same time, or in the same sequence. Children need to be with teachers who understand their individual developmental needs and who will provide challenging and supportive experiences.
- ◆ **develop a positive self-image.** A positive self-image enables a child to participate easily and successfully in a learning environment and provides a framework for personal development that continues throughout the child's lifetime.
- ◆ **learn to handle their emotions in an appropriate way.** Young children have strong feelings which often confuse them and are often beyond their control. Children need help in learning to understand, identify, express, and manage their emotions in appropriate ways.
- ◆ **act on their environment.** Children need to explore, question, practice, and pretend in order to discover the world around them. Play is the work of childhood. The learning process is lifelong, and it begins best when children can choose a variety of activities that challenge and interest them within a safe environment.
- ◆ **develop a sense of personal responsibility.** When children are given the opportunity to make choices and solve problems, they grow in knowledge of how the world operates and how they can function in it. Within a secure environment, children learn that their actions and behaviors have consequences for themselves and those around them.
- ◆ **learn to trust and care about those around them.** Children need loving attention. They need to be with caring teachers who are consistent in how they react to a child's behavior. Through these relationships, children develop the ability to give and receive affection and understanding, while learning to trust themselves and those around them.

(From the First Atlanta Learning Center Handbook, First Atlanta Corporation, Atlanta, Georgia)

Philosophy #3

The human and physical environment of this center will be such that the child will be encouraged to make discoveries of relationships among objects and people by experiencing those relationships first hand. "Let's find out" will be the guiding principle. The learning environment will be structured in such a way as to strengthen the child's reasoning processes. Many sensory experiences which will add to his direct knowledge of the world will be provided. We believe that all the components of our program, staff, director, children, and parents, must be valued and supported.

◆ GOALS

Your program goals are tied directly to your own particular philosophy. Differences in philosophies create differences in program goals. A goal is a statement with a long term view of expected outcomes. By definition, goals should be broad in nature and represent something that will be continuous and ongoing over a long period of time. Your program goals should provide the “WHAT” and the “WHY” of your curriculum planning. There will be many real differences in goals, curricula, and values related to differing philosophies. However, there are many common goals about which there is very little argument.

Goals are connected to the developmental tasks of the child. What is a developmental task? Developmental tasks are those tasks which are common to most all children at a particular age in sequence. Those tasks must be mastered by the child before proceeding into the next set of developmental tasks: toilet training, walking, going up and down steps, language use. We divide those tasks into areas:

- a. Cognitive or mental
- b. Social
- c. Emotional
- d. Physical
- e. Creative

The goals that we establish guide the daily schedule, the activities, and the sequence of skill development in the center. Knowing the goals of the center helps parents choose the center closest to their goals. Knowing the goals of the center helps your potential staff member to know whether or not she/he can be a contributing, positive influence on the children in her/his care.

Verna Hildebrand names ten major goals for preschool and kindergarten children:

◆ **To grow in independence**

To help children learn to do things for themselves and to make decisions and choices.

◆ **To learn to give, share, and receive affection**

We call that trust or bonding, and it calls for consistent and respectful caregivers.

◆ **To learn to get along with others**

A child learns what works in groups, what taking turns means, what thinking about others means.

◆ **To develop self-control and self-discipline**

Recent research shows a strong relationship between positive outcome as adolescents and adults and the experience of making choices in the early childhood years.

◆ **To learn non-sexist human roles**

Avoiding gender stereotypes is an important aspect of self-concept and self-esteem. To learn non-sexist human values means we help boys and girls to be competent in both the kitchen and the car.

◆ **To begin to understand their bodies**

Good health practices, hygiene, and nutrition are a basic aspect of the preschool experience.

◆ **To learn and practice large and small motor skills**

It's the best time to start those lifelong good habits and joys!

◆ **To begin to understand and control the physical world**

We want children to be responsive to the world around them, to have an understanding of cause/effect, to be able to reason, to be curious, to find and use information.

◆ **To foster the development of language, both listening and speaking**

The children who have lots of perceptual and sensing experiences and good adult language partners develop a richer vocabulary, more expressive language, and a greater skill in communication.

◆ **To develop a positive feeling about their relationship to the world**

To be having a *fine* time, to be feeling good about themselves and their experiences, and to be involved in the age-appropriate, fulfilling daily happenings at a "child-centered" center.

What other kinds of goals do you want for the children in your center? Do you want children to become aware of social skills, to have certain kinds of experiences, which develop a keen sense of mathematical relationships? Do you want children to experience the wonderful children's books and to be able to draw on their own lives for telling stories and composing songs? The goals that you feel strongly about should be clear to new staff, veteran staff, and to parents.



◆ OBJECTIVES

Daily program objectives relate directly to the goals that you have set based on your program philosophy. Each objective should define a specific, intended measurable accomplishment. Unlike goal statements, objectives typically are limited in time. One goal may produce several objective outcomes.

Objectives usually begin with an action and should specify a result, the person accomplishing the results, and the time frame designated to accomplish the results. Some possible objectives for the goals previously listed could be:

Goal: To grow in independence.

Daily objectives:

- to hang up own coat
- to set the table at snack and lunch
- to choose from a small group of activities
- to clean up activities and spills

Goal: To begin to understand the physical world.

Daily objectives:

- to observe ice melting
- to search for ants to start an ant colony
- to start seedlings
- to compare rocks

◆ STAFF ISSUES

Currently there is a shortage of trained and untrained staff for child day centers. There is increasing turnover in staff resulting in rapid changes of care-givers for young children, an undesirable and potentially harmful experience. Further substitutes are difficult to recruit and train. What are the reasons for this situation? How can we reduce the need for training new staff members by keeping our experienced staff?

To identify the strengths and weaknesses of your programs, let's examine some of the reasons for these problems and possible solutions.

Obstacles: Reasons for Problems

The level of income

- Limited fringe benefits
- Limited differential pay scales for experienced and non-experienced staff
- No incentive to do superior work

Not enough attention paid to adult needs

- Insufficient break time
- Use of break time for training or staff meeting is not a real break
- Use of staff space for other purposes

Demand of the job

- High demand for energy, patience, planning
- Group size unrealistic. (Requirements for individual response and interaction not realistic for large groups of children)
- Demands of team teaching
- Burn-out due to job related stresses
- Insufficient or inadequate facilities for the tasks and/or for adult needs

Management Issues

- Lack of communication between management and staff
- Lack of appreciation for demands of the job
- Unfair treatment of staff – different demands made for different people
- Perception by the staff that any requests or complaints will be met with rebuffs or retaliation of some kind
- Lack of recognition for daily work, for improvements in skills, for extra efforts, for improving equipment or materials
- Perception of discrimination among staff members
- Lack of respect for competence of teachers
- No time or effort to solve problems or for improving competence

Solutions

More comprehensive training

- Opportunities for professional development and growth

Management

- Improve management skills in relationship to staff
- Be sensitive to the demands that are made on teachers and workers by the nature and characteristics of the job
- Be sensitive to the personal needs of staff
- Provide staff personal time for telephone, doctors, and personal business
- Recognize the necessity for a break during the day, for time out and away from the children
- Respect the individual's unique family demands within the policy limits
- Avoid the use of break time for in-service and staff meetings

Communication

- Recognize the staff member who performs in a superior way or contributes extra work, or creative ideas
- Be aware of the blocks to communication – fear of reprisal, labeling of suggestions for change as being indicative of an "attitude problem"
- Find time for talking and solving classroom and center issues

Incentives for merit

- Increase remuneration for experience and loyalty (incremental scale as in public schools)
- Provide fringe benefits commensurate with other jobs
- Provide additional time or personal time for specific job performance

Recognize the expertise and competence of teachers

Another important component to retention of staff and their job satisfaction is the staff's ability to feel a part of the ongoing process of the center's goals and curriculum development. Staff who feel valued and whose ideas are considered, have a much greater feeling of ownership towards the program in which they work. A feeling of ownership communicates to the staff that they are a necessary and important component of the program.

Finally, know specifically what constitutes quality care

Parents should be aware of the characteristics of quality care: quality interactions between teacher and child, policies, experiences and activities that promote social, emotional, cognitive, perceptual, and physical development in young children.



◆ Requirements and Responsibilities

In any licensed child day center, staff must meet two sets of expectations: staff requirements imposed by the **Licensing Standards** regarding issues such as health, character, education, age etc., and the specific responsibilities imposed by the center. A center generally has two types of expectations of its employees: those with which *all* staff must comply, and those specific to a job classification. Your new employee must be aware of all these responsibilities and requirements.

In this section, we give you several models that you may use in developing an outline of the center's expectations. These include a handout, "What Are the Responsibilities of the New Staff Member," a sample form "Rules of Conduct," and several entry-level job descriptions. Please feel free to adapt these as you see fit.

The **Licensing Standards** state specific requirements for new staff in relation to job responsibilities. These include requirements on orientation, health, and continuing education. We have included the current General Staffing Requirements and the Health Requirements for Staff in this section. Please refer to the **Licensing Standards** for the requirements for specific job titles. Qualifications by job responsibility are located in the **Licensing Standards**, Part III, Staff Qualifications and Training. Please be aware that the **Licensing Standards** and their interpretation may change in response to laws enacted by the General Assembly. Consult your licensing inspector if you have any specific questions.

One of the major requirements in staff orientation is to communicate to the new employee the standards that are relevant to his/her job. Because job responsibilities vary from center to center, only general orientation requirements were established for orientation training and apply to all employees. Each center director or staff must determine what **Licensing Standards** are relevant to each position in their individual centers.

Good management practice would dictate that all of the staff members, both veteran and new, should have the same knowledge about standards. Having a center-wide training session to review the standards and any amendments at least once annually ensures a consistent understanding among staff members. Lack of consistency may create tension among veteran and new staff members working in the same classroom. A broad understanding of requirements will increase the compliance efforts of everyone in the center.

What are the Responsibilities of the New Staff Member?

What are the expectations for all staff members in a child day center? The expectations are the same as for any human services employee; however, the expectations for child day center staff are more demanding and ever-changing due to the nature of the field.

It is essential that staff members be **present**. The children are there and they command your attention and supervision. The new staff member must be alert, attentive, and have enough energy and stamina to meet the demands of the children. The new staff member will model behavior, language, attitudes, courtesy, interest, and a thousand other things from which the children learn. Being present means being there in both body and mind.

The new staff member must be on time. Promptness must be a daily habit. Every person on a child day center staff has a set of responsibilities with children. Every individual is essential. The new staff member must be able to see things which need to be done, such as: getting out supplies, cleaning up, putting things away, providing just enough help to a child who is beginning to be frustrated, noticing who needs to go to the bathroom, and so on.

The new staff member is expected to act in a professional manner. One of the most important aspects of professionalism in a center is to keep all confidential information **confidential**. Centers will ask them to sign a statement saying that they respect the privacy of families and other staff members. Gossip is a destructive habit. Teachers are in a position to receive many confidences from children. Ethically, we must protect those confidences.

Caregivers must also seek help with children or problems that are new or difficult.

All employees must work to support their employer and notify the person who can make changes or clarify the regulations and policies of the center.

To maintain good relations with all staff, parents, and administration the new employee must seek to upgrade skills and abide by the regulations and policies of the center.

Confidentiality and Parents

We cannot stress enough how important it is for you and your staff to keep parent and family information confidential. Private and sensitive information must remain confidential. Staff must not relate any information concerning families and their children, such as disputes, or finances to anyone.

Small children cannot always tell the difference between fact and fantasy. They can misinterpret remarks made in fun or in anger. Gossip results in hurt feelings, misunderstandings, and fractured relationships. Teachers and child care aides must view themselves as professionals, just as doctors and lawyers do. Protecting the privacy, interests, and the special relationship between themselves, the children in their care, and their parents is essential to professional quality care.

Confidentiality should be retained unless plausible danger exists, in which case staff must contact the appropriate personnel or agency.

Parents who know that this is the policy of their child's teacher and of all the staff will feel comfortable about their child being enrolled in that center.

RULES OF CONDUCT

Offenses of the employee which will bring immediate dismissal:

Samples of possible offenses

- Insubordination - refusal to comply with instructions of supervisor
- Falsifying application for employment
- Falsifying sign-in sheets or work records
- Malicious damage to center property
- Unauthorized removal of fellow worker's or center property
- Child abuse findings and/or corporal punishment of children at center site
- Reporting to work under the influence of alcohol or narcotics

Offenses of the employee which will bring disciplinary action and, if repeated after warning, dismissal:

Samples of possible offenses

- Excessive absenteeism or tardiness
- Leaving station during working hours without permission
- Use of obscene, abusive, or threatening language
- Unauthorized use of telephone for personal use
- Creating unsafe or unsanitary conditions
- Smoking in prohibited areas (inside center and restricted outside areas)
- Unauthorized use or disclosure of information or records

If you have any questions, please feel free to ask the director.

I certify that I have read the personnel policies and the penalties of the center and fully understand them.

Employee

Date

Witness

(Adapted from Green, E.; Tidewater Child Care Association)

JOB DESCRIPTION

DIRECTOR

Salary Range:

Hours: 40 hours per week

Qualifications: Master's degree in Child Development or Early Childhood Education or related field. Must have experience in working with groups of preschool children. Able to supervise staff of varying backgrounds. Able to create a sense of community among staff, children, and families. Sensitive to the needs of children and what constitutes a sound program for young children. Capacity to actively seek and take advantage of opportunities for development.

Responsibilities: Responsibilities will include but not be limited to:

1. Develop and implement policies and objectives of the program in cooperation with the advisory committee.
2. Maintain a healthy and safe atmosphere for children.
3. Prepare and maintain a budget, which includes personnel, equipment, supplies, and training.
4. Develop and execute an on-going program of activities which contributes to the care, growth and development of the children at the center and of each child as an individual.
5. Select and orient personnel to work at the center and hire necessary replacements when vacancies occur.
6. Provide or make available in-service training for staff members.
7. Direct and guide personnel as to teaching abilities and individual working habits. (Regularly scheduled monthly conferences are recommended.)
8. Make written evaluations of staff members once a year and discuss individually with each employee.
9. Work with parents and children to develop effective relationships.
10. Maintain knowledge of first aid.
11. Supervise general condition and upkeep of the building and grounds.
12. Maintain a system of records (in accordance with the State child day center licensing procedures) for financial and statistical purposes.
13. Evaluate facilities, resources, teaching and support personnel, and make recommendations or decisions about promotions, salaries, and dismissals.
14. Work with the community to establish a relationship, which will aid in the successful implementation of goals and objectives for the center.
15. Work with parents including:
 - Interviewing each parent who enrolls a child in the center.
 - Being available for telephone or personal parent conferences when necessary.
 - Planning and attending parent meetings. Working with the teachers to devise a progress report on each child to be given to the parents twice a year.
 - Editing and distributing a quarterly newsletter of activities at the center to parents and administration.
16. Work with dietary staff on menus and maintain standards of food service in accordance with the health department.
17. Attend seminars and/or conferences in order to keep up to date on developments in the child development field and to aid in in-service training.
18. Serve as a mentor and model to the staff on professional conduct, including confidentiality, best practice, and quality service to children and families.

JOB DESCRIPTION

TEACHER /ASSISTANT DIRECTOR

Salary Range:

Hours: 40 hours per week

Qualifications: Four year degree in Early Childhood Education or Child Development or related field. Must show good leadership skills and ability to relate well to children and adults, including parents, staff members, and visitors. Must be able to accept differences in style and personality among teachers and children.

Responsibilities: Responsibilities will include but not be limited to:

1. Supervising the center in the director's absence.
2. Teaching a class of sixteen school-age children in a manner consistent with the philosophy and goals of the center. This includes:
 - a. Treating each child with dignity and respect.
 - b. Planning activities, which will encourage each child's growth in the areas of emotional, social, cognitive and physical development.
 - c. Recognizing and considering the individual needs of each child in relation to cultural and socio-economic background, disabilities, special talents and interests, style and pace of learning.
 - d. Helping children learn to think creatively, to solve problems independently, and to respect themselves and others.
3. Being responsible for the arrangement, decor, and learning environment in the classroom, keeping in mind that work done by the children should take precedence over decorations made by adults.
4. Being responsible for reporting to the director any equipment repairs or replacements needed, maintenance needed in the room or elsewhere in the building or on the playground, and supplies that need to be reordered.
5. Assisting the director in explaining and showing the program to visitors.
6. Planning and carrying out conferences with the parents of the children in the class.
7. Generally promoting a good rapport among staff members.
8. Attending all staff meetings and programs sponsored by the center.
9. Actively seeking to continuously update skills by attending outside workshops and conferences whenever possible, by becoming a member of and being active in professional organizations, and by constantly seeking new ideas and materials for use in the classroom with the children or to share with staff members.
10. Maintaining strict confidentiality regarding children and their families.
11. Maintaining professional conduct and attitudes in working with parents and staff as well as visitors and the general public.

JOB DESCRIPTION

TEACHER

Salary Range:

Hours: 40 hours per week

Qualifications: C.D.A., two-year or four-year degree in Early Childhood Education or related field. Experience working with groups of preschool age children required. Must have ability to relate well to children and adults (parents as well as other staff members.) Must have the ability to supervise one or more assistant teachers.

Responsibilities: Responsibilities include but are not limited to:

1. Teaching a class of children in a manner consistent with the philosophy and the goals of the center. This includes:
 - a. Treating each child with dignity and respect.
 - b. Planning activities, which will encourage each child's growth in the areas of emotional, social, cognitive, and physical development.
 - c. Recognizing and considering the individual needs of each child in relation to cultural and socio-economic background, disabilities, special talents and interests, style and pace of learning.
 - d. Helping children learn to think creatively, to solve problems independently, and to respect themselves and others.
2. Being responsible for the arrangement, decor, and learning environment in the classroom, keeping in mind that work done by the children should take precedence over decorations made by adults. Responsible for upkeep of educational materials and equipment. (Remove equipment needing repairs.)
3. Being responsible for reporting to the director any equipment repairs or replacements needed, maintenance needed in the room or elsewhere in the building or on the playground, and supplies that need to be reordered.
4. Planning and carrying out conferences with the parents of the children in the class. Keeping records on the children's development.
5. Generally promoting a good rapport among staff members.
6. Attending all staff meetings and programs sponsored by the center.
7. Actively seeking to continuously update skills by attending outside workshops and conferences whenever possible, by becoming active in professional organizations, and by constantly seeking new ideas and materials for use in the classroom with the children or to share with other staff members.
8. Maintaining the records that are required by center policy.
9. Maintaining strict confidentiality regarding children and their families.
10. Maintaining professional conduct and attitudes in working with parents and staff as well as visitors and the general public.

JOB DESCRIPTION

ASSISTANT TEACHER

Salary Range:

Hours: 40 hours per week

Qualifications: High school diploma or equivalent, experience working with preschool children in a group setting. Must have received, be in the process of receiving, or be willing to receive some class room training in the education and development of young children. Must relate well to children, have a warm and friendly personality, and be able to work in harmony with other staff members. Must be willing to fulfill responsibilities in accordance with the center's philosophy.

Responsibilities: Will include but not be limited to:

1. Assisting the teacher in planning and implementing the daily program, including the following:
 - a. Treating each child with dignity and respect.
 - b. Recognizing and considering the individual needs of each child in relation to cultural and socio-economic background, disabilities, special talents and interests, style and pace of learning.
 - c. Helping children learn to think creatively, to solve problems independently, and to respect themselves and others.
2. Supervising the classroom, according to the plans of the teacher when the teacher is out of the room.
3. Helping with meals and preparation of snacks.
4. Assisting the teacher in other appropriate ways.
5. Maintaining professional attitudes, behavior, and dress at all times while on duty. This includes using the proper channels to air problems and complaints.
6. Participating in professional organizations that work for the improvement of early childhood education.
7. Maintaining strict confidentiality regarding children and their families.
8. Generally promoting a good rapport among staff members.
9. Sharing with the teacher the responsibility of maintaining a clean room.
10. Attending outside workshops when appropriate.

General Expectations:

1. Follow personnel policies of the center.
2. Maintain neat appearance.
3. Report problems promptly to teacher.
4. Come to center rested and able to deal with the demands of children.

◆ STAFF REQUIREMENTS

The **Licensing Standards** general qualifications required for center staff include the following. Staff shall:

- ◆ comply with background check requirements
- ◆ be of good character and reputation
- ◆ be able to carry out assigned tasks
- ◆ be willing and able to accept training and supervision
- ◆ be able to communicate effectively, both orally and in writing, as applicable to the job responsibilities

For those staff members who will be working directly with children, other abilities are required. Staff shall:

- ◆ be able to communicate with emergency personnel and understand instructions on medicine

For staff who drive a vehicle transporting children, they shall:

- ◆ disclose any moving traffic violation that occurred five years prior to or during employment or assignment as a driver.

For staff who work in therapeutic child day programs and special needs child day programs, they shall:

- ◆ have knowledge of groups being served and skills specific to the disabilities of the children

Education, experience and age requirements vary according to the staff position. The **Licensing Standards** describe these requirements for each position.

Additional requirements for background checks relating to criminal record and child abuse and neglect are covered in the background checks regulations.

Best Practices

In addition to the above licensing requirements, it is highly desirable that staff working directly with children,

- ◆ be able to communicate with the age group assigned in an appropriate, effective way
- ◆ be understanding and sensitive to the varying capabilities, interests, problems, and needs of children
- ◆ be able to communicate with parents
- ◆ provide a safe and stimulating environment for the age group assigned
- ◆ be able to use “materials, activities, and experiences” to encourage children’s growth and development

Health Requirements for Staff

1. Each staff member must present proof, obtained from a physician or health clinic, that he is free of communicable tuberculosis. The statement must include the results of a Purified Protein Derivative (PPD) Screening, the date the screening was evaluated, and the signature of a physician, a representative of the physician, or a representative of the local health department. The screening must have been completed within twelve months preceding hiring and must be submitted to the center administration within 21 days after employment.

The tuberculosis examination shall be repeated, at a minimum, every two years from the date of the first screening or more frequently as recommended by a licensed physician or the local health department. If a staff member is exposed to tuberculosis develops progressive respiratory symptoms, or tests positive to the tuberculosis screening, the staff member must receive a determination of non-contagious by the physician or local health department. Until such determination is made that staff member shall not have direct contact with children or food served to the children.

2. When there is evidence that the safety of the children may be jeopardized by contact with a staff member or volunteer because of the physical health or mental health of such staff member or volunteer, the employee or volunteer is prohibited from engaging in contact with the children or participation in the food services program until a physician or a clinical psychologist skilled in the diagnosis and treatment of mental illness confirms that any risk has been eliminated or can be reduced to an acceptable level by reasonable accommodations.

Please Note:

Individuals who go to a health department for tuberculosis screening, will find that health departments have implemented the **Virginia Department of Health's revised recommendations for screening for tuberculosis diseases and infections**. Individuals will undergo an assessment for risk(s) of tuberculosis infection and disease. This assessment will also include a review of the symptoms of active tuberculosis disease. Those persons found to be at risk will undergo tuberculin skin testing and additional testing as needed. Those who are determined without risk factors or symptoms will be issued a written statement that documents the absence of risk factors and that there is no need for additional testing for tuberculosis disease or infection.

The Virginia Department of Social Services, Division of Licensing Programs will accept such a statement signed and dated by a local health department official as verification that the child care provider has satisfied the tuberculosis screening requirement.

**REPORT OF TUBERCULOSIS SCREENING
CHILDREN'S PROGRAMS**

Standards and child care policy require certain individuals to submit a report indicating the absence of tuberculosis in a communicable form when involved with (i) children's facilities regulated by the Department of Social Services or (ii) legally operating child care programs, excluding care by relatives, that receive Child Care and Development Funds. Each report must be dated and signed by the examining physician, the physician's designee, or an official of a local health department. When signed by the physician's designee, the form must also identify the physician/physician practice with which the physician –designated screener is affiliated.

Name: _____ **Date of Birth:** _____

Address (Street, City, State, Zip Code): _____

1). ____ A tuberculin skin test (PPD) is not indicated at this time due to the absence of symptoms suggestive of active tuberculosis, risk factors for developing active TB or known recent contact exposure.

2). Tuberculin Skin Test (PPD): Date given: _____ Date read: _____
Results: _____ mm Positive: _____ Negative: _____

3). ____ The individual has a history of a positive tuberculin skin test (latent infection). Follow-up chest x-ray is not indicated at this time due to the absence of symptoms suggestive of active tuberculosis.

4). ____ The individual either is currently receiving or has completed medication for a positive tuberculin skin test (latent TB infection) and a chest x-ray is not indicated at this time. The individual has no symptoms suggestive of active tuberculosis disease.

5). ____ The individual had a chest x-ray on _____ (date) at _____ (location) that showed no evidence of active tuberculosis. As a result of this chest x-ray and the absence of symptoms suggestive of active tuberculosis disease, a repeat film is not indicated at this time.

Based on the available information, the individual can be considered free of tuberculosis in a communicable form.

Signature/Title: _____ Date: _____
(MD/designee or Health Department Official)

(Print Name/Title)

Address (including name of practice, if appropriate):

Telephone number: _____

◆ REQUIREMENTS FOR A PERSONNEL RECORD

1. Name, address, verification of age requirement (see qualifications by job responsibility in the **Licensing Standards** for age requirements).
2. Job title and date of employment or volunteering.
3. References, two or more, as to character, reputation and competency (see **Licensing Standards** for details and exceptions).
4. A sworn statement of affirmation, criminal history record report, and central registry finding.
5. Name, address and telephone number of person to be notified in an emergency.
6. Written information to demonstrate that the individual possesses these qualifications as required by the job position:
 - a. education
 - b. orientation training as required by **Licensing Standards**
 - c. staff development
 - d. experience
7. First aid and CPR certification as required by job position.
8. Health Information:
 - a. T.B. Test and results (see **Licensing Standards** for specifics).
 - b. physical or mental health reports, when evidence of safety of children may be jeopardized, as required by **Licensing Standards**.
 - c. information on any health problems which might interfere with fulfillment of job responsibilities.
9. Date of employment termination.
10. Forms required by state/federal laws:
 - a. Withholding Tax Forms.
 - b. Employment Eligibility Verification Form (I-9), Immigration and Naturalization Service.
 - c. Handicap Identification Form, if necessary.
 - d. Americans with Disabilities Act (ADA) Forms, if applicable.

EMPLOYMENT APPLICATION

(Sample Form)

Position:		Date Available:	
Full or Part Time:		Desired Salary:	
PERSONAL			
Name:	<i>Last</i>	<i>First</i>	<i>Middle</i>
Address:	<i>Street</i>	<i>City</i>	<i>State</i> <i>Zip</i>
Home Phone: ()		Alternate Phone: ()	
Are you 18 years or older?	Yes	No	<i>If no, please state age:</i>
Do you have any medical condition(s) that may interfere with fulfilling the responsibilities of the position for which you are applying? Yes <input type="checkbox"/> No <input type="checkbox"/>			
<i>If so, please explain:</i>			
Have you ever been convicted of a felony, barrier crime or subject of a founded Child Protective Service complaint? Yes <input type="checkbox"/> No <input type="checkbox"/>			
<i>If so, please explain:</i>			
Employment requires Criminal Background Clearances. Is this acceptable to you? Yes <input type="checkbox"/> No <input type="checkbox"/>			
In case of emergency, please notify:			
Address (City, State, Zip)			
Phone :		Relationship:	
DISCLOSURE: Before driving a vehicle to transport children, I realize that I am required to disclose any moving traffic violation that occurred five years prior to or during employment or assignment as a driver.			
Signature		Date	

EDUCATION AND TRAINING	
1. Name and location of high school: _____ Dates attended: _____ Date of graduation or GED: _____	
2. Name and location of College/University: _____ Dates attended: _____ Number of years completed: _____ Degree(s) earned: _____	
3. Additional training or certification that would be helpful in evaluating your application:	
EXPERIENCE	
Begin with the current or most recent employment (including military experience). Use additional paper if necessary.	
1. Position:	Dates: <i>From</i> _____ <i>To</i> _____
Employer:	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>
Address:	Job duties:
Phone:	Immediate Supervisor:
Reason for leaving:	Are you eligible for rehire? Yes <input type="checkbox"/> No <input type="checkbox"/>
Salary: From _____ To _____	May we contact your employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Position:	Dates: <i>From</i> _____ <i>To</i> _____
Employer:	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>
Address:	Job duties:
Phone:	Immediate Supervisor:
Reason for leaving:	Are you eligible for rehire? Yes <input type="checkbox"/> No <input type="checkbox"/>
Salary: From _____ To _____	May we contact your employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Position:	Dates: <i>From</i> _____ <i>To</i> _____
Employer:	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>
Address:	Job duties:
Phone:	Immediate Supervisor:
Reason for leaving:	Are you eligible for rehire? Yes <input type="checkbox"/> No <input type="checkbox"/>
Salary: From _____ To _____	May we contact your employer? Yes <input type="checkbox"/> No <input type="checkbox"/>
Please describe any volunteer work or other experience related to child care: 	

REFERENCES		
1. Name:	Title:	Relationship:
Company:	Phone: (W) _____ (H) _____	
Address:		
2. Name:	Title:	Relationship:
Company:	Phone: (W) _____ (H) _____	
Address:		
3. Name:	Title:	Relationship:
Company:	Phone: (W) _____ (H) _____	
Address:		

I understand that I will be required to submit written information to demonstrate that I possess the education, orientation training, staff development, certification, and experience required by the job position.

I hereby certify that the information given in this application is true and complete to the best of my knowledge.

Signature:	Date:
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<u>Office Use Only</u>		
Position _____	Date of Hire _____	Date of Separation _____

Employee Reference Check

Telephone Reference Check #1

Prospective Employee's Name: _____

Date(s) of Contact: _____

Name of Person Contacted: _____

Firm Contacted: _____

Reference Comments: _____

Signature of Person who obtained reference: _____

Telephone Reference Check #2

Prospective Employee's Name: _____

Date(s) of Contact: _____

Name of Person Contacted: _____

Firm Contacted: _____

Reference Comments: _____

Signature of Person who obtained reference: _____

Form A:

<u>Staff Training Record*</u>				
<u>Types of Training Name</u>	<u>Date</u>	<u>Training</u>	<u>Hours</u>	<u>Topic</u>
Jamie Best	3/3/98	Workshop	1.5	Preschool Mathematics
	4/4/98	Workshop	3.0	Transitions
	5/7/98	In Service Staff Meeting	1.5	Daily Health Checks
	8/16/98	Regional Conference	4.0	Criteria for Quality Care
	9/20-12/3/98	College Course	30.0	Child Development etc.

*This record may be updated at the time of regularly scheduled evaluations. This record is documentation to meet the **Licensing Standards** on staff in-service training.

Form B:

You may wish to use a memorandum form filled out by each staff member at each training experience.

<u>Documentation of Training</u>	
Name _____	Date _____
Topic of Training _____	
Type of Training _____	
Hours of Training _____	

Signature of Staff Member	
<u>Types of Training:</u>	
Workshop _____	College Courses _____
Staff In-Service _____	CDA Training _____
Conferences _____	Other _____

You may wish to combine A and B. What you do will depend on the size of your staff and the amount of clerical help that you have. Preprinted or copied forms can be used. A computer record can be kept. Staff members can keep their own record of training to be put into their personnel record at the time of regularly scheduled director/staff member conferences.

CONFIDENTIAL EMPLOYEE EVALUATION Performance Review

Name _____ Position _____

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>Comments</u>
1. Attitude Toward:					
Children	_____	_____	_____	_____	_____
Parents	_____	_____	_____	_____	_____
Other Staff	_____	_____	_____	_____	_____
Interns	_____	_____	_____	_____	_____
Volunteers	_____	_____	_____	_____	_____
Program	_____	_____	_____	_____	_____
2. Ability to work with others	_____	_____	_____	_____	_____
3. Responsibility:					
Reliability when not supervised	_____	_____	_____	_____	_____
Initiative, taking responsibility	_____	_____	_____	_____	_____
4. Adaptability:					
Changing hours	_____	_____	_____	_____	_____
Working extra hours	_____	_____	_____	_____	_____
Helping with other groups	_____	_____	_____	_____	_____
Profiting from constructive criticism	_____	_____	_____	_____	_____
5. Performance:					
Work habits	_____	_____	_____	_____	_____
Program planning and follow-up	_____	_____	_____	_____	_____
Handling of behavior problems	_____	_____	_____	_____	_____
Playground supervision	_____	_____	_____	_____	_____
Eating supervision	_____	_____	_____	_____	_____
Toileting supervision	_____	_____	_____	_____	_____
Resting supervision	_____	_____	_____	_____	_____
Conforming to policies	_____	_____	_____	_____	_____
6. Self-development:					
Willingness to attend conferences & courses	_____	_____	_____	_____	_____
Reading and studying	_____	_____	_____	_____	_____
Ability to accept and use training	_____	_____	_____	_____	_____
Willingness to change	_____	_____	_____	_____	_____
Comprehension of day care	_____	_____	_____	_____	_____
Understanding of age levels	_____	_____	_____	_____	_____

Confidential

	Poor	Fair	Good	Excellent	Comments
7. Attendance	_____	_____	_____	_____	_____
8. Punctuality	_____	_____	_____	_____	_____
9. Appearance:					
Good grooming	_____	_____	_____	_____	_____
Cleanliness	_____	_____	_____	_____	_____
Voice & Speech	_____	_____	_____	_____	_____

Special Improvement Needed:

Supervisor _____ Date _____

I agree _____, disagree _____ with this evaluation.

Employee's Signature _____ Date _____

Employee Comments

Optional _____

Adapted from and reprinted with permission from Child Care and Development Occupations: Competency Based Teaching Modules by Irene Rose and Mary Elizabeth White, 1979.