

University of Wyoming
Early Care and Education Center
Employee Manual

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Welcome to the University of Wyoming Early Care and Education Center

We welcome you as a new member of our team!

We look forward to an exciting year together in our new facility. We offer infant, toddler, preschool, and school-age after-school care in a program accredited through the National Association for the Education of Young Children (NAEYC). We are currently pursuing voluntary licensing through the state of Wyoming.

As an educational laboratory facility of the University of Wyoming, and a model for the state, our standards for quality care and education of young children are high, as are our expectations of all staff. This manual is designed to familiarize you with those standards and expectations as a basis for your employment.

Please take time to read this manual thoroughly, and keep it available to consult as needed. You will be asked as part of your contract procedure to sign a statement that you have read and understood this policies and procedures handbook. Please take this occasion to ask any questions you might have.

It is important to remember that, while this field of work can and should be filled with joy, it is also a lot of hard work. The days are sometimes stressful and may be long. It is our goal that we treat each other with the same respect and commitment to positive relationships that we have for the children and parents. With pride in our program, and in the importance of the work that we do, we invite you to join us!

Contact Information

ECEC Address: 250 30th Street, Laramie, 82070

ECEC Phones: 766-4816; 766-4062

ECEC Fax: 766-4093

ECEC Email: early-care@uwyo.edu

ECEC Administrative Assistant: Tracy Goodspeed

ECEC Co-Directors:

Mark Bittner

Cleta Booth

Family and Consumer Sciences Department Office:

Department Head, Karen Williams 766-4145

Office Associate Senior, Mona Gupton 766-4145

Our Philosophy

We believe that children are strong, intelligent, competent and constantly learning.

We believe that parents know their children best and have the right to be full participants in their children's education.

We believe that teachers are caring professionals trained to support the children in their learning and the parents in their participation.

We believe that teachers are researchers engaged in the creation of new knowledge as they work alongside the children and in collaboration with other adults in the campus community.

We believe that children have a right to a beautiful, caring, responsive environment in which to grow and learn together with other children and adults.

We believe that children, parents, and teachers are all learners and all teachers.

We believe that the college students who participate in our programs at all levels of their study from beginning observations to semester-long internships are unique, integral, and valuable members of our learning/teaching community.

Our Approach

We seek to foster the social, emotional, physical, and intellectual growth of each unique child through individual hands-on learning, engagement with real experiences in the Laramie community, and participation with others in short and long-term projects and investigations based on shared interests.

Our Environment

We seek to create a warm and welcoming environment for children and adults.

We value the teaching function of a carefully prepared environment.

Our six classrooms are arranged in two wings, a shorter infant/toddler wing and a longer preschool/school-age wing bordering two sides of our central multi-purpose room.

The other wings house administrative and nurse's offices, kitchen, library, sun and science room, and college classroom.

The multi-purpose room is the heart of the school, the site for meeting and greeting, fantasy and physical play, performances, parent meetings, and community dinners.

Learning spaces extend outdoors for each age.

Our Curriculum

Our teachers work from a solid grounding in child development, educational philosophy, and knowledge of developmentally appropriate practices. As well-prepared professionals, they are in a position to maximize the educational opportunities that arise in every interaction throughout the day together.

Through observation and documentation, with tape recordings and photographs, we strive to stay attuned to the children's thought processes and level of understanding. In what has been likened to a game of catch, the skillful teacher "catches" the child's ideas, then tosses new learning opportunities back to challenge growth of skills and deeper thinking. It is a form of continuous assessment of teaching and learning.

Our goal is to foster the development of each child's many kinds of intelligence: not only linguistic and mathematical, but also musical, visual-spatial, physical, scientific, and social.

History of the UW Early Care and Education Center

The existing center so-named opens August 22, 2005. The new program was created, by fiat of the President of the University, to consolidate four pre-existing early childhood programs on campus and to enhance recruiting and retention of faculty, staff, and students by providing a visible and high quality early childhood care and education facility and program on campus. The four pre-existing programs included two from the Department of Family and Consumer Sciences, a preschool class from the College of Education's UW Lab School, and the school-age after-school care from Student Housing.

U.W. Child Development Center (Verna Hitchcock House): This program was located in a facility built in 1954 to house the Home Economics program and which originally served as housing for students of that program and a faculty advisor. The home economics students attended classes on the first floor, shared bedrooms upstairs, and worked with children who attended preschool in the basement. In the early 1970's classes moved to the College of Agriculture, the residential program was discontinued, and the preschool program took over the entire house. Later, in 2002, the basement was used by the after-school program through student housing. The Hitchcock House program was viewed as an "enrichment" experience, with separate morning and afternoon classes meeting just a few hours four days per week. It was intended to serve primarily the children of UW faculty, staff, and students, but tended to serve more members from the larger Laramie community than the other programs.

U.W. Child Care Center: This program was begun in 1979 for children ages 2 ½ through 3 and was located in a small ranch-style house just north of campus. When a need for full-day care was identified, the program was reorganized to include up to 25 children ages 3- 5 years old and operated 10 hours per day throughout the year on the University calendar, offering integrated care and education and serving as a laboratory site for students in child development and childcare management classes. It tended to serve primarily children of faculty, students, and staff.. In the early 1990's, the Coordinator of the Child Care Center was given responsibility as Coordinator of the Hitchcock House Child Development Center as well. With the creation of the much-enhanced facility of the new building and the interdisciplinary program merger in 2005, the Coordinator became Co-Director with general management responsibilities.

U.W. Lab School Pre-K Class: Originally begun more than a hundred years ago, soon after the founding of the University and before statehood, the University of Wyoming Preparatory School was created to provide a secondary education as preparation for the new university to adolescents from the scattered communities and ranches of early Wyoming. It soon expanded downward to include elementary students as well. By the early 1950's there was a well-established kindergarten program and within a decade, a preschool class as well. In the 1970's the high school was closed, and what was always colloquially known as "Prep" became a Pre-K through 9th grade school, featuring multi-age classrooms and relationships. The program served the College of Education as a laboratory for research and for the training of teachers and the site for their student-teaching. The student body was expected to reflect that of the total community. In the 1998/99 school year, Albany County Public Schools took over operational control of the

renamed Lab School's K-9 program, leaving the Pre-K class still in the building but administratively separate and operated under the auspices of the College of Ed's Dean's Office. Throughout its existence, it served as a site for observation and practical experience for students in elementary and early childhood education as well as from child development. While its focus was always education, the program was play-based and emphasized developmentally appropriate activities rather than a specifically academic approach. It continued to provide a half-day pre-K program for a diverse group of 3-5 year-olds until the 2005 merger when the lead teacher became Co-Director of the new center, with duties focusing on curriculum and instruction and professional development.

School-aged After-school Fun Program: Over the years Student Housing has run a variety of childcare programs, including supporting an in-home childcare program and training for infant-toddler caregivers in the late 1980's and early '90's. After that ended, an after-school program was begun, meeting in the Student Housing Community center. After 2000, the program used space in the basement of Hitchcock House for several years. It was a free program offered on a first-come, first-served basis, enrolling 25 children from Kindergarten through 6th grade who lived in student housing. Funding was provided by grants from ASUW, student housing, and federal after-school grant money. The director has been a Graduate Assistant provided by Student Housing and the program has been staffed with a lead teacher and part-time assistants. In the new Early Care and Education Center the program is opened to tuition-paying siblings of any children enrolled in the program, with a portion of the openings reserved for children from Student Housing under a scholarship program. The after-school program shares space with the morning-only preschool classrooms, and all of the areas of the facility will be available for its use as agreed through ongoing planning with the teachers of the entire Early Care and Education Center. Integration of children of different ages through shared project work, older children reading to younger children, and possibly "classroom helper" opportunities for the older after-school children as been agreed as desirable by leaders by the Directors of the two programs.

The new facility will combine the above four programs. But it will also add small infant and toddler programs (8 infants, 10 toddlers). Some classes will operate for only the 9 month school year, but the center as a whole will operate on the fall, spring, and summer semester schedules of the university. All students other than those in the after-school school-aged program will be enrolled either half-day, 5 days per week or full-day, 5 days per week. The center is open from 7:30 to 5:30 p.m. Programs in both the half-day and full-day classrooms are similar, recognizing that care and education cannot be separated. All will offer play-based learning, development of relationships and social skills, and engagement with long-term meaningful projects chosen to take into account known student interests.

The first two or three years will be a period of much creativity, experimentation, and change as the teachers, assistants, families, and children learn how best to inhabit the new facility and collaborate to shape the new program into the model it will become.

Expectations of Conduct

To serve our purpose of educating students about best practices in early childhood education, and to meet our goal of becoming a model for early childhood programs in the state of Wyoming and beyond, it is essential that everyone associated with the Early Care and Education Center become informed about our philosophy, principles, and approach and work together as a team to implement them. Since our program must continually evolve to maintain and improve quality, it is also essential that everyone participate actively in examining the consistency of our work and our beliefs and in constructing together a deeper understanding of the meaning of those basic principles.

To that end, it is expected that all staff will:

- collaborate with all of their classroom team members, keeping communication open and seeking to resolve problems when they first arise
- be prompt and reliable and complete one's fair share of whatever work is to be done
- continue to grow professionally and personally by:
 - reading material that is offered
 - participating in spontaneous and regularly scheduled discussions examining the ongoing work.
 - participating in scheduled professional development activities
- consider themselves professionals and dress, speak, and act professionally:
 - dress comfortably for direct, and sometimes messy, work with the children, (but avoid clothing such as extremely tight or low waist pants, crop tops, belly-button rings, wide revealing necklines or that otherwise calls attention to itself)
 - (Avoid distracting behaviors such as chewing gum.) This is a non-smoking facility; smoking is not permitted on the premises, either indoors or outside.
- in a situation of stress or anger, seek a team member's assistance with the immediate problem and withdraw to a quiet space to regain composure and perspective.
- always treat others, whether children, parents, or colleagues, with respect:
 - listen to others' ideas.
 - speak respectfully and kindly.
 - seek to understand and learn from differences.

Remember: in a lab facility, we are all models for the children we teach, the students we serve, the parents who entrust their children to our care, visitors from the university and the larger community, and also for each other.

Above all, keep the needs of the children and families uppermost in mind.

Personnel Policies and Procedures

INTRODUCTION

University Regulations:

All employees of the University of Wyoming are covered by and subject to the policies and procedures of the University of Wyoming Regulations (UniRegs) which vary with each category of employee. The UW Early Care and Education Center will have a copy of all relevant UniRegs on hand in the Directors' offices for you to consult as needed. All UniRegs are also on the official UW website at <http://uwadmnweb.uwyo.edu/legal/>. It is the employee's responsibility to be familiar with those terms of employment. Enclosed in this manual are the most relevant and useful regulations for your position.

The purpose of the UniRegs and of this Employee Manual is to establish basic information concerning the nature of the relationship between the employee and the employer, to explain the conditions of employment, and to clarify the procedures governing grievances, separation, and evaluation. Having this explicit statement is a safeguard for all parties.

- It protects the employee by clearly spelling out expectations and procedures, as well as explains what to do in case of a disagreement with management.
- It protects the director in case disciplinary action must be taken against a staff member.
- It protects the university by providing mechanisms to assure quality of performance.
- It protects the children and families by providing for maximum continuity of care by regulating staff employment, and providing peace of mind by spelling out emergency procedures, policies on care and appropriate relationships, and what to do in case of illness.

The U.W. Early Care and Education Center is an Equal Opportunity Employer:

In accordance with University policy and with federal law, the Early Care and Education Center is an affirmative action/equal opportunity employer and educational institution and does not discriminate on the basis of race, sex, religion, color, age, national origin, sexual orientation, political belief, disability, or veteran status in any aspect of employment or services.

Employee Responsibility: In addition to the responsibilities listed in your contract letter and job description, a worker has the responsibility of establishing and maintaining good working relationships with the interdependent parts of the center and the people it serves: the department head and departmental staff of Family and Consumer Sciences; other administrators, faculty and staff of the University; students; custodial staff; other professionals working for the welfare of the children and their families; and parents, who have the right to be full participants in their child's education.

Conditions for Employment:

- ✓ All employees of the Early Care and Education Center are hired conditionally upon satisfactory completion of a background check.
- ✓ All employees are expected, upon being hired, to have a TB test in pursuance of the

- Department of Family Services standards, paid for by the Center.
- ✓ All lead teachers and assistant teachers are expected, within the first few weeks of employment, to become certified in First Aid and CPR.

Directors= Responsibility: The Directors have the responsibility for the administration of the personnel policies. They will see that each staff member has access to the policies. Each employee, upon being hired, will be given a copy of the Employee Manual, and, after reading it, shall sign a statement that he or she has read and understood the policies and accepts the obligation to carry out these policies under the guidance of the Directors. Directors will create and distribute updates to the Employee Manual and personnel policies as needed.

A. Position Titles and Descriptions

1. Positions at the Early Care and Education Center will include, but not necessarily be limited to: Directors, Lead Teachers, Assistant Teachers, Teacher Aides, Graduate Assistant, hourly employees, and work study students.
2. After discussion by the Directors and Department Head, positions may be proposed to be added or deleted, for improvement of the program and to meet fiscal responsibility, subject to available resources.
3. Hourly positions are limited by available resources for each budget cycle. They may be offered only at the discretion of the Department Head, upon request by the Directors.
4. All lead teachers, whether full or half time, are at-will benefited Academic Professionals, subject to annual reappointment based on a satisfactory performance review.
5. Assistant Teachers, Teacher Aide, and other hourly employees are all non-benefited, at-will positions and can be terminated at any time.
6. Work study students are non-benefited and subject to eligibility for Federal Work Study. Eligibility for this program requires the student to annually submit the FAFSA (Free Application for Federal Student Aid). Continued employment for any contract year is to satisfactory performance.
7. The Graduate Assistant for the school-age program is hired through University Housing and is subject to the University policies regarding GA=s and to those of University Housing.
8. Current employment is not a guarantee of future employment. When seeking to change positions, should one become available for which a current employee is qualified, the employee is expected to go through the same application procedures as other candidates.

B. Pay Policies

1. Lead Teacher salaries are determined by the Department Head, the College of Agriculture and the Office of Academic Affairs. Academic Professionals are paid on the last working day of each month.
2. The Administrative Assistant is a classified staff position with the rank of Office Assistant Senior and is governed by University Staff policies, procedures, and salary scale. Staff are paid on the last working day of each month.
3. Other ECEC positions are assigned wages dependent on available resources for each fiscal year. These positions will be paid an hourly rate, determined by the Department

Head, the Directors, and where appropriate for Work Study students, the Financial Aid Office. Hourly employees must submit timesheets monthly on the last working day of each month. Timesheets will be verified and signed by one of the Co-Directors. Time cards will be processed through the UW Payroll office and employee checks will be received on the 15th of the month (unless that falls on a weekend, in which case they will be received on Friday.)

4. All employees will be able to choose between automatic deposit of their paychecks or having them mailed to an address the employee designates.
5. Salary increases: There are no automatic annual pay increases. Base pay and merit increases are available at the discretion of the university as funds are available from the state legislature. Salary increases will be determined by the Department Head, the Dean of the College of Agriculture and Academic Affairs with input from the Co-Directors.
6. Overtime Pay and Compensatory Time: There is no provision for overtime pay or comp time, nor is it possible for hourly workers to make up hours they have missed one week by working more hours the next.

C. Benefits, Holidays, etc.

1. Holidays and Personal Leave: Employees of the Early Care and Education Center follow an annual calendar for their individual position. See the calendar attached to your contract letter. The annual calendar does not include any personal leave.
2. Emergency Absence: If an employee must be absent because of illness or a family emergency, it is urgent that he or she call one of the directors as soon as possible to arrange a substitute.
3. Sick leave: Full time benefited employees accrue sick leave at a rate defined in the University benefits package. Half-time benefited employees accrue sick leave at a rate determined by their FTE. Non-benefited hourly employees do not accrue sick leave. They are paid only for actual hours worked.
4. Additional Benefits: Employees in benefited positions will receive a specific orientation and handbook from the benefits office.

D. Performance Evaluation

1. Performance review and evaluation shall be used as a basis for continued employment, promotion, salary changes, dismissal, as well as for providing references. Evaluations will be conducted annually by the Directors, discussed with the employee, and placed in the employee's permanent file.
2. Since one Director comes from the Department of Family and Consumer Science, and one Director comes from the Department of Elementary and Early Childhood Education, it is the responsibility of the Department Head from which each Director's home department to evaluate that Director, with input from the other Department Head. The Directors will also invite the input of the Center staff in the evaluation process.

E. Attendance Policy

1. All employees are expected to be at work the hours agreed upon at their hiring.
2. In case of illness or family emergency, the employee is expected to notify one of the

directors as soon as possible.

3. Absences which are planned in advance (conferences, hospitalizations) require that lesson plans be left for the substitute.
4. Absences should not be taken lightly by any person on the staff. Every employee's presence is important to the efficient running of the Center and the welfare of the children in our care.

F. Confidentiality Policy

The UW Early Care and Education Center has a strict confidentiality policy regarding matters concerning staff, families, and children. Confirmed breaches of confidentiality could be cause for termination.

G. Staff Meetings

1. Attendance at and participation in regularly scheduled and emergency staff meetings outside of regular working hours is expected of lead teachers and encouraged for all employees.
2. Items you wish to have considered in a staff meeting should be brought to a Director's attention at least a day in advance to be placed on the agenda.

H. Parent Meetings

All lead teachers are required, and other employees are expected, if at all possible, to attend parent meetings.

I. Professional Development

1. Regardless of previous experience and education, teachers will be expected to participate in professional development activities. Other employees are strongly encouraged to participate as well.
2. Two professional development days have been built into the calendar for shared in-service experiences for Lead and Assistant Teachers. Other hourly employees and work study students are welcome, but their attendance is unpaid and does not count towards their official work days. In addition, lead teachers will receive one paid professional development day per year to participate in a conference or professional development experience of choice as approved in advance by one of the directors.
3. Professional development will include, but not be limited to, the following:
 - a. Discussions or videos or other planned experiences as part of regular staff meetings.
 - b. Study of current research, books, and materials
 - c. Membership and participation in professional organizations
 - d. Enrollment in classes at the University
4. Some of this professional development will take place on the employee's own time, outside of regular working hours.

J. Disciplinary Action

Disciplinary action may range from a verbal reminder or warning, to having documentation describing a policy or practice violation placed in one's personnel file, to having a letter of

reprimand placed in one=s file, to termination of employment, depending on the severity or frequency of the violation. Some serious issues that might result in disciplinary action include:

1. Excessive absence or violation of attendance policy.
2. Violations of confidentiality
3. Failure to treat children, parents, or colleagues with respect
4. Conflict of interest or commitment as defined in the UniRegs
5. Unsatisfactory work performance according to the expectations outlined in one=s job description.

K. Grievances

The UW Early Care and Education Center strives to create a culture of respect, caring, and honest communication. We acknowledge conflict as inevitable in a living system and often a source for growth and positive change. Just as we teach children social problem-solving skills, we expect ourselves and each other to practice those same skills. Whenever you have a conflict, of any kind, with a parent or with a Director or with any other Center employee, we expect and encourage you to raise the issue directly with that person first.

1. Steps in problem-solving:
 - a. Calmly and respectfully state your perception of the problem and how it affects you.
 - b. Listen respectfully to the other person=s point of view.
 - c. Either immediately brainstorm solutions to the problem, or, if emotions are high, set a time to do so.
 - d. Together choose a solution and implement it for an agreed-upon time frame.
 - e. After testing that solution, meet together to evaluate its effectiveness. Continue or choose a different solution to try.
2. If the problem persists after repeated use of the problem-solving procedure, make an appointment with either of the directors to meet with both parties as a facilitator.
3. If the problem has not been resolved internally, submit a written statement to the Department Head, with copies to both Directors. The Department Head, in consultation with the employee or employees and Directors, will assist in reaching a settlement.
4. If there is still no resolution, file the Formal Complaint File included in this manual with the Employment Practices Office.

L. Termination of Employment and Dismissal:

1. Resignation: Notice of resignation shall be in writing, delivered in advance as follows:
 - a. Director: at least 30 days, delivered to Department Head
 - b. Lead teachers: at least 30 days, delivered to Director
 - c. Staff (Administrative Assistant): at least 14 days, delivered to Director
 - d. All hourly employees: two week notice is standard and is appreciated (At the time of an employees leaving, it is expected that the staff member=s work is up to date so that his or her successor can readily take over the job.)
2. Dismissals: Dismissal will be in accordance with University policies and procedures.

Frequently Asked Questions

1. What if I don't know how to discipline the children? Discipline is not to be confused with punishment. We do not use punishment. We never strike children, handle them roughly, or shout, nor do we use "time out" as a punishment. Our program has a very specific policy regarding discipline, which you will be taught. If in doubt, observe the directors or lead teachers, especially those who are experienced employees of the U.W. programs. The important thing is to become familiar with and practice our problem-solving approach to discipline, keep relationships, tone of voice, and words positive, and, if in doubt....ask for help!

2. What should I wear while at the Centers? Be sure to dress comfortably but appropriately. See the section on dress under "Conduct." It would not be considered professional to wear a t-shirt with an inappropriate or suggestive picture or saying on it or a pair of shorts or revealing pants or overly tight top. Remember that this is a family setting and we need to be respectful of all the families involved. At the same time, we hope to allow some individuality of dress. If in doubt, one of the directors of the program will let you know if your dress is inappropriate. Also remember that you will be involved with the children using glue and paint, so keep in mind that if you have good clothing on, you made need to wear a smock or paint shirt. We will have some of these at the center which you may borrow. It is important that the lead staff set an example for everyone on what is appropriate, professional, but comfortable attire.

3. How do I get paid? Benefited employees such as lead teachers and full-time office staff are paid on the 30th of the month. Non-benefited employees such as assistant teachers, part-time hourly employees, aides, and work-study students are paid on the 15th of each month (or on Friday if the 15th falls on a weekend). In order to be paid on the 15th, all such employees will receive a time sheet each month on which has been entered and totaled the clocked hours from the computer. Employees must be responsible for checking, confirming, and signing those time sheets and **turning the time sheets in to our administrative assistant by the last working day of each month.** Time sheets that are turned in late will not be processed until the following month. All academic professionals, staff, and hourly employees can arrange for either direct deposit of their paychecks or for receiving them by mail at an address the employee designates.

4. What if I'm sick and can't come in? While we definitely want our employees to take care of their health, and we definitely do not want them to be working and spreading contagion when they are sick, we do have to maintain coverage rations. This means that if you are ill and cannot come in, it is imperative that you call one of the directors as soon as possible, preferably before 7 a.m. Please use the numbers listed on the "Contacts" page. If you cannot reach a director, please call the center, which will be opened at 7:00 so that we can find someone to work in your place that day.

5. Can we make up days or get extra days off? Unfortunately, no. Benefited employees accrue sick-leave, but do not receive over-time or paid comp time for extra hours worked. Hourly and all non-benefited employees do not receive any kind of sick leave or paid personal days, nor comp time. If you are a 19 hour per week employee and miss 4 hours one day because

of illness, it is not possible to work 23 hours the following week and average it out. A schedule is negotiated at the beginning of each new semester, and, because staff-child ratios must be maintained, the whole center counts on you being there as agreed. See the paragraph above concerning illness. If there is a family emergency, you are ill, or for any other reason cannot be present at your designated time, please let one of the directors know at once. It is important for the flow of the center that everyone shows up as expected. We are counting on you, and you are not easily replaced! It isn't just your physical presence but also your particular interests and strengths and experiences that are vital in making our program a great place for children and families.

6. Are we allowed to play with the children? Absolutely! It is critical to children's social development to see adults play. This serves a dual role: letting children know that people of all ages can and do play, and helping them grow as players through your modeling new roles and possibilities. However, it is still important to maintain your teacher role and perspective. Do not become a "toy" for them by allowing them to climb on you or do other things with which you are uncomfortable. Set boundaries. It is appropriate to play alongside children or with them, especially if they engage and invite you. It is important to observe carefully and pick up on the child's cues. Don't take over the play. Follow the child's lead. Don't interrupt. There may be times when the child does not want you to join in. Respect their wishes and look for cues like body-language to help guide you. This is equally true both indoors and out. If you are fascinated by some ongoing play but are not sure an adult is wanted in it, a very appropriate and helpful role is to pick up a clipboard and sit nearby transcribing the play and any dialogue that happens. It's a vicarious way to enjoy what is going on, and the glimpse you preserve of the child's interactions and thought processes may be a critical piece that will help you and the other team members plan for valuable new learning experiences.

What should I do when a child has an "accident?" The new program now has infant and toddler programs, in which children are not expected to be toilet trained. In each room will be posted detailed instructions for changing diapers which must be learned and followed scrupulously by all adults in the program. For older toddlers, a specific plan of toilet training may be worked out with the parents. It will be posted discreetly out of sight inside a cabinet door, and should be followed consistently by everyone working in that area.

Children are expected to be toilet trained by the time they enter the preschool classes, which are not set up with changing tables. However, it is very typical of preschool children, especially the younger ones, to have "accidents" or regress a little due to stress, excitement, being too busy to notice or stop, or other situations that may accompany being in group care. If this happens, please let the lead teacher know so that you can get any help you need in handling the situation. It is very important that the child not be punished or shamed for this. It should be handled carefully and tactfully to avoid embarrassment for the child. Quietly get the child's clean clothes from the cubby and accompany a younger child to the toilet if he or she needs help. Use rubber gloves to protect from contact with bodily fluids if a child must be cleaned up.

The new center has a nurse's room with adjacent bathroom including a handicapped accessible shower. If a child has severe diarrhea or vomiting and soils herself, she can be taken there to be

bathed and changed into fresh clothing. This should be done only by the lead teacher or person with whom the child is comfortable and whom the lead teacher designates. In such a situation, it is desirable that once the child's physical needs are addressed, she be isolated with an accompanying adult in the nurse's room while parents are called to take her home to avoid contagion to the other children.

If such an accident happens on the floor in a classroom or play area or outside on the playground, the area should be barricaded to prevent other children having contact with infectious material, and the university custodial service called at once to come clean it up according to procedures in which they have been explicitly trained. They should also be called to clean and disinfect the shower if it is used as described above.

Background Check Information

As an employee of the University of Wyoming Early Care and Education Center, you are required to submit to a Central Registry background check in accordance with Wyoming Department of Family Services licensing requirements. These state that all early childhood facilities must have any employees or volunteers who regularly work with or come in contact with children pass a background check. We will pay to have this done for you. It must be completed immediately upon being hired.

1. A background check form will be provided to you at the time of employment. Please fill out and sign the form.
2. Return it to one of the Directors or to Mona Gupton, Family and Consumer Science Department Office.
3. We will send the forms in to the Department of Family Services, who will inform us of anyone who fails to pass the background check. Failure to pass will result in your being dropped from our employment if you cannot prove through DFS that there is an error in your background check. It is the employee or student's responsibility to correct the error and have proof sent to us by DFS.

Thank you for your immediate attention to this matter. If you have already passed a background check, please bring a copy of your DFS confirmation to us for your file.

STAFF EMERGENCY INFORMATION

Employee Name _____

Date of Birth _____

Local Address: _____

Local Phone Number: _____ Email: _____

Local Physician Name and Number

In case of emergency, contact:

1. Name: _____ Number: _____ Relationship: _____

2. Name: _____ Number: _____ Relationship: _____

Any allergies or medical conditions to be noted:

I authorize either of the Co-Directors or the Administrative Assistant at the UW Early Care and Education Center to arrange for medical treatment for me in the event that I have an emergency while at work at the Center.

Signed: _____ Date: _____

POLICY ACKNOWLEDGEMENT

By signing below, I have acknowledged that I have thoroughly read and understood the employee manual and policies pertaining to the University of Wyoming Early Care and Education Center. I understand that these policies govern my work at the center and that any misconduct upon my part could result in a written reprimand or dismissal from my position.

Signed _____

Date _____

After signing, please give this form to one of the directors; it is required as part of your official contract, and will be kept as part of your personnel file.