

2024

LITTLE TRAILBLAZERS
EARLY LEARNING CENTER



EMPLOYEE HANDBOOK



www.LittleTrailblazersEarlyLearningCenters.com

QUEEN ANNE | WEST SEATTLE





INTRODUCTIONS



WELCOME

We are excited to have you (“Teacher, Staff, Employee”) in our team. We pride ourselves in providing high quality child care for children ages 1 to 5 years old, with an enrichment program that is in a safe and nurturing environment. In this handbook you will read about our purpose and mission in providing the best care for the families we serve in both our locations: West Queen Anne and West Seattle.

Please read the handbook carefully as it will help you succeed in the everyday responsibilities of being part of the Little Trailblazers team.

This handbook was updated on 12/29/2023

This handbook has been approved in partnership with the Department of Children, Youth and Families Child Care Licensors.

**This handbook template was prepared for WAC Chapter 110-300 in effect
08/01/2019**



MISSION

- To provide a safe, healthy, and home-like environment that encourages social play for toddlers.
- To provide high-quality learning through a cooperative partnership between parents and staff.
- To satisfy parents' need for convenience, flexibility, and peace of mind.
- To offer a play-based program that will cater to the holistic development of each child.

VISSION

- To be the recognized leader in providing exceptional, fun, educational programs in a safe, nurturing environment, for toddlers in our community.

Values

- Sharing
- Play and learn
- Acceptance
- Creativity and curiosity
- Equality

These values will lead to the growth and development of each child.

PHILOSOPHY

The Little Trailblazers Early Learning Center (“Little Trailblazers”) values a child-centered play-based program enriched by our warm, home-like, and nurturing environment. We follow a theme-based program that provides developmentally appropriate activities, which target all the domains of development (Biosocial, Cognitive, and Socio-Emotional). We believe that each child can grow and develop at their own pace through exploration and interaction, both inside and outside the child care. Our goal is to help children develop a positive self-image, a sense of responsibility, and independence. We plan to achieve this through positive guidance and unconditional acceptance along with the support of a good relationship between parents and staff.





THE PARTNERS (“WE, US”)

Stephanie Co Mason – Co-Founder / Co-Owner/ Director of Finance and Accounting

Stephanie is one of the only two students who graduated with a Bachelor’s Degree in Business Management Honors from Ateneo de Manila University, one of the most prestigious schools in Manila in 2005. She has been a Certified Public Accountant in Washington State since 2012. She also works as a Manager at Baker Tilly’s Forensics, Litigations & Valuation Services Group.

Nikki Co Nelson – Co-Founder / Co-Owner / Director of Marketing and Operations

Nikki’s background is in Marketing. She has a Master’s Degree in Curriculum and Instruction, specializing in Early Childhood Education from Arizona State University, a Master’s Degree in International Marketing from Boston University and a Bachelor’s Degree in Integrated Marketing Communications from the University of Asia and the Pacific. She also took a few units in Child Development in 2008 because of her love for children. She has been caring for kids since 2009. She has been coaching middle school since 2015 and high school basketball since 2016. In her spare time, she loves exploring the world and playing basketball.

Marclen Ricafort – Co-Founder

Marclen earned her Bachelor’s Degree in Humanities with a Professional Certificate in Child Development Education from University of Asia and the Pacific. She has been in the early childhood setting since 2010. She was a teacher in California for 7 years before deciding to move to Seattle to set up our own Child Care Facility. She has created the curriculum and a strong foundation for our school. She has moved back to the Philippines to get married and start her life over there.

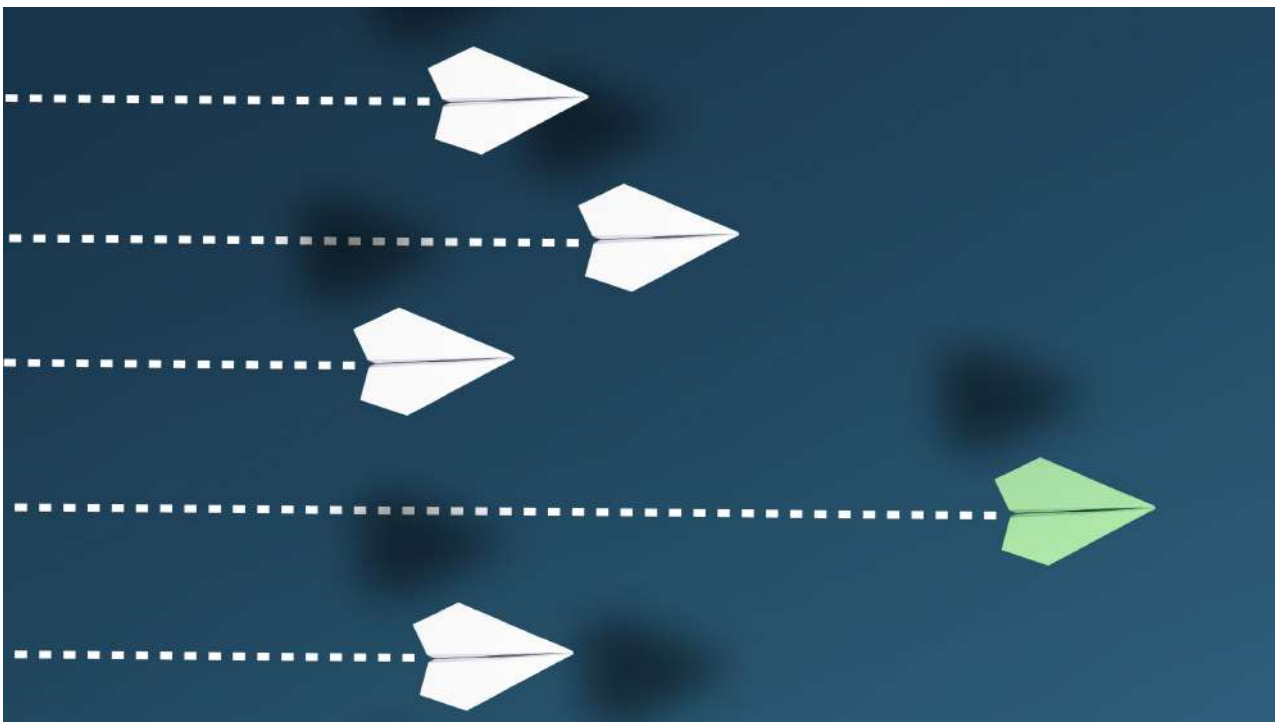


Krishna Allado Esposito – Executive Director

Krishna graduated with her Bachelor of Arts in Human Development with an Early Childhood Education Certificate in 2018 from Washington State University (Go Cougs!). Krishna has then worked in multiple positions in the childcare setting including positions in the classroom and administrative positions. She has worked with Little Trailblazers since May of 2021. Krishna has always wanted to help people at a young age and has come across early childhood education where she found a passion for helping families and children.

Luciana Baird – Assistant Director

Luciana started to work in childcare during her high school years as a summer camp counselor in France. After moving to the U.S., she worked in multiple positions for 5 years while working on her Business and Accounting AA as well as Early Childhood Education AA. She started working with Little Trailblazers in May 2022 as a Toddlers Lead Teacher before starting her new position as Program Assistant Director in December 2023.





CHAIN OF COMMAND

Owners

Nikki Co

Stephanie Co

Executive Director

Krishna Esposito

Assistant Director

Luciana Baird

Lead Teachers

One in each
classroom

Assistant Teachers

Two in each
classroom

**Floater Assistant Teachers
(West Seattle)**

One for both
classroom

Kitchen aid can
also help in the
classrooms





EMPLOYMENT INFORMATION

PAY DATES WAC 110-300-0100

Staff members are paid through a bank direct deposit, Bi-weekly on the fifth (5) and the twentieth (20) of each month. Complete and accurate time records must be provided to the office no later than the closing time of the last day of each pay period. The pay period runs every two weeks.

These are the following deductible taxes:

- Federal Income Tax
- Medicare
- Social Security
- Washington Industrial Insurance
- Washington Paid Family and Medical Leave

BENEFITS WAC 110-300-0100

Benefits will start after the Employee completes a 3-month probationary period:

- For every 8 hours worked, you will accrue 0.32 hours of paid time off.
- Health Insurance, Dental Insurance, Eye Insurance (Full-time Employees only)
- 9 Paid Holidays
 - New Years Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Eve, Thanksgiving Day, Christmas Eve, and Christmas Day.
- Paid one week of Summer Break in July for West Queen Anne Employees.
- Paid one week of Winter Break in December for both locations.

* Your average number of hours worked per day for the last 3 pay periods will be calculated to determine the number of hours you will get for holiday pay.

Please see Employee Agreement for more information on the salary and benefits we are offering you.



DOCUMENTS REQUIRED WAC 110-300-0100, 0110, 0115

The following documents are needed to be kept in each employee's files and must be updated on the MERIT Website.

Please see Employee Hiring forms for detailed due dates:

1. MERIT Portable Background Check
 - a. [Welcome \(wa.gov\)](#)
2. Lnk account to Little Trailblazers
 - a. [How to Connect MERIT to LTB](#)
3. TB Test
4. Covid Vaccine Card
5. Copy of your ID
6. Proof of professional credentials, requirements, and training for each staff member, pursuant to WAC [110-300-0100](#) through [110-300-0110](#)
7. Emergency contact information
8. ECE Transcript/ Diploma
 - a. Unofficial Transcript are accepted
9. DCYF Orientation 1
 - a. <https://dcyftraining.com/index.cfm?fuseaction=welcome&CFID=1992393&CFTOKEN=9182121>
10. DCYF Orientation 2
 11. Sick/Covid Policy Signed
 - a. Can be Found in this Packet
12. Attendance Policy
13. Emergency Contact
14. I-9 Form
15. W-4 Form
16. DCYF Application Form
17. Acknowledgment of WAC Rules



Completed 30 days after the Employee start date:

- Bloodborne Training
- First Aid and CPR
- Food Handlers Card

Completed 90 days after the Employee start date:

1. 30 Hours of Basic Training
2. Safe Sleep Training
3. Mandated Reporter – Recognizing and Reporting Abuse
4. Families Experiencing Homelessness
5. Disaster and Emergency Preparedness
6. Abusive Head trauma
7. Medication Management
8. Cavity Kids Free

These trainings can be found at DCYF Student Portal (dcyftraining.com)
Make sure you know your STARS ID

Each staff member is responsible for keeping their information in the STARS/MERIT electronic system current.





HOURS AND DAYS OF OPERATION

The child care program is open during the following hours, except holidays. Parents are welcome to visit their children at any time during the day.

WEST QUEEN ANNE

Monday – 8am to 530pm
 Tuesday – 8am to 530pm
 Wednesday – 8am to 530pm
 Thursday – 8am to 530pm
 Friday – 8am to 530pm
 Saturday – Closed
 Sunday – Closed

WEST SEATTLE

Monday – 8am to 530pm
 Tuesday – 8am to 530pm
 Wednesday – 8am to 530pm
 Thursday – 8am to 530pm
 Friday – 8am to 530pm
 Saturday – Closed
 Sunday – Closed



Child care is closed for the following holidays. These holidays will be paid.

HOLIDAYS

New Year's Day – January 1, 2024
 Memorial Day – May 27, 2024
 Juneteenth – June 19, 2024
 Independence Day – July 4, 2024
 Labor Day – September 2, 2024
 Thanksgiving Day – November 28, 2024
 Day After Thanksgiving – November 29, 2024
 Day Before Christmas – December 24, 2024
 Christmas Day – December 25, 2024

Winter Break: December 23, 2024 to December 27, 2024

WEST QUEEN ANNE ONLY: Summer Break: July 1, 2024 to July 5, 2024.

LITTLE TRAILBLAZERS YEAR CALENDAR 2024

JANUARY

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							28	29	30	31	1	2	3	25	26	27	28	29	1	2
31	1	2	3	4	5	6								24	25	26	27	28	29	30
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23
28	29	30	31	1	2	3	25	26	27	28	29	1	2	24	25	26	27	28	29	30

FEBRUARY

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							25	26	27	28	29	1	2	31	1	2	3	4	5	6
31	1	2	3	4	5	6								7	8	9	10	11	12	13
7	8	9	10	11	12	13	4	5	6	7	8	9	10	14	15	16	17	18	19	20
14	15	16	17	18	19	20	11	12	13	14	15	16	17	21	22	23	24	25	26	27
21	22	23	24	25	26	27	18	19	20	21	22	23	24	28	29	30	1	2	3	4
28	29	30	31	1	2	3	25	26	27	28	29	1	2	28	29	30	1	2	3	4

MARCH

S	M	T	W	T	F	S	S	M	T	W	T	F	S
							30	1	2	3	4	5	6
31	1	2	3	4	5	6							

APRIL

HOLIDAY CLOSURES

- 1/1/2024 - NEW YEARS
- 5/27/2024 - MEMORIAL DAY
- 6/19/2024 - JUNETEENTH
- 7/1/2024 - 7/5/2024 - SUMMER BREAK
- 9/2/2024 - LABOR DAY
- 11/28/2024 - THANKSGIVING DAY

MAY

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							26	27	28	29	30	31	1	28	29	30	31	1	2	3
28	29	30	1	2	3	4								4	5	6	7	8	9	10
5	6	7	8	9	10	11	2	3	4	5	6	7	8	11	12	13	14	15	16	17
12	13	14	15	16	17	18	9	10	11	12	13	14	15	18	19	20	21	22	23	24
19	20	21	22	23	24	25	16	17	18	19	20	21	22	25	26	27	28	29	30	31
26	27	28	29	30	31	1	23	24	25	26	27	28	29	30	1	2	3	4	5	6

JUNE

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							30	1	2	3	4	5	6	28	29	30	31	1	2	3
30	1	2	3	4	5	6								4	5	6	7	8	9	10
7	8	9	10	11	12	13	7	8	9	10	11	12	13	11	12	13	14	15	16	17
14	15	16	17	18	19	20	14	15	16	17	18	19	20	18	19	20	21	22	23	24
21	22	23	24	25	26	27	21	22	23	24	25	26	27	25	26	27	28	29	30	31
28	29	30	31	1	2	3	28	29	30	31	1	2	3	28	29	30	31	1	2	3

JULY

S	M	T	W	T	F	S	S	M	T	W	T	F	S
							28	29	30	31	1	2	3
28	29	30	31	1	2	3							

AUGUST

IN-SERVICE DAYS - NO SCHOOL

- 2/2/2024
- 5/3/2024
- 8/30/2024
- HALF DAY - 11/27/2024

SEPTEMBER

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							29	30	1	2	3	4	5	1	2	3	4	5	6	7
1	2	3	4	5	6	7								8	9	10	11	12	13	14
8	9	10	11	12	13	14	6	7	8	9	10	11	12	15	16	17	18	19	20	21
15	16	17	18	19	20	21	13	14	15	16	17	18	19	22	23	24	25	26	27	28
22	23	24	25	26	27	28	20	21	22	23	24	25	26	29	30	1	2	3	4	5
29	30	1	2	3	4	5	27	28	29	30	31	1	2							

OCTOBER

S	M	T	W	T	F	S	S	M	T	W	T	F	S
							27	28	29	30	31	1	2
27	28	29	30	31	1	2							

NOVEMBER

S	M	T	W	T	F	S	S	M	T	W	T	F	S
							24	25	26	27	28	29	30
24	25	26	27	28	29	30							

DECEMBER

S	M	T	W	T	F	S	S	M	T	W	T	F	S
							22	23	24	25	26	27	28
22	23	24	25	26	27	28							



WEST QUEEN ANNE

LITTLE TRAILBLAZERS YEAR CALENDAR 2024

JANUARY

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
31	1	2	3	4	5	6	28	29	30	31	2	3	25	26	27	28	29	1	2	31	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
28	29	30	31	1	2	3	25	26	27	28	29	1	2	24	25	26	27	28	29	30	28	29	30	1	2	3	4

FEBRUARY

MARCH

APRIL

HOLIDAY CLOSURES

- 1/1/2024 - NEW YEARS
- 5/27/2024 - MEMORIAL DAY
- 6/19/2024 - JUNETEENTH DAY
- 7/4/2024 - INDEPENDENCE DAY
- 9/2/2024 - LABOR DAY
- 11/28/2024 - THANKSGIVING DAY

MAY

JUNE

JULY

AUGUST

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
28	29	30	1	2	3	4	26	27	28	29	30	31	1	30	1	2	3	4	5	6	28	29	30	31	1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31	1	23	24	25	26	27	28	29	28	29	30	31	1	2	3	25	26	27	28	29	30	31
							30	1	2	3	4	5	6														

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	29	30	1	2	3	4	5	27	28	29	30	31	1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30	1	2	3	4	5	27	28	29	30	31	1	2	24	25	26	27	28	29	30	29	30	31	1	2	3	4

HALF DAY - 11/27/2024

IN-SERVICE DAYS - NO SCHOOL

- 2/2/2024
- 5/3/2024
- 8/2/2024





We will also have 3 days of In-Service Training, so we are able to do some professional development, program planning, deep cleaning, and organizing. Not Prorated.

WEST QUEEN ANNE:

In-Service Training – February 2, 2024

In-Service Training – May 3, 2024

In-Service Training – August 30, 2024

In-Service Training Half Day for children (Dismissal at 1:00) – November 27, 2024

WEST SEATTLE:

In-Service Training – February 2, 2024

In-Service Training – May 3, 2024

In-Service Training – August 2, 2024

In-Service Training Half Day for children (Dismissal at 1:00) – November 27, 2024





STAFFING PLAN, CLASSROOM TYPES AND RATIOS WAC 110-300-0495

We will maintain the state-required staff-to-child ratios at all times. Any Staff who covers due to a staff member's absence will meet all State requirements to care for the children and be fully trained according to State requirements and the policies and procedures of our program.

In the event that we become short-staffed, we will be asking families to stay home. We will be working as a team and communicating with each classroom to support each other. For West Seattle, the Toddler classroom and/or the most kiddos based on ratio will have the priority of the extra teacher.

Queen Anne:

We offer a mixed-age group classroom with a maximum of 12 children; ages 1 to 6. We will maintain a ratio of at least 1:7; during our busy times of the day, we will have a better ratio, with at least 3 teachers.

West Seattle:

We have two classrooms. Our toddler classroom will have a maximum of 16 children, ages 12 months to 29 months. Our ratio will be at least 1:7. Our preschool classroom will have a maximum of 18 children, ages 30 months to 5 years old. Our ratio will be at least 1:10. During the busy times of our day, we will have a better ratio, with at least 3 teachers per classroom.





TODDLERS DAILY CLASSROOM SCHEDULE/ ROUTINE

Little Trailblazers Early Learning Centers West Seattle Toddler Daily Schedule		
8:00	Arrival/ Free Choice	Toys and activities are provided in the classroom.
9:00	Art Time	Making art related to the weekly theme and with different types of materials.
10:00	Snack	Enjoy yummy snacks with everyone
10:30	Outside Time/ Sensory Activity	Sensory of the day outside if possible. If the weather does not allow it, then we stay inside.
11:45	Circle Time	Welcome Song, Flashcards of words of the week, book, and songs.
12:00	Lunch	Enjoy yummy snacks with everyone
12:30 - 3:00	Nap Time/ Rest Time	Nap/Rest time until the kids wake up on their own. When they wake up, we change the diapers and give them a quiet activity until everyone is awake.
3:00	Snack	Enjoy yummy snacks with everyone
3:30	Group Activities and Free Choices	Activity in small groups of 3 or 4. If possible, teachers will lead individual activities. We may do this outside if weather allows it.
4:30 -5:00	Outside Time/ Pick-up	When weather permit, Children goes outside to do gross motoe activities
*Diaper Changes/pottying are done every two hours throughout the day or as needed. *Children are required to go outside unless weather permits (extreme weather conditions such as storms, hail, etc.) Although it is raining and cold, we will be going outside per the childcare weather watch chart		





PRESCHOOL DAILY CLASSROOM SCHEDULE/ ROUTINE

Little Trailblazers Early Learning Centers West Seattle Preschool Daily Schedule		
8:00	Arrival, Centers/Free Choice	All areas in the classroom are open for the children to explore and play.
9:00	Teacher Led Activity	Art, Sensory, Science Etc.
10:00	Circle Time	Welcome song, name song, schedule, theme of the week, books
10:30	Snack	Enjoy yummy snacks with everyone
11:00	Outside Time	Children are required to go outside in the morning. They practice gross motor activities as well as sensory activities.
12:30	Lunch	Enjoy yummy snacks with everyone
1:00 - 3:00	Nap/Quiet Time	Children will be offered quiet activities after they awake to maintain a peaceful environment for children who are still asleep.
3:00	Free Choice/ Table Top Activities	All areas in the classroom are open for the children to explore and play.
3:30	Snack	Enjoy yummy snacks with everyone
4:00 - 5:00	Circle Time/ Outside Time	Children are required to go outside in the afternoon. They practice gross motor activities as well as sensory activities.
<p>*Diaper Changes/pottying are done every two hours throughout the day or as needed. *Children are required to go outside unless weather permits (extreme weather conditions such as storms, hail, etc.) Although it is raining and cold, we will be going outside per the childcare weather watch chart</p>		





WQA DAILY CLASSROOM SCHEDULE/ ROUTINE

Little Trailblazers Early Learning Centers West Queen Anne Daily Schedule		
8:00	Free Choice/ Tabletop Activity	Toys are put out in the carpet/play area while there will be teacher led activities on the tables.
9:40	Circle Time	Morning Circle consist of movement, singing, discussing about which friends are here, the weather, days and month. Discuss the theme of the week.
10:00	Snack	Enjoy yummy snacks with everyone
10:30	Outside Time/ Gross Motor Activities	Children are required to go outside in the morning. They practice gross motor activities as well as sensory activities.
12:00	Lunch	Enjoy yummy lunch with everyone
12:30 - 2:30	Nap Time/ Rest Time	Children are given the option to take a nap and rest their bodies. If they do not nap, quiet activities will be offered or extra outside time.
3:00	Snack	Enjoy yummy snacks with everyone
3:30	Circle Time	Afternoon Circle consists of movement, singing, discussing how the day went, and reading books.
3:40	Free Choice/ Table Top Activity	Toys are put out in the carpet/play area while there will be teacher led activities on the tables.
4:30	Outside Time/ Gross Motor Activities	Children are required to go outside in the afternoon. They practice gross motor activities as well as sensory activities.
5:30	Pick up/ Dismissal	Pick up before 5:30
<p>*Diaper Changes/pottying are done every two hours throughout the day or as needed. *Children are required to go outside unless weather permits (extreme weather conditions such as storms, hail, etc.) Although it is raining and cold, we will be going outside per the childcare weather watch chart</p>		



JOB DESCRIPTIONS AND REQUIREMENTS

EXECUTIVE DIRECTOR

Directors manage the early learning program and set appropriate program and staff expectations.

A center director must meet the following qualifications:

1. Be at least eighteen years old;
2. Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:
 - a. A center director must complete an ECE state certificate or equivalent by August 1, 2026;
 - b. A center director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.
3. Have two years of experience as a teacher of children in any age group enrolled in the early learning program and at least six months of experience in administration or management or a department-approved plan;
4. Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;
5. If a center director does not meet the minimum qualification requirements, the center's early learning program must employ an assistant director or program supervisor who meets the minimum qualifications for these positions;
6. Have their continued professional development progress documented annually.

A director or equivalent must provide the following services:

- Be on-site for the daily operation of the early learning program fifty percent or more of weekly operating hours up to forty hours per week, or designate a person with the qualifications of an assistant director, program supervisor, or equivalent. A center director may act as a substitute teacher if acting as a substitute does not interfere with management or supervisory responsibilities;
- Comply with foundational quality standards;
- Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program (or designate a program supervisor with this responsibility);



- Know community resources available to families, including resources for children with special needs, and be able to share these resources with families; and
- Oversee professional development plans for early learning program staff including, but not limited to:
 - Providing support to staff for creating and maintaining staff records;
 - Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and
 - Observing and mentoring staff.

One person may be the center director, assistant director, and program supervisor when qualified for all positions, provided that all requirements of the center director, assistant director, and program supervisor are met.

Any individual hired or promoted into a supervisor position who does not have an ECE state certificate or equivalent as required as stated of this section must instead meet the following requirement as approved and verified in the electronic workforce registry by the department:

If a center is licensed for this number of children:	Then the director, assistant director, or program supervisor must have completed at least this number of college quarter credits in early childhood education core competencies:
12 or Fewer	10
13 to 24	25
25 or more	45





ASSISTANT DIRECTOR/ PROGRAM SUPERVISOR

Assistant director/ center program supervisors plan the early learning program services under the oversight of a center director.

An assistant director/ center program supervisor must meet the following qualifications:

1. Be at least eighteen years old;
2. Have an ECE state certificate or equivalent as approved and verified in the electronic workforce registry by the department as follows:
 - a. An assistant director must complete an ECE state certificate or equivalent by August 1, 2026;
 - b. An assistant director hired or promoted after this chapter becomes effective must have an ECE state certificate or equivalent within five years of the time of hire.
3. Have two years of experience as a teacher of children in any age group enrolled in the early learning program or two years of experience in administration or management, or a department-approved plan;
4. Complete the applicable preservice requirements, pursuant to WAC 110-300-0105;
5. Have their continued professional development progress documented annually.

An assistant director/ Program Supervisor or equivalent must provide the following services:

- Be on-site for the daily operation of the early learning program fifty percent or more of weekly operating hours up to forty hours per week, or designate a person with the qualifications of an assistant director, program supervisor, or equivalent. An assistant director may act as a substitute teacher if acting as a substitute does not interfere with management or supervisory responsibilities;
- Comply with foundational quality standards;
- Develop a curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program (or designate a program supervisor with this responsibility);
- Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;



- Know community resources available to families, including resources for children with special needs, and be able to share these resources with families; and
- Oversee professional development plans for early learning program staff including, but not limited to:
 - Providing support to staff for creating and maintaining staff records;
 - Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and
 - Observing and mentoring staff.
- Comply with foundational quality standards;
- Act as a teacher or director as long as it does not interfere with the program supervisor's primary responsibilities; and
- Manage the professional development plans and requirements for staff as needed.

One person may be the center director, assistant director, and program supervisor when qualified for all positions, provided that all requirements of the center director, assistant director, and program supervisor are met.

Any individual hired or promoted into a supervisor position who does not have an ECE state certificate or equivalent as required as stated of this section must instead meet the following requirement as approved and verified in the electronic workforce registry by the department:

If a center is licensed for this number of children:	Then the director, assistant director, or program supervisor must have completed at least this number of college quarter credits in early childhood education core competencies:
12 or Fewer	10
13 to 24	25
25 or more	45





LEAD TEACHERS

Lead teachers are responsible for implementing the center or family home early learning program. Lead teachers develop and provide a nurturing and responsive learning environment that meets the needs of enrolled children.

A lead teacher must meet the following qualifications:

1. Be at least eighteen years old;
2. Have a high school diploma or equivalent; and
3. Complete the applicable preservice requirements, pursuant to WAC 110-300-0105.

A center lead teacher must meet the following requirements:

1. Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into the position, whichever occurs later;
2. Have an ECE short certificate or equivalent by August 1, 2028, or within two years of receiving an ECE initial certificate; and
3. Beginning August 1, 2026, a center lead teacher must:
 - a. Have an ECE initial certificate or equivalent within five years of being hired or promoted into this position; and
 - b. Have an ECE short certificate or equivalent within two years of receiving an ECE initial certificate.
4. Have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry;
5. Have their professional development progress documented annually; and

A family home lead teacher must meet the following requirements:

1. Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into the position, whichever occurs later;
2. Beginning August 1, 2026, a family home lead teacher must have an ECE initial certificate or equivalent within five years of being hired or promoted into the position;
3. Have all ECE certificates or equivalent qualifications approved and verified in the department's electronic workforce registry; and
4. Have their professional development progress documented annually.



ASSISTANT TEACHERS

Assistant teachers help a lead teacher or licensee provide instructional support to children and implement developmentally appropriate programs in the center or family home early learning programs.

An assistant teacher must meet the following qualifications:

1. Be at least eighteen years old;
2. Have a high school diploma or equivalent;
3. Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later;
4. Beginning August 1, 2026, an assistant teacher must have an ECE initial certificate or equivalent within five years of being hired or promoted into the position;
5. Complete the applicable preservice requirements, pursuant to WAC **110-300-0105**; and
6. Have their professional development progress documented annually.

Assistant teachers may work alone with children with regular, scheduled, and documented oversight and on-the-job classroom training from the classroom's assigned lead teacher who is primarily responsible for the care of the same group of children for the majority of their day.

For continuity of care, assistant teachers can act as a substitute lead teacher up to two weeks. If longer than two weeks, the provider must notify the department with a plan to manage the classroom.





AIDS/ OTHER PERSONNEL/ VOLUNTEERS

Aides provide classroom support to an assistant teacher, lead teacher, program supervisor, center director, assistant director, or family home licensee.

Aides must meet the following qualifications:

1. Be at least fourteen years old;
2. Have a high school diploma or equivalent, or be currently enrolled in high school or an equivalent education program;
3. Complete the applicable preservice requirements, pursuant to WAC [110-300-0105](#);
4. Have their professional development progress documented annually; and
5. Aides may be counted in the staff-to-child ratio if they are working under the continuous oversight of a lead teacher, program supervisor, center director, assistant director, assistant teacher, or family home licensee.
6. Aides working nineteen or fewer hours per month can be counted towards the staff-to-child ratio with applicable preservice requirements pursuant to WAC [110-300-0105](#) but without in-service training requirements pursuant to WAC [110-300-0107](#) (1)(a).
7. Aides who work more than nineteen hours per month and who have a cumulative twelve months of employment must complete applicable preservice requirements detailed in WAC [110-300-0105](#) and the in-service training detailed in WAC [110-300-0107](#) (1)(a).

Other personnel who do not directly care for children and are not listed above this section must meet the following qualifications:

1. Complete and pass a background check, pursuant to chapter [110-06](#) WAC;
2. Have a negative TB test, pursuant to WAC [110-300-0105](#); and
3. Complete program-based staff policies and training, pursuant to WAC [110-300-0110](#).

Volunteers help at early learning programs. Volunteers must meet the following qualifications:

1. Volunteers must have written permission to volunteer from their parent or guardian if they are under eighteen years old;
2. Regular, ongoing volunteers may count in the staff-to-child ratio if they comply with the above requirements.
3. Occasional volunteers must comply with the above and cannot count in the staff-to-child ratio.



SUMMARY OF DUTIES AND RESPONSIBILITIES

- Maintain a safe and healthy environment for everyone.
- Support children's emotional and social development, encourage understanding of others, and positive self-concepts.
- Think creatively – develop, design, or create new applications, ideas, relationships, systems, or products, including artistic contributions.
- Establish and maintain interpersonal relationships with coworkers and families.
- Assist with activities in accordance with curriculum objectives, developmentally appropriate practices and program philosophy.
- Dress children and change diapers.
- Maintain daily open communication with parents.
- Organize and store toys and materials to ensure order in activity areas.
- Sanitize and clean toys, classroom, storage room, front yard, backyard and restroom.
- Supervise children in classrooms, front yard, backyard, playground, and on neighborhood walks and trips to the park.
- Timesheet – Employees need to sign in and out on Bright Wheel Homepage. Failure to do so can result to nonpayment of the time they have worked.

We will have positions for a director assistant Director, lead teacher, assistant teachers, assistant floater teachers and substitute teachers. Since it is in a small setting, the staff will be responsible for cleaning, sanitizing, disinfecting, throwing the garbage, etc.; basically, making sure that the environment is conducive to learning, safe and healthy for the children, the staff and everyone else who will be in the facility. You can find more specific job descriptions of each positions under "Employee Positions".

The Kitchen/office/breakroom/Storage/ laundry rooms can only be assessed by the teachers. It is not a licensed space for the children in our care. The space is a shared area which the teachers are responsible to keep it organized and clean.



CAREER LADDER

Everyone plays an important role in our facility. Together, we can make a difference and help create a positive future for these children.

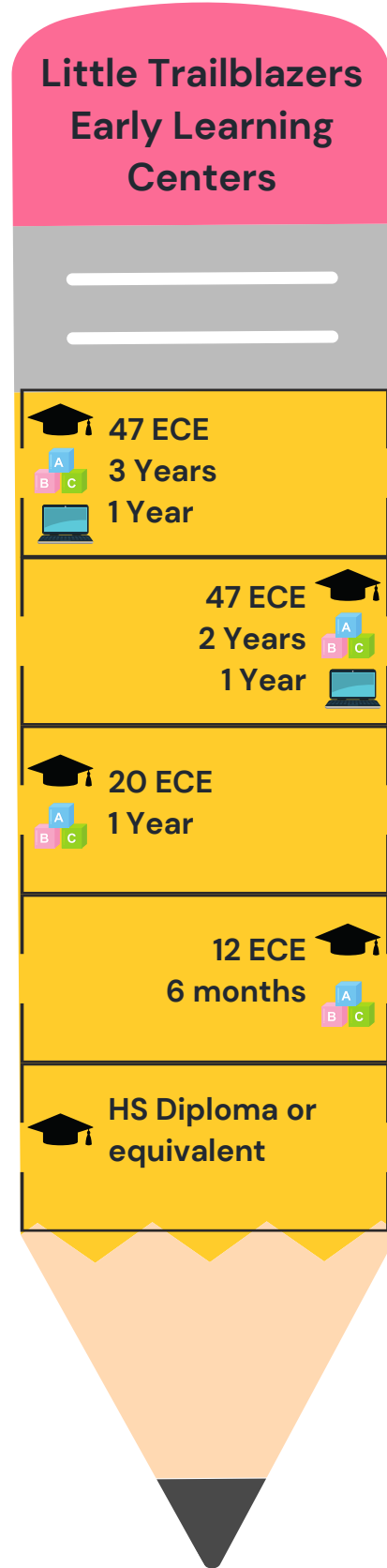
This career progression ladder is in the form of a pencil with an eraser on top because no one is perfect. We will make mistakes, but if we work together, we can correct our mistakes. We will also not be able to write if we do not have everyone on our team working 110%.

Key

Education (ECE Credits)

Teaching Experience

Management Experience





EXPECTATIONS FOR ATTENDANCE AND CONDUCT. WAC 110-300-0120, 0331

PROFESSIONAL DEVELOPMENT EXPECTATIONS AND PLANS WAC 110-300-0100

A director, lead teacher and assistant teacher must have an ECE initial certificate or equivalent as approved and verified in the electronic workforce registry by the Department (“DCYF, Department of Youth, Children and Families”), within five years of the date (August 1, 2019) becomes effective for those already employed. New employees and those being promoted into new positions at any licensed early learning program must have already completed the ECE initial certificate or equivalent.

After 90 days of employment, we require the teachers to take 30 hours of STARS Certification, all training required by WAC, and 10 hours of STARS every subsequent year to be up to date with the current educational standards.





DRESS CODE

You are expected to dress appropriately in a casual nature. Our work environment encourages employees to dress comfortably for work. Please do not wear anything that other employees might find offensive or that might make coworkers uncomfortable. This includes clothing with profane language/statements or clothing that promotes causes that include, but are not limited to, politics, religion, sexuality, race, age, gender, and ethnicity.

We are required to take the children outside twice a day; therefore, we want you to have appropriate clothing that will not hinder you from going outside in all types of weather.

Appropriate footwear is also expected since we go out on neighborhood walks and go to parks.

CONFIDENTIALITY POLICY INCLUDING WHEN INFORMATION MAY BE SHARED WAC 110-300-0465

Children's records will include all admission forms, medication information, injury and incident reports, attendance records, payment history, and other information obtained while caring for children. This information will remain confidential.

Anything of a sensitive nature will be shared outside the presence of children and only when teachers must know. On a need-to-know basis, teachers have access to the child's files to obtain contact information, medical information, and other information to ensure the child has the best experience while at this child care.

Information about children and families in the program will remain confidential and will not be shared to unaffiliated parties.



STAFF TRAINING SPECIFIC TO THE EARLY LEARNING PROGRAM AND PREMISES WAC 110-300-0100,0106,0115

All staff must read and discuss the staff policies, parent handbook, health plan, disaster plan, curriculum philosophy, and sign a document stating you have read and understood the policies. When changes are made to the policy, the changes must be read, discussed and a document stating that you have read and understood the revisions of the policies must be signed. Staff that will be in charge of the childcare must take the DCYF approved orientation.

All staff must read and know the following laws and regulations:

1. Chapter 43.216 RCW; and
2. Chapters 110-300 and 110-06 WAC.

All staff must register with the electronic workforce registry (STARS/MERIT) prior to working with children in an unsupervised capacity.

All staff must complete the childcare basics training as approved or offered by the Department prior to working unsupervised with children or within three months of being promoted to a new role.

All staff must complete the recognizing and reporting suspected child abuse, neglect, and exploitation training as approved or offered by the Department. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030.

All staff must complete the emergency preparedness training including reading the disaster response plan for our facility and the emergency response plans.

All staff must complete the serving children experiencing homelessness training.

All staff must complete the safe sleep training as approved or offered by the Department.



All staff must complete the child restraint training and show knowledge of the physical restraint protocols annually.

All staff must complete the medication management and administration training and specific training for medications and procedures that are administered at our program.

All staff must be trained on the termination and expulsion policy.

All staff must complete the prevention of exposure to blood and body fluids training that meets Washington State Department of Labor and Industries' requirements prior to working with children. This training must be repeated pursuant to Washington State Department of Labor and Industries regulations.

All staff must have a current first-aid and cardiopulmonary resuscitation (CPR) certification prior to being alone with children. You must have proof of certification such as a card, certificate, or instructor letter. The training must be delivered in person and include a hands-on component for first aid and CPR demonstrated in front of an instructor certified by the American Red Cross, American Heart Association, American Safety and Health Institute, or other nationally recognized certification program and include child and adult CPR, and Infant CPR, if applicable.

All staff who prepare or serve food to children must obtain a current food worker card prior to preparing or serving food. Food worker cards must be obtained online or through the local health jurisdiction and be renewed prior to expiring.

All staff must complete ten hours of annual in-service training (STARS).

All staff must complete the Department's enhancing quality of early learning (EQEL) in-service training within thirty-six months of being hired.

All staff must be trained on the cleaning and sanitation procedures, the products being used, and the process for cleaning, sanitizing and disinfecting.

All staff will be trained on implementing the individual care plan for each child.



OBSERVATION, EVALUATION, AND FEEDBACK POLICIES WAC 110-300-0115

We will oversee all staff, establish a work plan with clear expectations, be aware of what all staff members are doing, and be available and able to respond in an emergency as needed to protect the health and safety of children in care.

We will have a 90-day probationary period to see if the teacher is a great fit, not only with the children but also with the other staff and parents. We will also be observing knowledge of child development, punctuality, child supervision, and other items. During this probationary period, the employee does not qualify for holiday or time off pay. We will pay or reimburse the employee for all of the following initial requirements (with receipts provided) unless you are terminated or unless you leave before completing 90 days of employment:

1. Criminal Background Check (DCYF) and Fingerprint
2. TB Test
3. First Aid/CPR/HIV Bloodborne Pathogens Training
4. Food Handler's Permit

If you are terminated or if you leave before completing 90 days of employment, we will deduct all the paid/reimbursed fees from your last paycheck.

There will be classroom, electronic, and on-the-job training. We will have an In-Service quarterly, when we will provide staff training.

We will also have quarterly 1 on 1 check-in to evaluate your progress and to set goals so we can help set you up for success.

We value employee feedback so we are always open to suggestions and improvements.

After 90 days of probation, you will need to complete a 30-Hour online STARS Training Certification.



On-boarding process. There will be a trial service for all new employees. During the trial service, employees will be observed and not be allowed to be unsupervised with children except for brief periods of time. The director will be observing interactions, knowledge of child development, punctuality, child supervision, and other items. At a minimum, the director will train job-specific duties and responsibilities of the position to which the employee is assigned and training in how to perform the job safely. Educational requirements vary in the position obtained. There will be ongoing classroom, electronic, and on-the-job training. Monthly meetings and other trainings are mandatory. There will be ongoing supervision and the director will give verbal and documented feedback regularly to the employees. The director will be documenting employees' professional development progress annually and will help them set educational goals. Employees' feedback is important and welcomed. The director will discuss the importance of settings when feedback can appropriately happen.





TEACHER-CHILD INTERACTION WAC 110-300-0150, 0320, 0325

Appropriate Ratio is 1:7 at the minimum; during our busy transition periods, we will hopefully maintain a ratio of 1:4.

All staff must interact with children to maximize children's interests, helping each child learn and play. Our goal is to engage each child by offering choices of activities that help the child learn how to take turns, cooperate, wait, exhibit self-control, respect the rights of others, treat others kindly, and resolve conflict.

We will promote imagination and creativity, language development and literacy skills, promote numeracy (counting and numbers) and spatial ability, encourage discovery and exploration, and promote learning skills.

All staff will give clear instructions and directions that are developmentally appropriate. When communicating or interacting with children, an early learning provider must maintain a climate for healthy, culturally responsive child development; such as, using a calm and respectful tone of voice, using positive language to explain what children can do and give descriptive feedback, having relaxed conversations with children by listening and responding to what they say.

Adult conversations must not dominate the overall sound of the group. All staff will greet children upon arrival and departure using facial expressions such as smiling, laughing, and enthusiasm to match a child's mood.

Staff will use physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact including, but not limited to, gently touching a hand or shoulder, sitting next to a child, appropriately holding younger children close while communicating.



All staff will validate children's feelings and show tolerance for mistakes. Staff will be responsive and listen to children's requests and questions, encouraging children to share experiences, ideas, and feelings, observing children in order to learn about their families, cultures, individual interests, ideas, questions, and theories.

Staff will model and teach emotional skills such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.

Our program will help support the diversity found in our society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families.

All staff will interact with other staff and adults in a positive, respectful manner, and must encourage positive interactions between and among children with techniques such as, giving children several chances a day to interact with each other while playing or completing routine tasks, modeling social skills, encouraging socially isolated children to find friends, helping children understand feelings of others, and including children with special needs to play with others.

Employees need to be ready to provide quality services at the beginning of their shift.

While you are working, your priority will be with the children and the program. Use of cell phones or other electronic devices for non-program use will be limited to break times.



TEACHER-PARENT INTERACTION

We believe that communication is the key to any successful relationship. We will make sure that important information is disseminated using appropriate communication tools promptly. Parents may request an update on their child's progress at any time.

Brightwheel Communication:

For the family's convenience, we utilize multiple forms of communication. Primarily Brightwheel. We utilize the Brightwheel App for communications amongst all our teachers and families as well as photo sharing. We communicate with each other through the messaging app. Teachers and parents are also able to share videos and photos on the children's "feed" as well as other information such as naps, accident reports, lesson plans, important dates, and many more!

Teachers are required to communicate the child's day through the app by posting at least 2 photos a day. This is primarily the assistant teacher's responsibility.

Lead Teachers are primarily responsible for replying to parent messages. This can be delegated to other teachers in the classroom if the lead is busy or unavailable.

Drop off and Pick up Communication:

One of the most important parts of our philosophy is relationship building and family partnership so we are always happy to chat with parents about their child's day or any questions they have at drop off and pick up. These are opportunities for us to communicate anything important about the child daily so that we can support families in providing the best care to help their child thrive.



TEACHER-TEACHER INTERACTION

If you are ill, you are responsible for letting the director know that you are not coming in before your scheduled shift so that the director can find a way to get staff coverage to make sure that we have the appropriate ratio.

Gossip is not tolerated and can lead to disciplinary action. If you have a problem with a coworker, director, or management, please have an honest conversation directly with them. If you have a problem with a parent, please consult with your director on how to proceed.

Negative energy is also not tolerated and can lead to disciplinary action. Children are very observant and can pick up on negative vibes. We do not want the children to get this energy, as it will be more chaotic, and it is also not beneficial for them.

Always think about the children's well-being and the school's reputation before doing anything malicious. Libel will not be tolerated and can lead directly to termination.

You must share applicable information daily with all teachers and staff regarding:

- A child's health needs, allergies, and medication;
- Any change in a child's daily schedule;
- Significant educational or developmental information;
- Any communications from the family; and
- Information to be shared with the family.





TEACHER-MANAGER INTERACTION

Questions/Concerns:

Managers will have an open-door policy and will be available when teachers have questions, concerns, or need assistance. If the meeting needs to be more than 10 minutes long, the manager and teacher will schedule a time to meet.

Complaints:

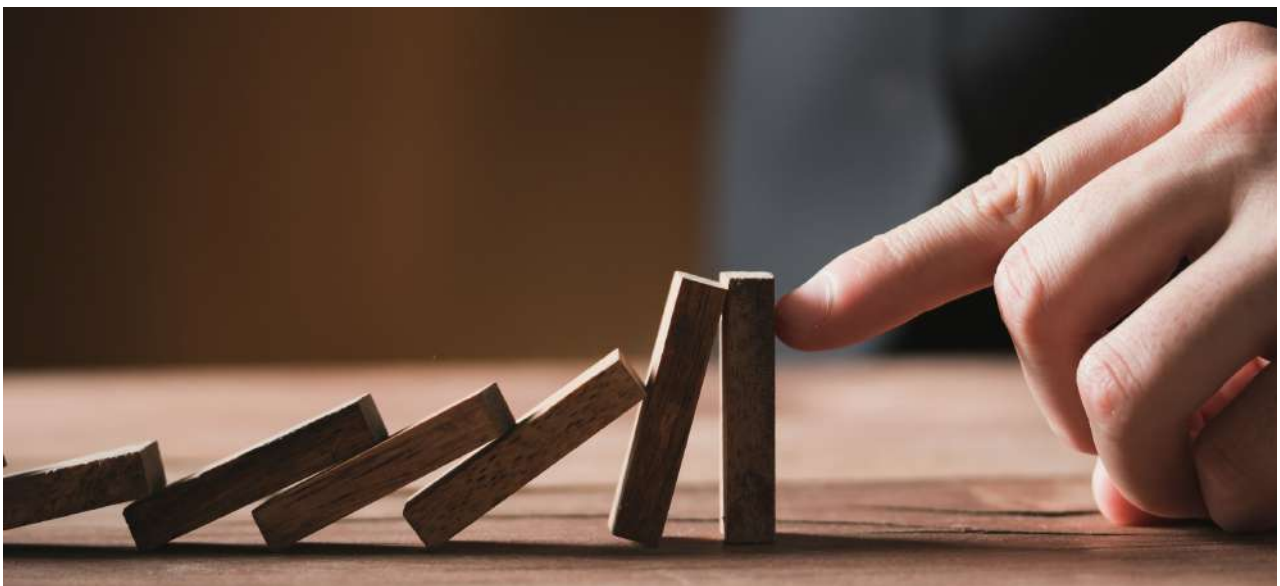
There is an official complaint form available if you would like to report an issue. It is prohibited to fill out a form on someone's behalf. If someone complains, a solution must be suggested as well. The management team will take care of the issue as soon as possible by finding other solutions, meeting with everyone involved, taking necessary actions if needed, and discussing with teachers the best solutions. The management team will base their judgment on how to handle the situation based on the information brought up. Complaint forms will be offered to provide a safe and positive environment for everyone.

Calling out:

Please Refer to the Attendance Policy for details.

Time Off:

- All staff will need to submit a written request for vacation days, using the Time Off form, if provided, or via email 2 weeks before the requested days off.





GENERAL INTERACTIONS

Staff Demeanor:

- The language used will be respectful and appropriate to children and families. Gossip, bullying, or other negative behaviors are prohibited and may be grounds for termination.
- It is our goal to provide an enriching, loving, and nurturing program for children, and all staff are expected to behave in a manner to reach that goal. Profanity, obscene language, put-downs, cultural or racial slurs are not allowed, even language that does not explicitly have profanity but is intended as such. Intimidation, gestures, or verbal abuse including sarcasm, name-calling, shaming, humiliation, teasing, and derogatory remarks about a child or the child's family will not be tolerated at our facility.
- If staff emotionally abuses a child, including victimizing, bullying, rejecting, terrorizing, extensive ignoring, or having angry or hostile interactions, threats of physical harm, or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment, it will result to immediate termination.





DEVELOPMENTALLY APPROPRIATE CURRICULUM WAC 110-300-0305,0310,0315,0320,0325

We will be constantly assessing each child's developmental stage and give them activities that is suitable to their capabilities.

Little Trailblazers has an educational approach that addresses the entire emotional, social, physical, and intellectual being of the child. Children are encouraged to explore a variety of activities and materials inside and outside the childcare. This allows children to choose from a variety of materials, which helps stimulate their flexibility, imagination, and creativity. Team Trailblazers believes each child can grow and develop at their own pace through exploration and interaction both inside and outside the childcare. The team created an area that promotes a safe and loving environment conducive to our lifelong learners. Children are encouraged to engage in their own learning process of planning, reasoning, problem solving, and interacting with others. Having a mixed age group will make the children more understanding and patient, teaching them how to learn to play with children in different developmental levels.

We follow a theme-based program that provides developmentally appropriate activities, which targets all domains of development (Biosocial, Cognitive, and Socio-Emotional).

At our program, children use limited screen time and only for educational purposes in accordance with WAC 170-296A-6675 & 6700.

We also have children who speak different languages at home. We cater to them by learning their basic words and using it to communicate with them.

The Little Trailblazers Program is committed to providing the best care for all children. We will work with parents hand in hand to make a plan that will help meet every child's need WAC 170-296A-0050.



COMPONENTS OF THE CURRICULUM:

Social and Emotional Development

At a young age, the primary emphasis is the social and emotional development of each child. We encourage children to take initiative in order to develop independence and self-confidence. Our intent is to foster the development of self-expression, free choice, self-control, curiosity, and creativity. We encourage the children to establish positive peer relations by learning to be patient, trustworthy, helpful, kind, gentle, and compassionate with one another. The children are learning to create strong and loving relationships and communities by treating one another with dignity and respect.

Mathematics

The mathematical mind of a child is exercised through the order and exactness in everyday activities. The children learn one to one correspondence, identifying patterns, estimation, problem solving, and reasoning skills. The children learn these skills through play and by exploring the materials that attract and stimulate them. Concrete and active experiences in math provide children with a solid foundation that can be helpful as they grow older and as they learn how to build an understanding of abstract mathematical ideas.

Reading and Writing

Reading requires an integration of vision, hearing, speech, and sensory-motor skills. The children are exposed to a variety of materials that will refine their senses and help them develop their reading and writing skills. The children will learn the concept of identifying letters by name and by sound. Children broaden their vocabulary through the spoken word as well as learning patterns of speech and sentence structure. They begin to listen to the spoken word through stories and books. Children will increase their auditory, visual, and articulation skills in conversation, interaction and play. Our curriculum helps the children foster the love for reading, writing, and speaking. We encourage them to explore and learn by exposing them to different types of books and by having a print-rich environment.



Social Studies

Children discover the world around them through exploring different stories, pictures, maps, globes, puzzles, art, and food. The children will be exposed to customs and traditions of people from other countries. They will be introduced to the seven continents and discover the similarities and differences in our world's cultures, climates, and environments. The goals of multicultural awareness include a respect of differences among traditions and cultures, recognition of the interrelatedness of all cultures and an awareness of one's personal role in the world. The children will learn to share, work together cooperatively, and resolve conflicts amongst themselves.

Art

A rich and dynamic art curriculum exposes the children to a variety of art mediums, which encourage self-exploration, self-expression, and creativity. The goal is to provide opportunities that will help the children develop a love for the arts as a way of expressing their uniqueness. All activities are developmentally appropriate to give the children the freedom to explore, develop and work at their own pace. The children are exposed to a variety of materials like crayons, pencils, markers, construction paper, collage materials, paint, etc. The children are given the opportunity to explore different activities to help develop their fine motor skills, concentration, independence, and hand-eye coordination. Art is a wonderful sensory experience, building self-confidence in one's own creativity. It is never about how the end product looks, we focus on the process on how children learn and do things.

Outdoor Play

The great outdoors for children is also a very important factor in their process of learning and exploring. Children work on developing their gross motor coordination, self-confidence, social skills, and creativity outside. Outdoor activities help in the development of hand-eye coordination, body awareness, self-control, and perseverance. For instance, running, jumping, and climbing are activities that aid in the development of balance, strength, and general good health. Children experience the world physically as they begin to explore with their senses and get to know what their bodies can do. They will be given opportunities to explore and expand their physical capacities.



ATTENDANCE POLICY

Employees at Little Trailblazers are expected to be present for work, on time, for every day that the employee is scheduled to work. Regular attendance and punctuality of each staff member is important in providing quality care for the children and families and important to keep your team and Little Trailblazers running.

ABSENCES/TARDINESS

Employees are valuable assets. As such, regular attendance is essential for efficiency and smooth operations. Unexpected absences, excessive excused absences, and/or habitual tardiness are discourteous to fellow employees and may result in corrective action up to and including immediate termination of employment. Please see below:

ATTENDANCE EXPECTATIONS

1. Employees are required to report any absences by call or text to management at least 12 hours before the employee's shift.
2. Employees are required to report if they will be late for their shift.
3. Employees must report each day they are absent.
4. Failure to call out 12 hours before their shift will result in a strike.
5. Emergencies will be discussed to determine if it would be counted as an Infraction.
6. If an employee calls out due to illness, they will need a doctor's note.
7. If an employee calls out due to family illness, they will need a doctor's note or on a case-by-case basis discussed with the Director.
8. Attendance Infractions reset every month.

ATTENDANCE INFRACTIONS

There will be a strike system in place for infractions of attendance. When an employee reaches three strikes in a month, they will be subject to disciplinary action.



ATTENDANCE INFRACTIONS CALCULATED

- Absent with no call: 1 strike
- Absent with a call but not within the 12 hours of employee's shift: 1 Strike
- Health Absence with no Doctor's Note: 1 Strike
- Tardy for more than 5min and if consistent: ½ Strike
- Early Departure without the Director's approval: ½ Strike
- Late return from break or Lunch (over 10 minutes): ½ Strike

OVERVIEW OF DISCIPLINARY ACTION FOR ATTENDANCE INFRACTION

Attendance issues will result in progressive disciplinary action up to and including termination based on the following point system:

- 2 Strikes: Verbal Warning
- 3 Strikes: Written Warning and meet with the Director
- 5 Strikes: Employee is subject to termination

If an employee is a no-call-no-show for three or more consecutive days, It will be considered job abandonment, or termination without notice.

Employees may request exceptions for work absences from the Director. These must be approved on a case-by-case basis.

EXCUSED ABSENCES WITH NO DISCIPLINARY ACTION

Excused absences can be granted for funerals, jury duty, bereavement, childbirth, car accidents, medical appointments, and unavoidable emergencies. In these cases, employees must provide proof or documentation within 48 hours of the absence to support the reason for the absence.

*Attendance Policy may differ based on situations and will be communicated through the employee and management



HEALTH AND SAFETY PRACTICES

CHILD PROTECTION, GUIDANCE, AND DISCIPLINE TECHNIQUES WAC 110-300-0325, 0330, 0331:

We will use consistent, fair, positive methods of managing children's behavior. Methods used will be appropriate to the child's abilities, developmental level, and culture. At this facility, we will work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Spanking or any form of corporal punishment, physical or mechanical restraint, the withholding of food, or any form of emotional abuse is prohibited by anyone on the premises including parents. No corporal punishment will be used in our program. This includes biting, jerking, shaking, slapping, spanking, hitting, kicking or any other means of inflicting physical pain.

We will supervise closely to protect children from the harmful acts of other children and take steps to prevent anyone in our facility to do harm to children. Once you become aware of any inappropriate conduct by any adult at the facility, you must report it to the director and if it raises to the level that you believe a child has been abused, you also must report it to Children's administration at 1-866-END-HARM (1-866-363-4276).

An incident report should be written and given to the parent when a child gets hurt and requires first aid treatment, like ice, band-aids, etc. If a child gets hurt as a result of another child's actions, the staff needs to inform the parents of the child who hurt the other child. This is to ensure that we are all on the same page and that we can both work with the child to make sure it does not happen again.

Please use your judgment if you think that the parents need to be informed right away; if so, please call one of the parents after administering first aid.

If it is life threatening, please call 911 immediately.

All staff and volunteers will be trained on our facility's discipline policy and must read and acknowledge an understanding of WAC 110-300-0325, 0330, 0331.



MANDATORY REPORTING OF SUSPECTED CHILD ABUSE, NEGLECT, AND EXPLOITATION, PER RCW 26.44.020 AND 26.44.030 AND ALL OTHER REPORTING REQUIREMENTS. WAC 110-300-0475

As childcare providers, we will protect children from all forms of child abuse or neglect. Pursuant to RCW 26.44.030, when an early learning provider has reasonable cause to believe that a child has suffered abuse or neglect, that provider must report such incident, or cause a report to be made, to the proper law enforcement agency or the Department. "Abuse or neglect" has the same meaning here as in RCW 26.44.020.

All staff, volunteers and family members in this program must be trained on prevention and reporting of child abuse and neglect. This training must be documented in your staff file.

Staff must report by phone upon knowledge of the following to:

1. Law enforcement or the Department at the first opportunity, but in no case longer than forty-eight hours:

- a. The death of a child while in the early learning program's care or the death from injury or illness that may have occurred while the child was in care;
- b. A child's attempted suicide or talk about attempting suicide;
- c. Any suspected physical, sexual or emotional child abuse;
- d. Any suspected child neglect, child endangerment, or child exploitation;
- e. A child's disclosure of sexual or physical abuse; or
- f. Inappropriate sexual contact between two or more children.





2. Emergency services (911) immediately, and to the Department within twenty-four hours:

- a. A child missing from care, triggered as soon as staff realizes the child is missing;
- b. A medical emergency that requires immediate professional medical care;
- c. A child who is given too much of any oral, inhaled, or injected medication;
- d. A child who took or received another child's medication;
- e. A fire or other emergency;
- f. Poisoning or suspected poisoning; or
- g. Other dangers or incidents requiring emergency response.

3. Washington Poison Center immediately after calling 911, and to the Department within twenty-four hours:

- a. A poisoning or suspected poisoning;
- b. A child who is given too much of any oral, inhaled, or injected medication; or
- c. A child who took or received another child's medication;
- d. The provider must follow any directions provided by Washington Poison Center.

4. The local health jurisdiction or the Department of Health immediately, and to DCYF within twenty-four hours, about an occurrence of food poisoning or reportable contagious disease as defined in chapter 246-110 WAC, as now or hereafter amended.





5. The DCYF at the first opportunity, but in no case longer than twenty-four hours, upon knowledge of any person required by chapter 110-06 WAC to have a change in their background check history due to:

- A pending charge or conviction for a crime listed in chapter 110-06 WAC;
- An allegation or finding of child abuse, neglect, maltreatment or exploitation under chapter 26.44 RCW or chapter 388-15 WAC;
- An allegation or finding of abuse or neglect of a vulnerable adult under chapter 74.34 RCW; or
- A pending charge or conviction of a crime listed in the director's list in chapter 110-06 WAC from outside Washington State, or a "negative action" as defined in RCW 43.216.010.

In addition to reporting to the Department by phone or email, an early learning provider must submit a written incident report of the following on a department form within twenty-four hours:

1. Situations that required an emergency response from emergency services (911), Washington Poison Center, or Department of Health;
2. Situations that occur while children are in care that may put children at risk including, but not limited to, inappropriate sexual touching, neglect, physical abuse, maltreatment, or exploitation; and
3. A serious injury to a child in care.

An early learning provider must immediately report to the parent or guardian:

1. Their child's death, serious injury, need for emergency or poison services; or
2. An incident involving their child that was reported to the local health jurisdiction or the Department of Health.

If you suspect child abuse or neglect, please call Children's Administration at 1-866-END-HARM (1-866-363-4276) immediately to report the suspected abuse or neglect.



REPORTING AND NOTIFYING CONDITIONS TO PUBLIC HEALTH WAC-110-300-0205

All staff are required to notify in writing, the Department of Health, the licensor, and all families of children in care within 24 hours in the event a licensee, staff person, volunteer, household member, or child in care is diagnosed with a notifiable condition as defined in chapter WAC 246-101.

TEACHERS HEALTH

Staff will be excluded from the early learning premises when that staff's illness or condition poses a risk of spreading a harmful disease or compromising the health and safety of others. The illnesses and conditions that require a staff member to be excluded are pursuant to WAC 110-300-0205.

If a staff person has not been vaccinated or has not shown documented immunity to a vaccine-preventable disease, that person may be required by the local health jurisdiction or DCYF to remain off-site during an outbreak of a contagious disease described in WAC 246-110-010, as now and hereafter amended.

Staff will be excluded or separated if they have a contagious disease described in WAC 246-110-010.





CHILD SUPERVISION REQUIREMENTS WAC 110-300-0345

Adequate supervision is one of the best ways to prevent serious injury and risk to children. All staff must supervise children in care by scanning the environment, looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly.

You must visibly check children on many occasions with little time in between. You are required to position yourself to supervise all areas accessible to children. You must attend to children, being aware of what children are doing at all times, be available and able to promptly assist or redirect a child as necessary, and consider the following when deciding whether increased supervision is needed:

- Ages of children;
- Individual differences and abilities of children;
- Layout of the indoor and outdoor licensed space and play area;
- The risk associated with the activities children are engaged in; and
- Any nearby hazards including those in the licensed or unlicensed space. If you need additional staff, you must notify the director immediately.

If there are two staff members and you have to undertake other activities for a temporary time period when not required to be providing active supervision, you must remain in visual or auditory range and be available and able to respond if needed. Other activities may include, but are not limited to, cleaning up after an activity or preparing items for a new activity. You must remain in ratio at all times.

You may not use a baby monitor or video monitor to substitute for direct supervision. You are responsible to make sure that you are always within the appropriate ratios for the children that are in your care.

Failure to provide adequate supervision and/or appropriate ratio can result in immediate termination.



PREVENTING CHILDREN'S ACCESS TO UNLICENSED SPACE WAC 110-300-0311, 0345

Little Trailblazers has 2 licensed classrooms in West Seattle and 1 licensed classroom in West Queen Anne. The kitchen/teacher's lounge, Laundry room and the storages are not accessible to the children. There are closed doors that will prevent the children to access unlicensed spaces. It is prohibited for staff to bring children to unlicensed spaces at all times, except if there is an emergency.

CHILD GROWTH AND DEVELOPMENT WAC 110-300-0305,0310,0315,0320,0325

Every staff member must facilitate activities to support child learning and understanding, through a variety of techniques and teaching strategies. Each staff member must use different techniques, curriculum styles and materials to address different learning styles, abilities, developmental levels, and temperament. Staff must notice and respond to teachable moments, showing tolerance for mistakes.

Daily routines such as meals and transitions, are times to communicate in English and in children's home languages when possible. At our facility, we use a scaffolding method to gradually move children toward stronger understanding and greater independence in the learning process.

Each child will learn at their own pace and it is the teacher's responsibility to support and provide a conducive environment for the children to grow and develop.



OUTDOOR ACTIVITIES WAC 110-300-0147

Our facility offers a daily outdoor program for all children enrolled, except during the following conditions:

- Heat in excess of 100 degrees Fahrenheit or pursuant to advice of the local authority;
- Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local authority;
- Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger;
- Earthquake;
- Air quality emergency ordered by a local or state authority on air quality or public health;
- Lockdown notification ordered by a public safety authority;
- Other similar incidents. Children must have appropriate clothing for outdoor activities during days that may be hot, rainy or cold.

We will have at least 30 minutes of outdoor time in the morning and in the afternoon. Our backyard and front yard that wraps around the backyard are licensed areas.

We provide outdoor toys and activities for the children such as a bubble machine, chalk to draw and create games, balls, bats, play transportation, etc. For non-walkers, we will make sure that a teacher is close by to make sure the non-walkers are safe and happily crawling or sitting.

Teachers are required to bring clothes that are appropriate for the rain or the cold and other weather conditions.





CHILD CARE WEATHER AND AIR QUALITY CHARTS

Understand the Weather



Wind-Chill

- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

		Wind-Speed Factor Chart (in Fahrenheit)									
		Wind Speed in mph									
Air Temperature		Calm	5	10	15	20	25	30	35	40	
	40	40	36	34	32	30	29	28	28	27	
	30	30	25	21	19	17	16	15	14	13	
	20	20	13	9	6	4	3	1	0	-1	
	10	10	1	-4	-7	-9	-11	-12	-14	-15	
	0	0	-11	-16	-19	-22	-24	-26	-27	-29	
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43		

■ Comfortable for out door play
 ■ Caution
 ■ Danger

		Heat Index Chart (in Fahrenheit %)												
		Relative Humidity (Percent)												
Air Temperature (F)		40	45	50	55	60	65	70	75	80	85	90	95	100
	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	105	109	113	117	122	127	132
	94	97	100	103	106	110	114	119	124	129	135			
	100	109	114	118	124	129	130							
104	119	124	131	137										

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.





SAFE SLEEP PRACTICES WAC 110-300-0291

All children, preschool age and younger, who remain in care for more than six hours per day, or who show a need for rest, will be offered a rest time. Child not requiring naps will be offered alternative activities that will not disturb other children from napping. No child will be forced to nap.

All staff must complete the safe sleep training before working with toddlers. All staff will follow safe sleep practices when toddlers are napping or sleeping by actively supervising. Staff will visibly check on the toddler often and be within sight and hearing range at all times, including when a toddler goes to sleep, is sleeping, or is waking up. You will follow the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction.

No sleep positioning device will be used unless directed to do so by a toddler's health care provider. The directive must be in writing and kept in the toddler's file. There will be sufficient lighting in the room in which an infant or toddler is sleeping to observe skin color and be able to monitor breathing patterns of a toddler.

Toddlers will follow their own sleep patterns and will not remain in their mats after they wake up. No blanket, bedding, or clothing will cover any portion of a toddler's head or face while sleeping, and you will need to readjust these items when necessary. You must prevent toddlers from getting too warm while sleeping, which may be exhibited by indicators that include, but are not limited to, sweating, flushed, pale, or hot and dry skin, warm to the touch, a sudden rise in temperature, vomiting, refusing to drink, a depressed fontanelle, or irritability.

Staff is responsible for closing the blinds. It is also recommended to play white noise/background music during nap time to drown out noise that will wake or keep the children up.



IMPLEMENTATION OF CHILD'S INDIVIDUAL HEALTH CARE OR SPECIAL NEEDS PLAN WAC 110-300-0300

All staff will be responsible for knowing each individual child, their characteristics, strengths, needs and learning patterns. Staff must be trained on all individual health care or special needs plans. An individual health care or special needs plan may include allergies, developmental disabilities, medical issues, learning delays, and many other issues. Staff will be responsible for knowing developmental, behavioral, health, linguistic, cultural, social, and other relevant information for each child. Staff will be responsible for understanding the strength in areas of development, health issues, special needs, and other concerns. Staff will need to communicate with parents regarding a child's special needs.

FOLLOWING SMOKING, VAPING, ALCOHOL AND DRUG REGULATIONS WAC 110-300-0420

The use and visual possession of tobacco, vaping, cannabis and illegal drugs, in any form and associated paraphernalia are prohibited on our property during business hours, including, but not limited to:

- Indoor and outdoor licensed space.
- Within twenty-five feet from any entrance, exit, window, or ventilation intake of the facility, or within view of the children.

This policy applies to all persons on the premises, regardless of their purpose for being there. Scientific evidence has linked respiratory health risks to secondhand smoke.



No illegal drugs are allowed on the premises. Alcohol, vaping and cannabis may not be consumed during business hours. The licensee, staff, volunteers, or household members must not, or allow others to:

- Have or use illegal drugs on the premises.
- Consume alcohol or cannabis during business hours.
- Be under the influence of alcohol, cannabis in any form, illegal drugs, or misused prescription drugs when working with or in the presence of children in care.
- Be impaired as to not be able to respond promptly and care for children.
- The licensee must keep and store all alcohol, including closed and open containers, inaccessible to children and out of the view of children.
- Cannabis and/or cannabis products in a family childcare home will be stored out of the licensed space and inaccessible to the children.
- The licensee must keep tobacco and cannabis products, cigarettes, containers holding cigarette butts, lighters, pipes, cigar butts, ashes and residue and all paraphernalia inaccessible to the children.
- All vaping devices will be stored inaccessible to children and out of the view of children.
- Smoking or vaping tobacco products that are used during business hours must not be in a "public place" or "place of employment," as defined in RCW 70.160.020, or in a motor vehicles used to transport enrolled children. It may not be used by any staff who is supervising children, including during field trips, and cannot be within twenty-five feet from entrances, exits, operable windows, and vents, pursuant to RCW 70.160.075.

If staff comes to work smelling of cigarettes, tobacco, cannabis, or other prohibited substances, they will be sent home with a warning. However, if staff comes to work not only smelling of it, but seems to be under the influence, then it may result to immediate termination.

Failure to follow this policy may result in immediate termination.





FOOD SERVICE PRACTICES (WAC 110-300-0195)

Food is prepared by staff on-site daily. All staff preparing or serving food must comply with the current Department of Health Washington State Food and Beverage Workers' Manual, and supervise services that prepare or deliver food to the early learning program. All staff must have a current food handler's card if serving or preparing any food item.

Teachers are responsible for cleaning and sanitizing eating and drinking equipment and tables used for eating and food preparation after each use, and removing any item that has cracks, chips or is broken. Staff must use gloves, utensils, or tongs to serve food and serve meals or snacks on plates, dishware, containers, trays, or napkins or paper towels, if appropriate. Food should not be served directly on the eating surface.

During meal time, staff must be respectful of each child's cultural food practices. You must serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves, and sit with children during meals.


We will provide morning snacks, lunch and afternoon snacks for the children. A weekly menu will be emailed weekly and posted on parent boards. If a child has dietary needs, it must be discussed with us in advance to allow us to accommodate the child's meal plan.

Lunch -If the parent would like to provide his/her own food, the food must be easy to handle. Foods that are high in sugar are discouraged, and candy is not permitted.

Teachers are encouraged to actively help children eat their snacks and meals.



MENU SAMPLE

					
December 11 - 15 Menu					
	Monday	Tuesday	Wednesday	Thursday	Friday
Am Snack	Toast, Oranges (Jam Preschool)	Apple Sauce, Waffles	Oatmeal, Melons	Cheerios, Banana	Avocado Bagel, Pears
Lunch	Chicken Strips, Mixed Veggies, Pineapples	Ham/Cheese Crackers, Grapes, Corn	Veggie Yakisoba, Rolls and Broccoli	Bagel Pepperoni Pizza, Mixed Veggies, Mixed Fruit	Chicken Noodle Soup, Toast, Peas, Pears
Pm Snack	Honey Graham Crackers, Strawberries	Rice crackers, Apple	Craisins, Cheddar Cheese	Chips, Salsa w/ Corn	Ritz Crackers, Apricot
<p>NOTES: Milk is served during AM Snack and Lunch Unless another beverage or smoothie is served. Water is served during PM Snack. Serving size is dependent on USDA serving patterns. If you would like a copy of the serving pattern please ask a teacher and we will gladly send it to you :) We serve Am Snack at 10, Lunch at 12, Pm Snack at 3. Please be aware that we may have to change the menu throughout the week. Food Substitutions will be available as needed. (Vegetarian, allergies, and preferences). We do recommend to bring own food for certain days as food substitution will sometimes be the same weekly.</p>					
www.LittleTrailblazersEarlyLearningCenters.com QUEEN ANNE WEST SEATTLE					

LUNCH MEAL PATTERNS		
	AGES 1-2	AGES 3-5
DAIRY	1/2 CUP	3/4 CUP
MEAT AND MEAT ALTERNATIVES	1 OZ	1 1/2 OZ
VEGETABLES	1/8 CUP	1/4 CUP
FRUITS	1/8 CUP	1/4 CUP
GRAINS	1/2 OZ	1/2 OZ

SNACK MEAL PATTERNS ****SERVE ATLEAST 2 OF 5 COMPONENTS FOR SNACK TIME.		
	AGES 1-2	AGES 3-5
MILK/ DAIRY	1/2 CUP	1/2 CUP
MEAT AND MEAT ALTERNATIVES	1/2 OZ	1/2 OZ
VEGETABLES	1/2 CUP	1/2 CUP
FRUITS	1/2 CUP	1/2 CUP





OFF-SITE FIELD TRIPS WAC 110-300-0480

All parents must be notified in advance of all trips off site, except neighborhood walks and parks. Parents need to complete the form that gives us permission to take the children on neighborhood walks and to the parks.

If you plan on taking the children on neighborhood walks or to the park, you will need to check the child's file to verify that they have permission to go. You are responsible for taking the child's emergency contact information, medical release forms, medical/immunization records, a first aid kit, your first aid/CPR certification, and any medications needed by individual children. You will also need to record any medication administered during the trip.

You are responsible for remaining in ratio while on field trips and walks and capacity regulations will always be adhered to both on premises and off. You will be responsible for the same standards of supervision and safety of the children while away from the facility. No child will be left unsupervised or unattended.

The staff member will do both a head count and a name to face count when entering and leaving the childcare facility. Please make sure to change diapers and take them to the toilet before leaving the facility.

One staff member should be in front and one in the back at all times when going on neighborhood walks.

Please bring water, snacks, wet wipes and tissue paper, just in case it will be needed.

TRANSPORTING CHILDREN WAC 110-300-0480

We do not provide transportation at any time.



HEALTH, SAFETY, AND SANITIZATION PROCEDURES WAC 110-300-0195, 0198, 0240,0500

To reduce the spread of infections, viruses and bacteria, our facility must be clean and sanitary. We are all responsible for the upkeep and cleaning of the facility. Cleaning, sanitizing and disinfecting should be done regularly and as needed. We will be using a scent-free bleach solution for cleaning, sanitizing and disinfecting.

- Cleaning: wash all debris with soap and water, removing all food and debris from the surface.
- Sanitizing: For food contact surface sanitizing (dishes, utensils, cutting boards, high chair trays, tables), toys that children may place in their mouths, and pacifiers, use a bleach to water ratio of 1 tablespoon of bleach to 1 gallon of cool water and let stand for 2 minutes, then wipe or air dry.
- Disinfecting: Ratio: 1/4 (minimum) to 3/4 (maximum) cup of bleach to 1 gallon of cool water or 1 tablespoon (minimum) to 3 tablespoons (maximum) of bleach to 1 quart of water; let stand for 2 minutes, then wipe or air dry. Blood spills or objects with blood on them need a stronger solution.
- When cleaning blood or any bodily fluids, gloves will be worn and disposed of correctly.

You will need to remove any items that are no longer cleanable due to chips, cracks, and tears, and report to the director any carpets, counter tops and other areas that cannot be removed but can no longer be cleaned.

Aerosol sprays and air fresheners must not be used during child care hours.

Little Trailblazers provides sheets and blankets for nap time and we are responsible to launder them weekly or sooner, when needed. It will be the teachers' responsibility to sanitize the mats every Friday after nap time.



A spray bottle with water and a spray bottle with the sanitizing solution (ratio of 1 tablespoon of bleach to 1 gallon of cool water) can be found in the classrooms and kitchen counter for easy access.

We keep the majority of the cleaning supplies that are not allowed during childcare hours under the kitchen sink. We use Lysol Spray and Lysol Wipes after hours.

Staff will wash their hands at the following times and when needed

- When arriving at work;
- After helping a child use the toilet;
- Before and after diapering a child (use a wet wipe in place of handwashing during the middle of diapering if needed);
- After personal toileting;
- After attending to an ill child;
- Before and after preparing, serving, or eating food;
- Before preparing bottles;
- After handling raw or undercooked meat, poultry, or fish;
- Before and after giving medication or applying topical ointment;
- After handling or feeding animals, handling an animal's toys or equipment or cleaning up after animals;
- After handling bodily fluids;
- After using tobacco or vapor products;
- After being outdoors;
- After gardening activities;
- After handling garbage and garbage receptacles; and
- As needed or required by the circumstances.

Please set a good example for the children and help them wash their hands with the tips above. Hand sanitizer will be used in accordance with **WAC 110-300-3650** and will not be substituted when regular hand washing procedures can be practiced, and can only be used by children over twenty-four months and for whom a signed permission form is on file. Hand sanitizers will not be within reach of the children.



MEDICATION MANAGEMENT PROCEDURES WAC 110-300-0215

1. The licensee may choose whether or not they will administer medications to children while in care and are only required to administer medications to children if the medication is prescribed due to a disability or medical condition.
2. All medications (prescription and non-prescription) shall be administered only with the written approval of a parent or guardian.
3. A Medication Treatment Authorization form (authorization to administer medication) must be completed. This form must be initialed and dated every 30 days for ongoing permission for over the counter medications and will include the medical need and the possible side effects of the medication.
4. No staff shall give medication until they have successfully completed an orientation on the medication policy and procedure; the DCYF standardized training course, and if needed, training from the parent or guardian on specialized procedures.
5. Staff is responsible for keeping a detailed medication log that includes:
 - a. The child's first and last name;
 - b. The name of the medication that was given to the child;
 - c. The dosage amount that was given to the child;
 - d. Notes about any side effects exhibited by the child;
 - e. The date and time each medication is given or reasons that a particular medication was not given; and
 - f. The name and signature of the person that gave the medication.
6. Staff will use appropriately cleaned and sanitized medication measuring devices.



7. Prescription and non-prescription medication shall be administered only as directed on the label or as otherwise authorized by a physician.

8. Prescription medication must be labeled with:

- A child's first and last name;
- The date the prescription was filled;
- The name and contact information of the prescribing health professional;
- The expiration date, dosage amount, and length of time to give the medication; and
- Instructions for administration and storage.

9. Any medicine taken by mouth for children under two will need written permission from the child's doctor.

10. Doctor's permission is not required for non-prescription drugs (parent permission is required for all medication, both prescription and non-prescription).

11. Non-prescription (over-the-counter) oral medication brought to the early learning program by a parent or guardian:

- Must be in its original packaging.
- Must be labeled with the child's first and last name.
- Must have the expiration date, medical need, dosage amount, age, and length of time to give the medication.

12. You must return a child's unused medication to that child's parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal.

13. You may not accept or give a child homemade medication, such as diaper cream or sunscreen.

14. All controlled substances must be locked in a container or cabinet inaccessible to children.



All staff must follow the instructions on the label or the parent must provide a medical professional's note; and if the medication does not include age, expiration date, dosage amount, and length of time to give the medication then a prescription is required. Vitamins, herbal supplements, fluoride supplements, homeopathic or naturopathic medication, and teething gel or tablets (amber bead necklaces are prohibited) are some examples that need a prescription.

If the facility has decided to use diaper ointments, lip balms, or sunscreen, you will need to read and follow the instructions, have parent permission, document the use and send the medication home when no longer used. If children are authorized to give their own medication, such as inhalers, you will be responsible for supervising and documenting the administration of the medication.

Hand sanitizers or hand wipes with alcohol may be used only for children over twenty-four months old, if soap and water are not available, and only with the written permission of the parents.





INJURY OR MEDICAL EMERGENCY RESPONSE AND REPORTING WAC 110-300-0475

- All staff is required to have First Aid, Child CPR, and HIV/Aids/Blood Borne Pathogens Prevention training.
- Minor cuts, bruises, and scrapes will be treated and washed with soap and water. Parents will be notified with an injury report. With some minor injuries, parents may be called to help decide whether the child should go home.
- For head injuries, severe bleeding or other serious injuries, we will contact the parent immediately and write an injury report.
- In the event of a serious injury or emergency, we will call 911 and administer first aid or CPR if needed. We will notify you as soon as safely possible.
- If injury results in medical treatment or hospitalization, we are required to immediately call and submit an "Injury/Incident Report" to our Department's Licensor and child's social worker, if any. You will be given a copy.
- All injuries that the child arrives with will be documented and an injury report will be written.
- For more information, please see our detailed Health Policy and our Emergency Preparedness Plan.

MEDICINE MANAGEMENT AND POLICY WAC 110-300-0215

Reasonable accommodations: We will make reasonable accommodations for children requiring medications for disabilities and other medical conditions.

Nonprescription medication: including over-the-counter oral medication, will be given to children on a case by case basis. If the medication, ointments or creams can be used or given at home, we recommend doing this. If the medication has been approved by the director, the parents or guardians must bring the medication in the original packaging. The medication will need to be labeled with the child's first and last name and accompanied with a medication authorization form that has the start date, the expiration date, medical need, dosage amount, age, and length of time to give the medication. We will follow the instructions on the label or the parent must provide a medical professional's note. The medication must be labeled by the manufacturer for the use that it is intended for and will not be used for any other symptom or reason.



Prescription medication: Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. Prescription medication must be accompanied with a medication authorization form that has the medical need and the possible side effects of the medication. Prescription medication must be labeled with:

- The child's first and last name; the date the prescription was filled; the name and contact information of the prescribing health professional; the expiration date, dosage amount, and length of time to give the medication; and instructions for administration and storage.

A detailed medication log: inclusive of documentation of when a medication is given or not given as prescribed, or as indicated on the permission form will be kept with all medicines given out at our child care facility.

Storage: Medication must be stored in the original container. The container must have the patient's name, instructions and date of expiration. It will be stored out of the reach of the children. Medication will be stored according to its label including medication that states it must be refrigerated. Controlled substances will be locked up.

Oral medication: Any medicine taken by mouth for children under two will need written permission from a doctor and stored separate from topical medications.

Permissions: Doctor's permission is required for all prescription medication and is not required for non-prescription drugs (parent permission is required for all medication, both prescription and non-prescription).

Training: a child's parents or guardian (or an appointed designee) will need to provide training for special medical procedures that are part of a child's individual care plan. This training must be documented and signed by the provider and the child's parent or guardian (or designee).

Unused medication: All unused medication must be taken home by the parent or guardian.

For more information, please see our detailed Health Policy.



SAFETY PROCEDURES



EMERGENCY PREPAREDNESS AND EVACUATION PLAN WAC 110-300-0470, 0166

You will find our program's evacuation plan posted on our bulletin board. We will practice and document monthly fire drills, quarterly emergency/disaster drills, and an annual lock down drill. Please refer to our posted evacuation plan for a full list of details, floor plan, and gathering place outside of our home so you are aware of our emergency and disaster evacuation procedures.

We have practiced turning off water, power and gas. Shelving, furniture and heavy objects on high shelves have been secured to protect against falling. We continually check our home for potential hazards on a regular basis.

Should our home become inhabitable in a disaster, the children and staff will be located at Coffee Mind, 1907 10th Ave W, Seattle, WA 98119.

Our emergency preparedness includes developmentally appropriate training for the children on how to respond in an emergency such as calling 911 and when it is appropriate to evacuate **WAC 110-300-0470(1)(c)**.



EARTHQUAKE PLAN WAC 110-300-0470

When Indoors:

- Move away from windows, tall furniture, and heavy appliances.
- Everyone in the program will be instructed to:
 - DROP to the floor;
 - COVER head and neck with arms and take cover under heavy furniture or against internal wall;
 - HOLD ON to furniture if under it until shaking stops.
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone until it is safe and the earthquake is over.

When Outside:

- Move to clear area, as far as possible from glass, brick, and power lines.
- DROP & COVER.
- Adults will talk to children in a calm reassuring tone until it is safe and the earthquake is over.
- A head count of the children will be taken to ensure all children are present.

After earthquake:

- Account for all children, staff, and visitors.
- Check for injuries and administer first aid as necessary. Call 911 for a life-threatening emergency.
- Determine if evacuation is necessary and if outside areas are safe. If so, we will evacuate the building calmly and quickly head to our designated meeting spot located at:

Coffee Mind, 1907 10th Ave W, Seattle, WA 98119.

If gas is smelled; the main gas valve will be immediately turned off.

- We will monitor our cellphones for information and emergency instructions.
- Our designated out-of-area contact will be notified of our status when possible and if needed.
- We will remain outside of the building until it has been inspected for re-entry and determined safe.

For more information, please see our detailed Emergency Preparedness Plan.



EVACUATION PLAN WAC 110-300-0470

When On-site:

- All children will be gathered and escorted to the designated meeting spot located at: Soundview Terrace, 2500 11th Ave W, Seattle, WA, 98119.
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone.
- If safe to do so, the whole home will be checked to ensure that all children have left the building safely.

When Off-site:

- All children will be gathered and escorted to the designated meeting spot with the grab and go bag and our daily attendance log.
- A head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone.
- All areas will be searched (including bathrooms, playground structures, etc.), to ensure that all children are safe and accounted for.
- Once out of danger, families will be contacted. If we are unable to make contact by phone, we will then call the identified out-of-area emergency contact or 911 to let them know of our location.

For more information, please see our detailed Emergency Preparedness Plan.

FIRE EVACUATION PLAN WAC 110-300-0470

- We will activate our fire alarm or alert staff that there is a fire (yell, whistle, etc.).
- We will evacuate the building quickly and calmly:
 - If anyone's clothes catch on fire they will be instructed to STOP, DROP, & ROLL until the fire is out.
- We will take our grab and go bag including attendance sheets and emergency forms as we are exiting the building.
- A designated staff member will check areas where children may be located before they leave the building.
- Once everyone has evacuated the building safely, a head count of the children will be taken to ensure all children are present and adults will talk to children in a calm reassuring tone.
- We will call 911 from outside of the building and will not re-enter the building until it has been cleared by the fire department.



LOCKDOWN PLAN WAC 110-300-0470

- We will lock outside doors and windows, close and secure interior doors, all windows will be covered or made to not be able to be seen through, and all lights will be turned off.
- We will keep everyone away from doors and windows. Stay out of sight, preferably sitting on the floor.
- When possible, we will bring attendance sheets, first aid kits, pacifiers, books and other comforting items to our safe lockdown area.
- To maintain a calm atmosphere in the room we will read or talk quietly to the children.
- If a phone is available, we will call 911 to ensure emergency personnel have been notified.
- We will remain under lockdown until the situation is resolved or we are notified that it is safe to resume the daily routine.
- We will notify parents and guardians about any lockdown, whether practice or real. If real, we will notify parents and guardians when it is safe to do so.

In case of a disaster of any kind, we have prepared our home for evacuating the children and have a three-day/72-hour supply of food and water for each child and staff. Please bring a three-day supply of any required medications for your child/children. After a disaster, we will keep the children at our facility until the parents are able to safely arrive to pick up their children and we will not leave any child unsupervised.

For more information, please see our detailed Emergency Preparedness Plan.





WEST QUEEN ANNE

EVACUATION ROUTES/EXITS:

- Children are cared for on the main level of the house only and are not permitted on the second level or in the basement.
- Exits (all doors are checked regularly to ensure opening):
Living Room/Dining Room: Front and back door.

TRANSPORTATION TO EVACUATION LOCATIONS:

Children will walk or will be carried to the neighborhood evacuation site and weather permitting to the playground.

EMERGENCY KITS/INFORMATION:

Emergency kits will be taken with all the children’s information.

NOTIFICATION:

- Once all children are safely evacuated:
- 911 will be called.
- Parents will be notified of the evacuation.

EVACUATION SITES:

Neighborhood (e.g. for fire)

Coffee Mind
1907 10th Avenue West
Seattle, Washington 98119
Contact: Brock: 206. 412.1883

Out-of-town (e.g. hurricane, widespread flooding)

Contact Person: Stephanie Mason
425.985.7730

Out-of-neighborhood (e.g. explosion, flooding):

PLAYGROUND
Rachel’s Playground at Soundview
Terrace
2500 11th Ave W, Seattle, WA 98119

Out-of-state contact person:

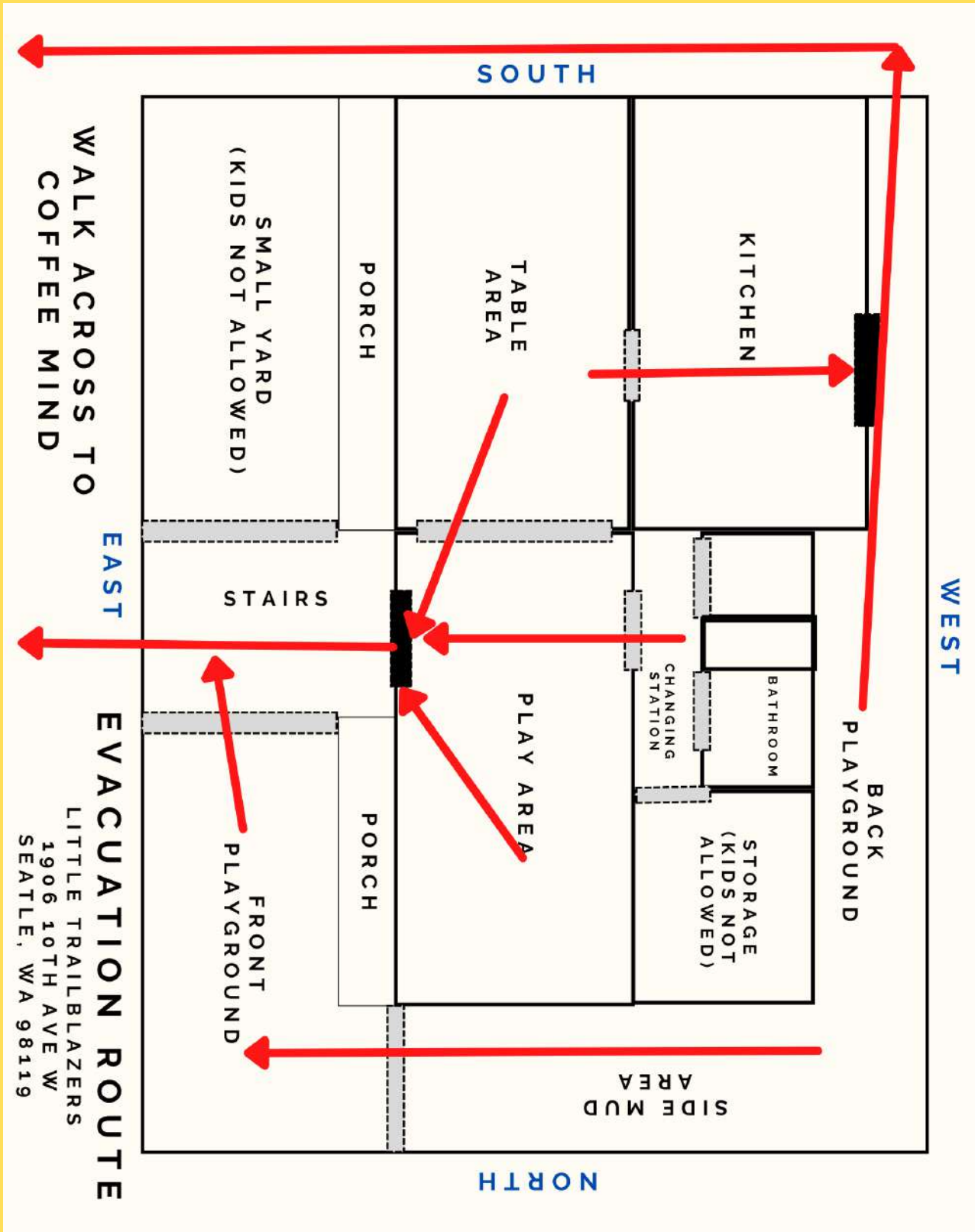
Roxanne Cu LaPoint 415.889.9229.

Emergency kits will be taken with all the children’s information.





WEST QUEEN ANNE EVACUATION ROUTE





WEST SEATTLE

EVACUATION ROUTES/EXITS:

Exit doors have signs and lights that are visible (all doors are checked regularly to ensure opening)

TRANSPORTATION TO EVACUATION LOCATIONS:

Children will walk or will be carried to the neighborhood evacuation site and, weather permitting, to the playground.

EMERGENCY KITS/INFORMATION:

Emergency kits will be taken with all the children's information.

NOTIFICATION:

- Once all children are safely evacuated:
- 911 will be called.
- Parents will be notified of the evacuation.

EVACUATION SITES:

Roxhill Park (if weather permits)

Address: 2850 SW Roxbury St., Seattle, WA 98126

Distance: .1 mile = 2 min walk

SW Branch: Seattle Public Library (backup, if we need an indoor location)

Address: 9010 35th Ave SW, Seattle, WA 98126

Distance: .6 miles = 13 min walk

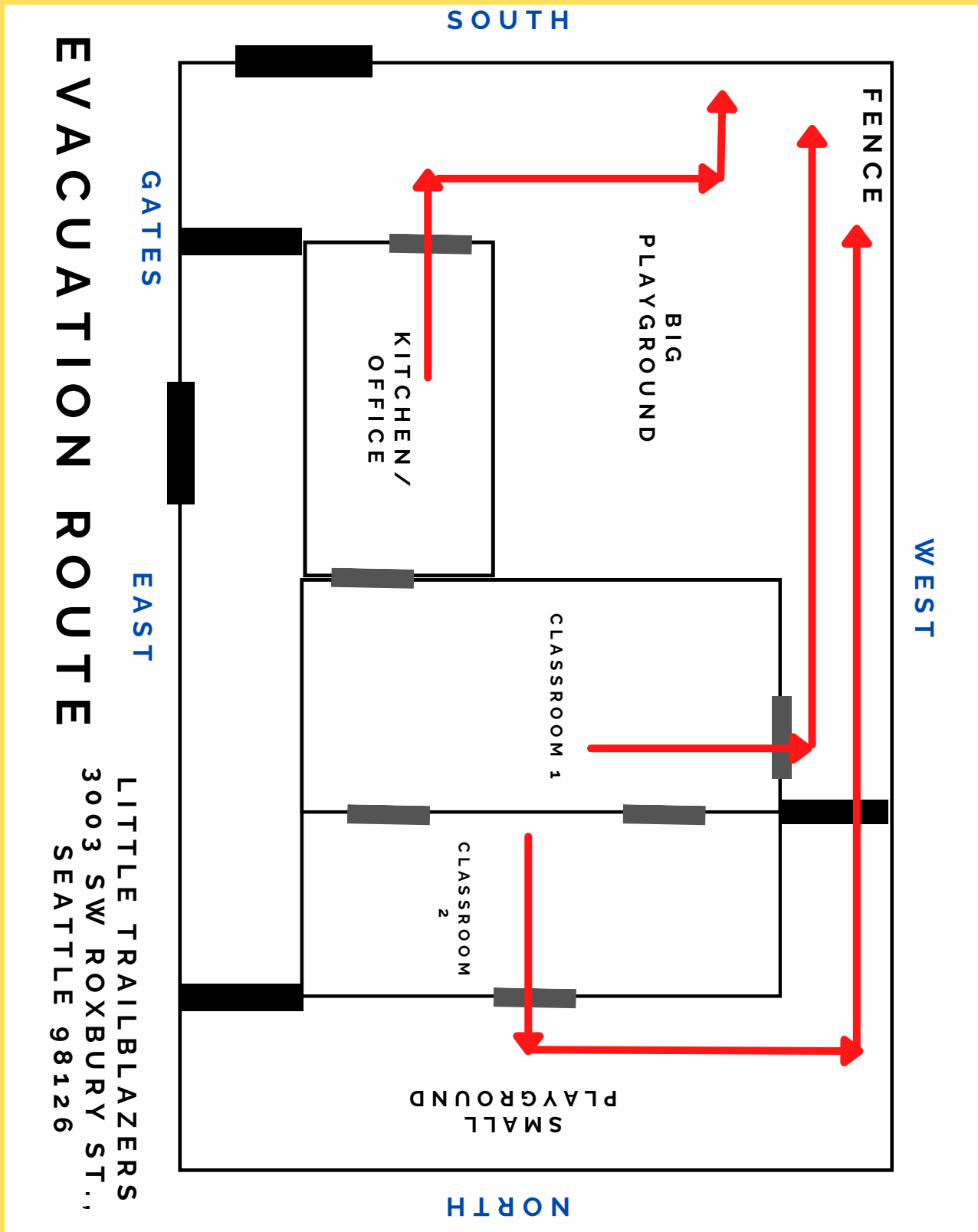
Out-of-town (e.g. hurricane, widespread flooding)

Contact Person: Nikki Co Nelson 4259857758

Stephanie Co Mason 4259857730



WEST SEATTLE EVACUATION ROUTE





NONDISCRIMINATION WAC 110-300-0030

Early learning programs are defined by state and federal law as places of public accommodation. We do not discriminate in employment practices or client services based on race, creed, ethnicity, national origin, marital status, gender, sexual orientation, class, age, religion, or ability, and we comply with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and the ADA. Our expectation is that all employees will not discriminate based on race, creed, ethnicity, national origin, marital status, gender, sexual orientation, class, age, religion, or ability and will work with all families being culturally responsive to every child and family. We welcome and embrace cultural diversity and nationalities.

We will celebrate the following events and more by doing art, music, and hands-on exploration. Throughout the year, we will have family participation:

Seasons
Valentine's Day
Earth Day
Mother's Day
Father's Day
Halloween
Thanksgiving
Winter Festivities

We are closed on regular holidays.

If a parent or child does not wish to participate in a religious activity, the following alternatives will be provided:

We will provide them with special activities.

Staff will educate and expose children with different beliefs and practices.



RELIGIOUS, EQUITY AND CULTURAL RESPONSIVENESS WAC 110-300-0030, 0150, 0160, 0325

All staff must supply children in care with early learning materials that are age and developmentally appropriate. For each age group of children in care, the provider must supply a variety of materials that satisfy individual, developmental, and cultural needs. The learning materials must be kept clean, washable or disposable, and must accommodate the range of abilities of children in care. Toys and equipment must be kept available to children in care and within their reach. You must accommodate special needs of all children in care.

All staff must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by curriculum, activities, and materials that represent all children, families, and staff. Staff must use equipment and materials that include, but are not limited to, diverse dolls, books, pictures, games, or materials that do not reinforce stereotypes. Diverse music from many cultures in children's other languages and introducing them to music from around the world. Staff should provide a balance of different ethnic and cultural groups, ages, abilities, family styles, and genders to the curriculum.

All staff must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to, redirecting an inappropriate conversation or behavior, being aware of situations that may involve bias and responding appropriately, and refusing to ignore bias.

The Little Trailblazers program is committed to providing the best care for all children. We will work with parents hand in hand to be able to meet every child's needs.





STAFF RESPONSIBILITY WHEN MANAGEMENT IS NOT PRESENT

There are times when the director will need to be absent for things like doctor appointments and vacations and will expect the same level of care when this happens. When the Director is absent from the facility and the program remains open for the care of children, we will remain in ratio and capacity. There will not be changes to the daily schedule, supervision, child guidance, or the food menu. The person in charge will be a fully qualified assistant director or lead teacher and all documents for that staff member will be in an accessible file on site. The assistant director or lead teacher will know the foundational quality standards/ licensing regulations (WAC 110-300). If a facility licensing compliance agreement (FLCA) is developed as a result of early learning program staff failing to comply with licensing regulations during my absence all staff will be retrained on the foundational quality standards documented on the FLCA.

If the director will be absent for more than ten consecutive operating days, a notification will be submitted to the department and each child's parent or guardian at least two business days prior to the planned absence. We will also work with staff members to give them information about this absence such as the time period for the absence, emergency contact information for the Director, a written plan for staff to follow, the staffing plan, contact information for the assistant director or lead teacher who will be in charge and who will be present, the staff roles and responsibilities, how each child's needs will be met and the responsibility for meeting licensing requirements.

Prior to any assistant director or lead teacher being in charge of the program for fifty percent or more of the time, the assistant director or lead teacher will meet the qualifications of a director and complete or be registered in orientation training required in WAC 110-300-0105 and have their professional development progress documented annually.



A PLAN THAT INCLUDES HOW BOTH ADMINISTRATIVE AND CHILD CARE DUTIES ARE MET WHEN A JOB REQUIRES SUCH DUAL RESPONSIBILITIES.

The director will be responsible for developing the curriculum philosophy, communicate the philosophy to all early learning program staff and parents, and train staff to ensure the philosophy serves all children in the early learning program. Your director has the knowledge and experience in the early childhood education and will train all staff of the community resources available to families, including resources for children with special needs and the ability to share these resources with families. The director will oversee the curriculum, program schedule and all other aspects of running the childcare. The director will be responsible for the hiring and firing of the staff and will maintain all children and staff records. Staff will support the director by communicating daily the needs of the program, using log books and verbal check in. The director's day will be spent doing administrative tasks and in the classroom. When the director is away from the facility, the staff that is left in charge will need to cover some administrative tasks and time in the classroom. The director will clearly state the administrative needs when absent.





Employee Agreement

This Employee Agreement (the "Agreement"), effective the __ day of __, 20__, is between Little Trailblazers ("School"), located at 3003 SW Roxbury St. Seattle WA 98126, and _____ (Employee).

This Employment Agreement is not a contract of employment for any specific term. Employment may be terminated at will, with or without a cause.

Your employment will be contingent on a criminal background check, and TB test.

INITIAL HERE: _____

Following our licensing agreement, you will need to complete your requirements by the due date. Failure to do so will result in termination.

INITIAL HERE: _____

Have an ECE initial certificate or equivalent by August 1, 2026, or within five years of being hired or promoted into this position, whichever occurs later

INITIAL HERE: _____

Employment Term – At Will Employee. The first three months of employment are a trial period during which time the school may terminate this contract without compensation and in which the employee does not qualify for holiday or time off pay. Either party shall give proper notice of termination of this employment agreement to the other.

Employee waives any rights he or she may or may not have under state law (such as the Model Employment Termination Act or like legislation) requiring that any termination of employment be "for good cause". This is an "at will" employment arrangement and, as such, no cause is required by either party for termination hereof.

Notice of termination or an intention not to continue working shall be given in writing and delivered by any method

INITIAL HERE: _____



Pay - Employee salary will start at \$_____ per hour. We will re-evaluate pay depending on performance after the three-month probationary period. Salary is paid twice a month on the fifth (5) and twenty (20) of each month.

INITIAL HERE: _____

Benefits – These will start after the 3-month probationary period.

- o For every 8 hours worked, you will accrue 0.32 hours of paid time off.
- o 9 Paid Holidays
 - New Year's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Eve, Thanksgiving Day, Christmas Eve, and Christmas Day.
- o Paid one week of Summer Break in July for **West Queen Anne Employees**.
- o Paid one week of Winter Break in December for **both locations**.

* Your average number of hours worked per day for the last 3 pay periods will be calculated to determine the number of hours you will get for holiday pay.

Sign-on Bonus - Up to \$600

Hours Worked	Bonus Pay
160 Hours	\$100
480 Hours	\$250
960 Hours	\$250

INITIAL HERE: _____

Schedule - Employee will be working as a Full Time teacher. When called by the Director(s) regarding availability, the employee and director will work together to make a planned schedule. The schedule may vary depending on what is needed. (Including an unpaid 30-minute meal break for every 5 hours worked and a paid 10-minute break for every 4 hours worked)

INITIAL HERE: _____





Termination for Cause – Employer may terminate this employment at any time “for cause”, the grounds for which are defined below. In the case of termination for cause, Employer shall have no obligation to Employee for salary, bonus, or other compensation or any other form of benefit except for (a) compensation earned before the effective date of termination, (b) vested benefits Employee has accrued under any retirement or deferred compensation plan sponsored by Employer, or (c) other benefits mandated under state or federal law for departed employees (such as COBRA health benefits). The employer must give actual notice to the Employee of termination for cause but may deliver said notice in any manner, either orally or in writing. The employer may make termination for cause effective immediately. This is an “at will” employment agreement wherein no cause is required for termination. This paragraph concerning “for cause” termination, if triggered through the commission of the below acts by the Employee, merely allows the Employer to terminate without complying with the notice provisions contained in the preceding paragraph.

Grounds for “Cause” Termination. Commission of any of the following acts by Employee constitute grounds for the Employer to terminate Employee “for cause” under this paragraph:

- a. Employee is charged with a felony crime;
- b. Employee commits a crime of moral turpitude such as an act of fraud or other crime involving dishonesty;
- c. Employee uses illegal drugs;
- d. Employee fails to perform his or her duties in a competent manner;
- e. Employee violates his or her duties of confidentiality and/or non-competition under this agreement;
- f. Employee fails to comply with directives from superiors, the company board of directors or managing officers, or written company policies;
- g. Employee commits any act or acts that harm the Company’s reputation, standing, or credibility within the community(ies) it operates or with its customers or suppliers;
- h. Employee fails to perform the duties assigned to him or her for any reason.

INITIAL HERE: _____



Required Confidentiality – For so long as Employee shall remain employed by Employer and for a period of one year after termination of employment with Employer for any reason, Employee shall not disclose or communicate any “Confidential Information” of Employer to any person or entity other than Employer nor use said “Confidential Information” for any purpose or reason other than the benefit of Employer. For purposes of the preceding sentence, “Confidential Information” means (but is not limited to) any information regarding employer’s business methods, business policies, procedures, techniques, research or developmental projects or results, sales information of any kind, financial information of any kind, trade secrets or other knowledge possessed by Employer which is not generally known by individuals outside of the Employer (including Employer’s employees, consultants, and advisors). Also, “Confidential Information” shall additionally include, but not be limited to the following information of Employer:

- a. Customer lists or other customer information;
- b. Sales strategy, tactics, or methods;
- c. Information pertaining to products or services under development;
- d. Internal company reports of any kind

INITIAL HERE: _____

Building and Room Regulations – Employees should see that the facility is organized, papers picked up, garbage out, lights out, and windows locked before leaving school. Thermostats should be set according to DCYF settings. Remind students they are to take care of classroom furniture and equipment. Anyone defacing school property should be reported to the office and will be responsible for financial restitution.

Employees should be in the facility whenever students are present. You are liable if there are accidents or injuries to students left unattended while you are responsible for their supervision. If there is an emergency, please notify German, Nikki, or Stephanie.

INITIAL HERE: _____



Expectations for Attendance and Conduct –

Employees need to be ready to provide quality services at the beginning of their shift.

The language used will be respectful and appropriate to children and families. Gossip, bullying or other negative behaviors are prohibited and may be grounds for termination.

If staff emotionally abuses a child, including victimizing, bullying, rejecting, labeling, terrorizing, extensive ignoring, or have angry or hostile interactions, threats of physical harm or inappropriate discipline such as, but not limited to, spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment, it will result to immediate termination.

Gossip is not tolerated and can lead to a disciplinary action. If you have a problem with a coworker, director, or management, please have an honest conversation directly with them. If you have a problem with a parent, please consult with your director on how to proceed.

Negative energy is also not tolerated and can lead to a disciplinary action. Children are very observant and can pick up on negative vibes. We do not want the children to get this energy, as it will be more chaotic, and it is also not beneficial for them.

Always think about the children’s wellbeing and the school’s reputation before doing anything malicious. Libel will not be tolerated and can lead directly to termination.

All staff will need to submit a written request for vacation days, using the Time Off form, if provided, or via email 2 weeks before the requested days off.

If you are ill, you are responsible in letting the director know that you are not coming in before your scheduled shift so that the director can find a way to get staff coverage to make sure that we have the appropriate ratio.

INITIAL HERE: _____



Cell phones and photos – Employees are permitted to carry their personal cell phone with them while supervising children. Use of cell phones outside of designated break times must be limited to relevant purposes such as texting other staff in different parts of the building, replying to parent emails, checking the weather, etc and must NEVER impede proper supervision. Employees are permitted to use personal cell phones to take pictures of the children to share with families via Microsoft teams as well as to make displays or to use in the classroom. The director will communicate to all staff any children who are not allowed to be photographed for classroom purposes and how to proceed in following this. Photos of the children should not be shared digitally with anyone outside of the Little Trailblazer community.

If an employee is unable for any reason to use their personal cell phone for photo sharing on Microsoft teams, the employee and director will collaborate on a mutually agreed upon alternative.

INITIAL HERE: _____

Social Networking Sites – Employees are not allowed to share photos of the children on their own personal social media. Additionally, all photos shared via the school’s social media are shared with written and verbal consent of both the school and of the parents. However, employees may share posts from the school’s social media post to their own social media. Photos taken on the school property must share the school in a positive manner as well as maintain confidentiality of all student information, including student images and names. Employees must be aware of their role in representing the business in their conduct online as well as in public spaces. Employees should not use class time to engage in communications of a personal nature with others.

INITIAL HERE: _____



Dress Code – You are expected to dress appropriately in a casual nature. Our work environment necessitates employees to dress comfortably for work and be able to get down on the floor with the children. It is highly recommended to bring a back-up pair of clothing.

Our goal is to provide a workplace environment that is comfortable and inclusive for all employees. We expect that your business attire, although casual, will exhibit common sense and professionalism. Employees are expected to demonstrate good judgment and professional taste. Courtesy towards coworkers and your professional image to coworkers are the factors you need to use to assess whether you are dressing in business attire that is appropriate. Please do not wear anything that other employees might find offensive or that might make coworkers uncomfortable. This includes clothing with profane language statements or clothing that promotes causes that include but are not limited to, politics, religion, sexuality, race, age, gender, and ethnicity.

We are required to take the children outside twice a day; therefore, we want you to have appropriate clothing that will not hinder you from going outside in all types of weather.

INITIAL HERE: _____

Supervision – Supervision of students is your job any time you are on the premises. When correction is needed, do not hesitate. Be polite and treat the student as you wish to be treated. If they fail to respond, act with authority and use the firmness it takes to do the job. Teachers should be aware of the volume, tone, and attitude of their voice.

Teachers and students are not equal. You command respect of students by being a competent, friendly, fair, consistent, and firm professional. Enjoy your students, but keep it on a professional basis. Teachers are to maintain control both in and out of the classroom. Always remember you are liable for the students, whether they be in the classrooms, the backyard, at the park, in the restroom, or anywhere they are during class hours.

Visibility is the key to supervision.

INITIAL HERE: _____

