

Atlantic Union Conference

Early Childhood
Education and Care

Start-up Kit



Updated, April 2015



Atlantic Union Conference Early Childhood Education and Care Start-up Kit Components

General Information

Introduction Letter (Sample)
Facts you should know
Conference ECEC Associates/Ministerial Directors Start-up responsibilities
Union ECEC Associates Start-up responsibilities
UPK (Universal Pre –Kindergarten) Information

Phase One: Intent to Operate

Child Care Options
Timeline
Feasibility Study
Preliminary Start-up Budget
Intent to Operate Form (Initial Application submitted to local Conference)
Phase 1 Checklist

SUBMISSION OF INTENT TO OPERATE TO LOCAL CONFERENCE

Phase Two: Initial Steps for Local Licensing

Overview of NAD ECEC Working Policy
Mission, Philosophy & Goals Definitions
Mission, Philosophy & Goals Worksheet
Governmental Agencies List
Licensing Checklist Preview
Board Guidelines & Information Form
Board Agenda (sample)
Board Minutes (sample)
Conflict of Interest Form (sample)
Business Plan Outline
Budget Outline
Phase 2 Checklist

Phase Three: Final Steps for Local Licensing

Adventist Risk Management Policies
Plant and Facilities Self-Evaluation
Constitution and Bylaws Outline
Constitution and Bylaws (Sample)
Statement of Confidentiality – Board members, Employees
Staff Handbook Outline
Parent Handbook Outline
Curriculum Plan/Resources
List of Equipment – Preschool and Pre-Kindergarten, Infant, Toddler
Supporting Documents Required
Phase 3 Checklist

SUBMISSION OF APPLICATION TO LOCAL GOVERNMENT

Phase Four: Post Government Licensure (ongoing)

Please see the table of contents in this section for a listing of the material.

**Atlantic Union Conference
Early Childhood Education and Care
Start-up Kit**

General Information



SEVENTH-DAY
ADVENTIST
CHURCH

Atlantic Union Conference

Headquarters for the
Northeast States & Bermuda

Post Office Box 1189
400 Main Street
South Lancaster, MA
01561-1189 USA
Telephone: 978-368-8333
Fax: 978-368-7948
<http://www.atlantic-union.org>

Date _____

Dear _____,

Welcome to the world of **Early Childhood Education and Care (ECEC)**! You are to be commended for giving thought and consideration to starting an early childhood ministry. A quality childcare program, starting children on their spiritual “*Journey to Excellence*” is imperative. Although a noble feat, the process at times can seem daunting.

Begin this journey by reading the enclosed information. Preparing for this ministry will take time, effort and commitment. The enclosed packet serves as a tool for exploring the possibility of providing an ECEC program under the umbrella of the North American Division of Seventh-day Adventists.

Prayerfully consider your mission, goals and objectives to the children and families of your church, school and community.

In His service,

Marlene Alvarez
Assistant Director, Early Childhood Education

So You Want to Start an Early Childhood Education Program Facts You Should Know...



1. *Why should we consider starting an Early Childhood Education Program?*

The sole purpose of Seventh-day Adventist Early Childhood Education Programs is to **MINISTER** to young children and their families. The mission of Adventist Early Childhood Education and Care is to provide young children with Christ-centered, developmentally appropriate experiences in safe, nurturing environments that are aligned with the beliefs and values of the church. If your priority is to make money, then you should **RECONSIDER**. The ministry of operating a quality Early Childhood Education Program is labor intensive and may or may not yield financial benefits. However, the long-lasting rewards that our programs have on the lives of young children and their families are priceless. The business of Early Childhood Education Programs is ministry!

2. *Can churches or schools operate an early childhood program on church or school premises?*

Absolutely! However, most states or jurisdictions have very specific requirements for early childhood programs, including facilities and grounds. It would be important for the church or school board to determine what the requirements are and to be prepared to meet the requirements for licensure.

3. *What ages of children can be accommodated in early childhood programs?*

Early Childhood Education programs can take many different forms, and can accommodate children from birth to school age (typical age range is birth -5 and 5-8 for before and after-care programs). Licensing requirements, including staffing and facilities, differ depending on the age and number of children in the program, and it is important for anyone considering starting a new program to clearly define the parameters of their program and meet all the requirements as stipulated.

4. *How is setting up an early childhood program different from starting a church school?*

Early Childhood Education programs in general are subject to more specific requirements and regulations and are carefully monitored by government agencies. Unlike many private schools, early childhood programs must be licensed in compliance with governmental regulations and union policy. Both programs require suitable facilities and the hiring of qualified personnel.

5. *If our church or school begins an early childhood program, who is considered the employer and owner of the program?*

Establishing a Seventh-day Adventist Early Childhood program is the responsibility of the local church or school constituency with approval from the Conference. As with our schools, early childhood employees are considered Conference employees and should be treated as such. The ECEC program should have its own board, its own policies and procedures, as well as oversight of its own budget. Additionally, the ECEC program should have the day-to-day legal and administrative responsibility to operate the early childhood program in cooperation with the conference and in alignment with the policies established by the Union and Division.

6. *How will I know if it is feasible to begin an Early Childhood Program?*

When determining whether starting an ECEC program is feasible or not, you should consider the following: Of what value is the ministry to the church, the school, and the local community? What is the number and size of other ECEC programs offering Christian education within ½ a mile of the proposed program? Are there free early childhood services in the area such as pre-k offered through the public school or Head Start, etc? Is there a need for quality Christian-based childcare in the area (i.e., is there a significant number of families in the community or in your church in need of childcare, what's the average income)? Could the ECEC program serve as a feeder to the K-12 school? Conducting an in depth feasibility study is advised.

7. *How do I know if our Early Childhood Program will be financially viable?*

Financial sustainability in ECEC depends on managing the following – enrollment, fees and collections. All three are critical, and all three must be working well in order to stay “in the black”. ECEC programs must stay fully enrolled, every day, all year. ECEC programs must set their fees and revenue sources so that they fully cover expenses and are used to continually enhance and grow the program. Additionally, all tuition and fees must be collected in full and on time. Slippage in any one of these areas can result in financial instability.

8. *How do I determine what salary and benefits to provide for ECEC employees?*

Wages, benefits, recruitment procedures, and staff retention should be addressed as a part of the strategic plan for ECEC program operation and should be reviewed at least annually by the governance. Wages and benefits should reflect an effort to compensate and retain quality ECEC personnel and policies should be commensurate with those governing Conference employees. Local community wages for similar positions as well as minimum wage laws can offer some guidance with respect to minimum requirements. The church/school in collaboration with the ECEC board should work with the Conference to ensure that these employment issues are clear, equitable, and foster the retention of quality personnel.

9. *Must all employees in an early childhood program owned and operated by a Seventh-day Adventist church or school be members of the Seventh-day Adventist Church?*

The goal is that all employees of SDA education programs, birth to 12, be Seventh-day Adventists.

10. *Should the church be involved in caring for preschool children? Didn't Mrs. White say that children should be home until they were at least eight years old?*

As a church, we recognize that the ideal is for young children to remain at home under the care of their parents for as long as possible. However, in a growing number of Adventist and non-Adventist families, cultural and societal realities and personal choices have brought increasing numbers of young children to childcare centers, and in alignment with the mission of the church as well as with Mrs. White's counsel, “In all that concerns the well-being of the child, it should be the effort of parents and teachers to co-operate” (Education, p. 283) as we collaboratively “train up a child in the way that he (she) should go” (Proverbs 22:6). Our Early Childhood Education and Care Programs minister to the needs of young children and their families within our church as well as the communities in which we serve.

For further information, please contact:

Your Union Early Childhood Education and Care (ECEC) Associate:

Atlantic Union: Marlene Alvarez, earlychildhood@atlanticunion.org

SDA Church in Canada: Betty Bayer, bayer.betty@adventist.ca

Columbia Union: Evelyn Sullivan, ESullivan@columbiaunion.net

Lake Union: Barbara Livesay, Barbara.Livesay@lucsda.org

Mid America Union: LouAnn Howard, lohoward@maucsda.org

North Pacific Union: Sue Patzer, sue.patzer@nw.npuc.org

Pacific Union: Julie Yamada, JulieY@puconline.org

Southern Union: Tamara Libonati, tlibonati@southernunion.com

Southwestern Union: Carolyn Early, cearly@swuc.org

North American Division, Early Childhood Education and Care Associate:

Davenia Lea, 301-680-6443, davenia.lea@nad.adventist.org



Atlantic Union Conference
Early Childhood Education and Care
Start-up Responsibilities
Conference ECEC Associates and/or Ministerial Directors

- Step 1:** Contact the ECEC Associate at the Union Conference Office of Education to review the procedure for beginning a new program and obtain copies of the Start-up Package for distribution to interested schools and/or churches.
- Step 2:** Send out Phase 1 of the Start-up Package to schools or churches who express an interest in starting an ECEC program. Inform the Union Conference Office of Education using the form provided.
- Step 3:** Review government regulations and NAD/Union requirements for ECEC programs with the interested school or church board.
- Step 4:** Request an official letter from the local school or church board who decides to apply to the local Conference Office of Education to operate an ECEC program.
- Step 6:** Request and receive the Intent to Operate form from the local school or church board. Ensure that the following supporting documents accompany the Intent to Operate form: ***Preliminary Start-up Budget, Local church or school board action (on official letterhead or in official minutes), Results from a Feasibility Study.***
- Step 7:** Take the church/school request to local Conference K-12 Board of Education and/or Conference Executive Committee for approval.
- Step 8:** Once the conference executive committee approves the request, forward the original application to the Union Conference Office of Education.
- Step 9:** Work with the Union Conference Office of Education to arrange a site visit by the Union ECEC Associate and a selected team.
- Step 10:** Continue to work with the school and/or church board and the center administrator through Phases 2, 3, and 4 of the start-up process.

Atlantic Union Conference
Early Childhood Education and Care
Start-up Responsibilities – Union ECEC Associates

- Step 1:** Identify the person responsible for ECEC at each conference. Ensure that they understand the procedure for beginning a new program and have copies of the Start-up Package for distribution.
- Step 2:** Direct schools or churches who express an interest in starting an ECEC program to the local Conference Office of Education.
- Step 3:** Follow up with the Conference Office of Education to ensure that the interested school or church has received Phase 1 of the Start-up Package (see form developed for this purpose.) Keep a running list of interests.
- Step 4:** Receive from the local Conference Office of Education all Intent to Operate forms which have been approved by local Conference K-12 Boards of Education and/or Conference Executive Committees.
- Step 5:** Arrange for a site visit by a selected team (e.g., Union ECEC Associate, Conference ECEC Associate, Adventist Risk Management Representative, Center Director)
- Step 6:** Maintain contact with Center Directors and Conference ECEC Associates and facilitate ongoing evaluations and reporting.

UPK

(Universal Pre-Kindergarten)

Policy Brief



Atlantic Union Conference
Marlene C. Alvarez, Assistant Director for ECEC
PO Box 1189
400 Main Street
South Lancaster, MA 01603
(978) 368-8333 X3022
earlychildhoodeducation@atlanticunion.org

Definition of Terms

ACS – The Administration for Children ‘s Services (ACS) is the New York City government agency that oversees government subsidized child care, Head Start, child protective, Head Start, child protective services, foster care and preventive services. ACS administers publically funded child care subsidies through contracts

CBO – A Community Based Organization (also, Provider), an organization that provides services in the community. For the purposes of UPK, a CBO provides early care and education service in collaboration with the public school.

Child Care Voucher – A method of paying for child care in which city agencies reimburse early childhood organizations or centers for their services to eligible low income children and families.

Faith-Based organizations (FBO) – An institution that has some degree of affiliation with a religious institution.

Monitoring – Site visits used to demonstrate ongoing adherence to state program standards

Pre-Kindergarten - A program that prepares young children to enter school ready to learn and succeed.

Provider – An organization, center or program that provides prekindergarten services.

Universal Prekindergarten (UPK) - A free early care and education program that serves four year old children.

Universal Pre-Kindergarten

Universal Pre-Kindergarten (UPK) is a unique program that provides four-year – old children access, at no charge, to comprehensive early childhood experiences.

Requirements differ from State to State. However, one thing remains the same. State administrative agencies have the authority to regulate and monitor faith-based early childhood programs that choose to participate in publicly-funded pre-k. The system requires an agreement of all providers – public, private, and faith-based abide by state licensure requirements, budgeting procedures. Private providers that participate in a state pre-k program and accept state funding agree to operate as an instrumentality of the state's early childhood system. Therefore, there are no barriers to states imposing, as a condition of providing state funding, requirements and standards, including those designed to ensure compliance with constitutional principles.

The use of UPK funds require that programs adhere to the State laws and State Education regulations. Religious teaching cannot take place during the operation of the UPK program. All religious icons must be removed or covered from places where children enter and receive UPK services. Discriminatory practices based on race, creed, color, gender, religion, national origin, language ethnicity, disability, marital status, sexual orientation or political beliefs or affiliations of the students or parent (s) are prohibited. If the center/program is located in a church, students must enter through an entrance where religious icons are not visible.

The Separation of Church and State

Under the Establishment Clause of the First Amendment to the U.S. Constitution as well as state Blaine Amendments or “no-aid” provisions, State funding to support pre-k programs in faith-based settings could raise issues. The U.S. Supreme Court has ruled that public funding of religious programs violates the Establishment Clause if it has “the effect of advancing religion.” Faith-based organizations are precluded from using any part of government funds to support any religious content or activities, including religious worship, instruction, and proselytizing. Centers/Programs may not require program participants to engage

in religious practice or activities. Religious activities must be kept separate in time and location. The Establishment Clause requires that “no funds traceable to the government” ever find their way into the religious institution’s accounts. If funds are accepted the following conditions apply:

1. All providers must utilize state-approved, secular curricula.
2. All providers refrain from teaching religious beliefs.
3. All providers avoid engaging in religious practices.
4. All providers have religiously neutral admission criteria.
5. Providers cannot because of their religious affiliation discriminate in the employment of any employee.

Pre-k programs using UPK funds should adhere to guidelines similar to those outlined in ***Connecticut’s School Readiness Program***.

1. The program must be open to all children, and cannot exclude a child based on the family’s religious creed or lack thereof.
2. The program cannot be used to proselytize or attempt to persuade or convert children or their families to religion or a particular religious persuasion.
3. The program may not contain religious observances, such as prayer, grace, confession, church attendance, religious instruction, etc.
4. The program must accommodate the practice of a child or staff member’s personal religious beliefs where the practice is required during program hours; e.g., Islamic designated time for prayers.
5. The program may not require children or their families to participate in faith-based or church sponsored activities or services which are not part of the school readiness program.
6. Programs may not discriminate in hiring based on religious affiliation or lack of religious affiliation.

Programs provided in the faith-based setting must be non- religious as a whole: “It is not enough to allow students or their families to ‘opt out’ of portions of the program which are religious in nature.”

Other Federal guidance for Faith Based Organizations has specified further limitations on the use of religious materials. Programs should eliminate all religious materials from the presentation of the federally funded program. This includes:

- Bibles (or other books of worship);
- Registration materials that included religious inquiries or references;
- Follow-up activities that include or lead to religious outreach; and
- Religious content in materials.

Monitoring

ECEC programs are visited during the school year to allow the state to review each site's implementation of the UPK curriculum and other program elements including comprehensive services, staff qualifications, safety plans, facility requirements, etc. Providers are also audited on an annual basis and safeguards are in place to ensure that government funds do not benefit the faith-based organization.

Atlantic Union Conference Safeguards and Precautions

The Seventh-day Adventist educational system integrates the 28 fundamental Beliefs into all academic instruction. Those beliefs are the foundation/building blocks of the educational system. The instructional program of the classroom places appropriate emphasis on all forms of true knowledge, purposefully integrating faith and learning. Faith cannot be separated from instruction.

"Our schools are the Lord's special instrumentality to fit the children and youth for missionary work. Parents should understand their responsibility and help their children to appreciate the great privileges and blessings that God has provided for them in educational advantages." (Child Guidance, p. 311) Our schools regardless of the level were put in place to reinforce what is learned in the home and in the church. The schools of the prophet were created and ordained by God for a special purpose, for we are a peculiar people who are in this world but not a part of this world. Our final destination and home is located far beyond the sky. We

need to change our perceptions of early childhood programs serving as cash cows and profit centers to places where a foundation is laid, a seed is planted and as a long-term investment in the future of our church. Can we afford to accept government funds and compromise our beliefs? No we cannot. “Let every church school established be conducted with such order that Christ can honor the school room with His presence. The master will accept no cheap, shoddy service.” Counsels to Parents, Teachers and Students, p. 51.

The Atlantic Union Conference Board of Education voted not to endorse Universal Pre-Kindergarten and not to endorse or rent Atlantic Union Conference churches, schools, and/or other facilities to Universal Pre-Kindergarten centers/programs.

**Atlantic Union Conference
Early Childhood Education and Care
Start-up Kit**

**Phase One:
Intent to Operate**

Atlantic Union Conference

Early Childhood Education and Care

Child Care Service Options

A feasibility study will help you decide the type of early childhood program that will best meet the needs of your community and the resources available. Consider the different types of programs described below:

Traditional Care Centers: Include stand-alone centers that are located in schools and churches. Children are often age-grouped, and group size may vary as long as the required adult/child ratios are maintained.

- Infant Only Center (6 weeks to 12 months)
- Infant/Toddler Center (6 weeks to 35 months)
- Infant/Toddler/Pre-School Center (6 weeks to 5 year olds)
- Infant/Toddler/Pre-School/Pre-Kindergarten/School-Age Care
- Toddler/Pre-School/Pre-Kindergarten Center
- Child Care Only
- Pre-School Only (3-5 year olds)
- Pre-Kindergarten Only (4-5 year olds)
- School-Age Child Care and/or Summer Care (Licensed)
- Summer Care Only

Non-Traditional Care: Often provided in family child care settings to provide options for parents who irregular hours or shifts.

- Evening/Night Care
- Overnight Care
- Weekend Care
- Shift Care
- Mildly Ill Care

Specific Need Care: Designed to fill a particular content need, these programs can be scheduled according to the needs of the community and the availability of knowledgeable providers.

- Art Classes
- Math Prep Class
- Intro to Music Class
- Intro to Science Class
- Cooking with Kids Class
- Healthy Body or Physical Education Class
- Intro to Sign Language Classes
- Literacy and Language Arts Class
- Tutorial program for after school children
- Literacy program for struggling students

Date and Time Specific Care: Can include partnerships among parents to create and maintain learning environments for children.

- Weekly, Monthly, Annually
- Mother's Center
- Parent Co-op
- Play Group
- Volunteer Child Care
- Children's Story Hour
- Bible School

Atlantic Union Conference Early Childhood Education and Care Suggested Timeline

The following timeline is offered to individuals who seek operational licensure for early childhood programs within the North American Division (NAD).

To provide a consistent organizational structure, the NAD has resolved that all proposed early childhood programs within its territory must file an application for operational licensure with their local conference office of education, regardless of any applicable state licensing exemptions.

1st - 2nd month:

1. Conduct a feasibility study or childcare needs assessment.⁺
2. Based on the results of the study or assessment, decide what service options to offer (see *serving community options*).
3. Choose a location.
4. Determine whether the ECEC program will be school- or church- sponsored.
5. Contact conference office of education to request the *Intent to Operate form* and schedule a meeting.
6. Return completed form, with the voted action from the school and/or church board, to local conference office of education. The voted action should include:
 - a. Intent to pursue operation of the ECEC program.
 - b. Intent to hire/contract an individual to complete the requirements for operational licensure.

3rd – 4th month:

1. Conference executive committee votes to approve or deny *Intent to Operate form*. The voted action should be on conference letterhead and include a response to:
 - a. Intent to pursue operation of the ECEC program.
 - b. Intent to hire/contract an individual to complete the requirements for operational licensure.
2. Upon approval, consult with conference human resources (HR) department in regards to hiring/contracting an individual to complete the requirements for operational licensure.
3. Develop and collect data for start-up and operating budget.
4. Obtain funding: (e.g. grants, foundations, contributions, donations). A minimum fund allocation for three months is recommended.

⁺ Created form needs to be submitted with *Intent to Operate*.

5th – 7th month:

1. Complete the required licensing application packet.
2. Contact Adventist Risk Management (ARM) for site visit and insurance quote.
3. Apply for approvals from health, building safety, fire safety departments and other governmental agencies.

8th -10th month:

1. Produce supportive documents for licensure process.
2. Submit supportive documents and licensure application packet to the conference office of education for approval.[#]
3. Upon approval, order and purchase materials and equipment.
4. Open utility accounts, if applicable

11th - 12th month:

1. Submit the application packet and supporting documents for licensure.
2. Arrange for final inspection by licensing agencies.
3. Interview prospective staff members.
4. Upon receiving a license, set date to open.
5. Establish starting date for staff.
 - a. Hire staff.
 - b. Obtain employment documents from conference HR department.
6. Establish start date for clientele.
7. Advertise, recruit and enroll children.

Atlantic Union Conference
**Early Childhood Education and Care
Demographic Feasibility Study**

General Population

- ☐ Collect population statistics in desired location.*
- ☐ Determine the type of community to be served (i.e., urban, rural, suburban, etc).
- ☐ Identify the cultural makeup of the community (i.e., dominant religion, ethnicity, age, socioeconomic status, etc).

Competitors Demographics

- ☐ Determine the number and proximity of existing centers and home-based programs.*
- ☐ Determine the approximate number of children in need of care or on waiting lists.*
- ☐ Determine the quality and professionalism of existing programs.*
- ☐ Determine tuition, misc. fees and discounts offered by existing programs.*
- ☐ Determine the types of care provided by other programs, (e.g. *Full Time, Part Time, Drop In, Play Center, Parent Co-Op., Evening/Night Care, Weekend Care, Shift Care, other misc. non-traditional care facilities, etc.*)*
- ☐ Determine the type of existing centers, (e.g. *Infant only, Toddler, Pre-School, School-Age, mixture, etc.*)*
- ☐ Determine services provided by other programs, (e.g. *hot meals, transportation, baby-sitting, bilingual teachers, dry cleaning drop off/pick up, pizza delivery, etc.*)
- ☐ Determine the days and hours of operation of existing programs, including closings for vacation/holidays, and any special operation days, (e.g. *Mother's Day Out, Shop 'Til You Drop, Sunday Night Date, etc.*)

Community Demographics

- ☐ Determine if the proposed program is easily accessible (*traffic flow, easy to find, visibility, etc*)?
- ☐ Survey local businesses to establish community support, input, suggestions, and partnership opportunities. (e.g. *contacting nearby universities, hospitals, and businesses*).

Adventist Church Demographics

- ☐ Survey constituents to determine type of support for the proposed center.
- ☐ Identify the number of church/school families with young children needing services. (*see sample surveys*)

Results from the feasibility study must accompany the Intent to Operate form submitted to the local conference office of education for approval.

* This information may be obtained from a local or state Resource and Referral Agency or local licensing Agency.

Child Care Needs Assessment

We are exploring the child care needs of families in our community. We would appreciate your help in this process by completing the short survey below.

Please indicate the number of children in your home needing each kind of care listed below.

Preschoolers

Ages of child/children needing care:

_____ Infants/toddlers
 _____ Two-year-olds
 _____ Three-to five-year-olds

Days and hours for which care is needed: *(please circle)*

Mon.	Tue.	Wed.	Thurs.	Fri.
a.m./p.m.	a.m./p.m.	a.m./p.m.	a.m./p.m.	a.m./p.m.

Specific hours/shifts for which care is needed _____

_____ Full time care needed
 _____ Part time care needed
 _____ Preschool Only (3-4 hour program for children aged three through five)
 _____ Prefer morning sessions _____ Prefer afternoon sessions
 _____ Shift care needed
 _____ Drop-in care ("as needed" child care)

School-aged children

_____ Before school (6:00 a.m. until the start of school day)
 _____ After school (from the end of school day until 6:00 p.m.)
 _____ Non-school days (vacations, breaks, etc.)
 _____ Summer program

School your child/children attends: _____

Specific days/weeks needing care: _____

Specific hours/shifts care is needed: _____

What are you looking for in a child care provider? _____

Please return by date: _____

To: _____

Our sincere thanks for your cooperation!

Before and After-School Care Survey

The purpose of this survey is to determine the need for, and interest in, an after-school care program for elementary-age children in our community.

Please check the appropriate items:

1. ☐ I am interested in after-school care for my children who are in grades:
☐ K ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th
2. ☐ I would be interested in service at these times:
☐ Before school, from 6:45 a.m.
☐ During a.m. kindergarten, 9:00 a.m. to 12:00 p.m.
☐ During p.m. kindergarten, 12:00 p.m. to 3:35 p.m.
☐ After school, 2:30 p.m. to 6:00 p.m.
☐ Early dismissal or vacation/holidays
☐ During the summer (full days) / Time(s): _____
3. Name(s) of your child/children's elementary school(s).

4. I would be able to pay the following amount for school-age child care:

☐ \$20-\$30 per week	☐ \$51-60 per week
☐ \$31-\$40 per week	☐ \$61-\$70 per week (for half days)
☐ \$41-\$50 per week	
5. I would be interested in participating in:

☐ fundraising	☐ program planning
☐ serving on Advisory Board	☐ serving as a volunteer
6. ☐ I am not interested in after-school care this year but would be interested next year.
7. ☐ I am not interested in after-school care for my child/children.

Name and Address _____ (optional)

Email and Phone _____ (optional)

Our sincere thanks for your cooperation!

Atlantic Union Conference

Early Childhood Education and Care

Preliminary Budget

To plan a realistic and sound budget, estimate the amount of money needed to open (Start-up Budget) and the amount it will take to maintain a successful operation (Monthly Budget). It is also important to identify sources of income.

Complete the charts below using the worksheet on the next page to estimate the monthly expenses and income. This visual tool will assist in planning a viable operation. The minimum goal is a balanced budget, but many conferences and governmental agencies require up to six months of operating expense reserves.

A) START-UP INCOME

Current Assets	Start-Up	Monthly
Cash on Hand		
Cash in Financial Institutions		
CDs & Other Like Accounts		
Short-Term Receivables & Notes		
Stocks & Bonds		
Other Current Assets		
Church/School allocation		
Donations		
Fund raisers		
Grants		
Other(s)		
Tuition		
TOTAL INCOME (A)		

B) START-UP EXPENSES

Expenses	Start-Up	Monthly
Licenses, Permits, Certificates (<i>zoning permit, program license, fire and health inspections, etc.</i>)		
Facility/Grounds: (<i>purchase/rent, renovations as per governmental code, playground preps, etc.</i>)		
Personnel: (<i>including director, administrative assistant, custodian, etc.</i>)		
Utilities: (<i>phone, cable, electricity, water, gas, garbage, etc.</i>)		
Insurance Premiums: (<i>property, accident, medical, workers' comp, etc.</i>)		
Consumable Supplies: (<i>projector bulbs, office supplies, cleaning supplies, paper towels, first aid kits, etc.</i>)		
Equipment: (<i>furniture, indoor/outdoor play equipment, computers, food program set-up, etc.</i>)		
Education Supplies: (<i>teaching/learning manipulatives, etc.</i>)		
Miscellaneous: (<i>advertising, feasibility study, open house expenses, information packets, sign, website, logo, legal and professional fees, etc.</i>)		
TOTAL EXPENSES (B)		

C) COMPARE A to B

Comparison of Income and Expenses	Start-Up	Monthly
A) Income		
B) Less Expenses		
Difference		

Note: Some line items will rollover from the start-up budget and become monthly expenses as well (e.g. consumable supplies, personnel, insurance premiums, educational supplies, miscellaneous, etc.).

The following is a simple worksheet listing suggested items to consider for a Preliminary Budget.

1) Licenses, permits, certificates, etc.

Zoning permit	_____
Program License	_____
Fire and health inspections	_____
Occupational license/certification	_____
Certificate of occupancy	_____

2) Facility/Grounds and Building Safety (as per governmental requirements)

Paving	_____
Landscaping	_____
Playground preps (fencing, mulch, etc.)	_____
Maintenance equipment (lawn mower, edger, blower, etc.)	_____
Boiler	_____
Sprinkler System	_____
Window guard	_____
Radiator covers	_____
Water tank	_____

3) Personnel

Director Salary	_____
Administrative Assistant Salary	_____
Custodian Salary	_____
Advertising staff positions	_____

4) Utilities

Deposits & Start-up fees (phone service, electricity, water, etc.)	_____
Installation fees (phone lines, internet, cable, etc.)	_____

5) Insurance Premiums (accident, liability, workers' comp, etc.)

6) Consumable Supplies

Office (stamps, copy machine paper, etc.)	_____
Food service (paper plates, napkins, etc.)	_____
Sanitation (toilet paper, cleaning supplies, etc.)	_____
Safety (first aid kits, etc.)	_____

7) Equipment/Indoor/Outdoor

Office furniture (desks, chairs, etc.)	_____
Office phones, intercoms, office computer(s), copier, etc.)	_____
Classrooms (tables, easels, shelves, toy boxes, CD player, etc.)	_____
Kitchen (refrigerator, microwave, dishes, etc.)	_____
Multiple area usage (fire extinguishers, bulletin boards, etc.)	_____
Playground equipment (permanent apparatus, sandbox, etc.	_____
Furnishings (water fountain, benches, picnic table(s), etc.	_____
Outdoor toys	_____

8) Education Supplies:

Teaching/learning manipulatives	_____
Library (books, story CDs, etc.)	_____

9) Miscellaneous

Program advertisements (phone book, newspaper ad, etc.)	_____
Legal and professional fees	_____
Other	_____

Submit the completed form and supporting documents to the local Conference Office of Education for approval.

Atlantic Union Conference
Early Childhood Education and Care
Intent to Operate

Check the appropriate box: ☐ Church operated ☐ School operated

Please Print

Name of Church /School: _____

Address: _____

Phone No: _____ Fax No. _____

Contact Person: _____

E-mail address: _____

I. TYPE OF PROGRAM APPLYING FOR: (please check one or more of the following boxes)

Type of program (as per government regulations) & Projected Enrollment	
☐ Infant _____ 6 weeks – 12 mos.	☐ Toddler _____ 13 – 35 mos.
☐ Pre-School _____ 3 – 5 years old	
☐ Pre-Kindergarten _____ 4 -5 years old	☐ Pre-Kindergarten (with existing Kindergarten)
☐ Before & After School Care _____ 5-12 years old	
☐ Other (Specify) _____	

II. ANTICIPATED OPENING DATE: month _____ day _____ year _____

III. GOVERNMENTAL REGULATIONS HAVE BEEN REVIEWED BY THE LOCAL CHURCH or SCHOOL BOARD: ☐ YES ☐ NO

IV. Provide the following supporting documents:

- Preliminary Start-up Budget
- Local church or school board action (Transcript on official letterhead or copy of official minutes as voted)
- Results from Feasibility Study

Local Board Chairperson's Signature: _____ Date: _____

FOR LOCAL CONFERENCE OFFICE USE ONLY

Local Conference Board of Education -	☐ Approved	☐ Denied
Signature: _____	Date: _____	
Local Conference Executive Committee -	☐ Approved	☐ Denied
Signature: _____	Date: _____	

In submitting this application, the school or church:

1. Is in receipt of and has read the minimum governmental standards applicable to the type of program to be operated.
2. Certifies that it is their intent to comply with the aforementioned minimum standards and statutes and will remain in compliance.
3. Grants permission to the local Union Conference Office of Education and its authorized agents to make all necessary investigation of the circumstances surrounding this application and any statement made herein including financial status, inspection of the facility, review of records.
4. Understands that, following licensure, authorized agents will make announced and unannounced visits to the early childhood program to determine its compliance with standards and to investigate any complaints received.
5. Understands that a license is required from governmental agencies, as mandated by law, for the operation of an early childhood program. Centers with government licensing exemption options are subject to union policies.
6. Understands that an application for opening and operating an early childhood program is subject to either approval or denial.

Atlantic Union Conference

Early Childhood Education and Care

Phase 1 Checklist

Hiring an ECEC consultant or other individual to assist with the completion of the requirements for operational licensure will be coordinated among the Union Conference Office of Education, the local Conference Office of Education, and the local school and/or church. Though not required, such hiring is strongly recommended.

Phase One: Intent to Operate		
Consultant Initial	Conf. Rep's Initial	<i>Each requirement must be initialed by the responsible party prior to moving forward in the process of registering an early childhood education and care program.</i>
		Contact local Conference Office of Education to indicate the interest of the local school and/or church. Document and date the conversation. The Conference will send out Phase 1 of the start-up package and inform the Union.
		Complete a Feasibility Study. A copy must be kept on file at the local school or church site. Consider the variety of Child Care options available to meet the needs of your community. (see Child Care Options resource)
		Take a voted action that the school or church board would like to pursue opening an early childhood education and care program.
		Take a voted action that the school or church board has identified an individual, pending Conference approval, for the purpose of completing the requirements for operational registration.
		Keep a copy of the transcript of the motion on official letterhead or a copy of the official minutes, as voted, on file at the local school or church site.
		Complete Intent to Operate form. Keep a copy on file at the local school or church site.
		Review the suggested Timeline as a guide to assist you in your planning.
		Complete a Preliminary Start-up Budget. Keep a copy on file at the local school or church site.
		Submit Intent to Operate Form to the local Conference Office of Education with supporting documents: voted action, feasibility study, and preliminary start-up budget.
		Obtain approval from the Conference Office Board of Education and/or Conference Executive Committee for the local school or church board to move forward in the application for operational registration.
		Obtain approval from the Conference Office Board of Education and/or Conference Executive Committee for the local school or church board to move forward with hiring or contracting with an individual for the purposes of completing the requirements for operational registration.
		Obtain a written copy, on official letterhead, of the Conference Office Board of Education and/or Conference Executive Committee's voted actions as received by the local conference office of education. Keep a copy on file at the school or church site. (The union conference ECEC associate will arrange for a site visit at this time.)
		Begin Phase 2!

For clarification: Should the local school and/or church wish to hire an ECEC Consultant as a teaching director for their early childhood program, such an arrangement requires a separate contractual agreement from that of the consulting contract. This arrangement will protect both the consultant and local school and/or church should unforeseen circumstances and/or delays occur.

Local Conference Office Representative Signature

ECEC Consultant Signature

Date

Date

**Atlantic Union Conference
Early Childhood Education and Care
Start-up Kit**

**Phase Two:

Initial Steps for
Local Licensing**

Atlantic Union Conference
Early Childhood Education and Care
NAD ECEC Working Policy (2011-2012)

FED EARLY CHILDHOOD EDUCATION AND CARE POLICY

FED 05 North American Division Early Childhood Education and Care

FED 05 05 North American Division Early Childhood Education and Care—The North American Division has established within the NAD Office of Education the Early Childhood Education and Care (ECEC) program to provide oversight for out-of-home education and care provided to young children from birth to entrance into formal schooling (K-12). ECEC programs operated by churches and schools shall be in harmony with the policies and practices developed to ensure high standards of quality and to meet governmental regulations.

FED 05 10 North American Division Early Childhood Education and Care Philosophy—North American Division Early Childhood Education and Care (ECEC) has its foundation in the Biblical imperative for purposeful training of the young child. We are admonished to teach the words of Holy Script “diligently unto thy children,” and to “train up a child in the way he should go” (Deuteronomy 6:7, and Proverbs 22:6, KJV). The North American Division recognizes that the early education and care of young children is the beginning of a continual growth process. “Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years” (Ministry of Healing, p. 380). In partnership with the home and church, it is essential that a balanced ECEC program be established to meet the needs of a child’s spiritual, physical, intellectual, social and emotional development from birth to entrance into formal schooling. This focus has the full intention of affirming the value of each child and family, bringing them closer to Christ.

FED 05 15 North American Division Early Childhood Education and care Mission Statement—To provide young children with Christ-centered, developmentally-appropriate experiences in safe, nurturing environments that are aligned with the beliefs and values of the Seventh-day Adventist Church.

FED 05 20 North American Division Early Childhood Education and Care Vision Statement—To see young children growing in their love for God and love for others through purposeful integrated learning experiences in a caring Christian environment.

FED 10 05 North American Division Early Childhood Education and Care Advisory—The North American Division Early Childhood Education and Care Advisory provides leadership, general oversight and counsel on early childhood education and care programs operated and/or hosted by Seventh-day Adventist churches and schools.

FED 10 10 North American Division Early Childhood Education and Care Advisory—Membership—The North American Division Early Childhood Education and Care Advisory is composed of twelve (12) members, one representative from each union conference who serves as the leader, coordinator or representative; a representative from higher education appointed by the North American Division Office of Education on a rotating basis; and two North American Division Associate Directors of Education serving as co-chairs. The division and union Directors of Education are ex officio members.

FED 10 15 North American Division Early Childhood Education and Care Advisory—Meetings—The North American Division Early Childhood Education and Care Advisory shall meet at least twice a year.

FED 10 20 North American Division Early Childhood Education and Care Advisory—Functions—The functions of the North American Division Early Childhood Education and Care Advisory shall include, but shall not be limited to, the following:

1. Provide counsel to the North American Division Office of Education on Early Childhood Education and Care programs.
2. Articulate a philosophy, mission, vision, goals, and objectives for early childhood education and care.
3. Develop and recommend policies that represent best practices for early childhood education and care in schools and churches.
4. Foster communication between and among division and union offices of education leaders and early childhood education and care leaders.
5. Facilitate collaboration with Human Resource officers, Adventist Risk Management, and other ministries at all levels.
6. Develop and oversee the collection of data and reporting on early childhood education and care programs.
7. Establish procedures for auditing, licensure, accreditation, and personnel certification in Adventist early childhood education and care programs.
8. Facilitate the creation and adoption of developmentally appropriate instructional materials, resources, and practices.
9. Develop protocols to monitor and assess early childhood education and care program effectiveness to ensure the mission, goals and objectives are being met.
10. Provide leadership for a program of professional development for early childhood education and care personnel.
11. Respond to system-wide critical needs and issues.
12. Collaborate with the Union Directors of Education Council on long and short-range planning, and setting budget priorities.

FED 15 05 Union Early Childhood Education and Care Leadership—Each union conference is to employ within the union Office of Education an assistant or associate director with responsibility for Early Childhood Education and Care. This union ECEC leader will report to the union Director of Education and fulfill responsibilities that facilitate the development of policies to meet unique governmental regulations, collaborate with conference Office of Education personnel in overseeing implementation of ECEC policies and practices throughout the territory, and serve on the NAD ECEC Advisory.

FED 15 10 Union Early Childhood Education and Care Leadership Functions—The responsibilities of the union ECEC leader include, but are not limited to the following:

1. Provide leadership in developing and maintaining a unionwide, Christ-centered, developmentally appropriate early childhood education and care programs in churches and schools.
2. Advocate for the needs and interests of ECEC personnel and programs to constituents, conferences and union groups.
3. Provide leadership in the development of long-range plans for ECEC programs in the union.
4. Develop and administer with the union Director of Education a budget for ECEC programs and activities.
5. Collaborate with the NAD ECEC Advisory, Adventist Risk Management, and Human Resources to develop and implement policies and guidelines for the establishment and operation of ECEC programs.
6. Create necessary documents and forms to maintain appropriate administrative oversight, communication, and data collection for ECEC programs.
7. Provide counsel and guidance to local churches and schools in the establishment of new ECEC programs.
8. Research and communicate current governmental regulations which impact ECEC programs.

9. Collaborate with local conference personnel to ensure compliance with governmental regulations for health and safety ECEC programs.
10. Develop and implement in partnership with the NAD accreditation documents and procedures for ECEC programs.
11. Compile and report data as may be required by the NAD and/or useful to the planning and reporting of union-wide ECEC programs.
12. Collaborate with the NAD in the development of a curriculum for young children.
13. Facilitate the planning and implementation of in-service and professional growth opportunities for ECEC personnel.
14. Assist the local conference in implementing effective personnel evaluation processes.
15. Collaborate with the NAD in developing and implementing a teacher/caregiver certification program.
16. Chair a union-wide advisory group of conference and center representatives to guide ECEC programs within the union.
17. Serve on additional committees and councils and respond to special requests as directed by the union Director of Education.

FED 20 05 Conference Early Childhood Education and Care—Each local conference with ECEC programs operating in churches and/or schools is to designate a person in the Office of Education to serve as the Liaison or Associate Superintendent for ECEC programs. This leader will work in collaboration with the union ECEC leader to implement and maintain an effective ECEC program within the conference.

FED 20 10 Relationship of Conference with ECEC Programs—The conference board of education through the Office of Education is to provide oversight of ECEC programs at churches and schools within the conference. Some governance and administrative functions may be delegated to a center board and/or director and will require regular communication and close cooperation between the center and conference.

FED 25 05 ECEC Center Identity—A Seventh-day Adventist Early Childhood Education and Care program, hereinafter referred to as “Center,” is operated by a local church or school. A center includes various programs based on age-appropriate services for young children generally known as daycare centers, child care centers, preschools, pre-kindergartens, etc.

FED 25 10 Establishing an ECEC Center—Establishing a center is the responsibility of the local church or school constituency when it has been determined that the needs and interests of its constituency and community would be served. Centers should be established to serve families of young children with a program of early childhood education and care infused with Seventh-day Adventist beliefs and values. Centers shall operate in harmony with denominational policies and governmental regulations.

FED 25 20 Center Licensure and Annual Reporting—Centers shall meet applicable denominational and governmental requirements for center licensure and/or registration, and meet annual reporting protocols as required by denominational policy and governmental regulations.

FED 25 30 ECEC Legal Issues—Each center has the responsibility to carry out policies that protect young children and center staff in compliance with governmental regulations for the jurisdiction in which the center operates. The union conference or division does not have legal responsibility for any acts or omissions in the administration of a center. The ECEC center has the day-to-day responsibility, legal and administrative, to operate in cooperation with the conference and in alignment with the policies established by the union conference and division.

Atlantic Union Conference
Early Childhood Education and Care
Mission, Philosophy, Goals - Definitions

MISSION

A mission statement is a short written statement of the purpose of an organization. The mission statement should guide the actions of the organization, spell out its overall goal, provide a sense of direction, and guide decision-making. When determining your mission, ask questions like “Why are we doing this?”, “What’s vitally important about our work?”

PHILOSOPHY

A philosophy statement sets forth the purpose and underlying values of the organization. It is important to start by describing where you want to end. In other words, what are your objectives as an early childhood program? The rest of your philosophy statement should support these objectives which should be achievable and relevant to the responsibilities of your institution. Avoid unclear or overly wordy statements. On the other hand, you will want to demonstrate that you strive for more than mediocrity or only nuts-and-bolts transference of facts.

GOALS

There is a strong relationship between a successful organization and an effective goal-setting process. By setting goals, specifically SMART goals (Specific, Measurable, Attainable, Relevant, Time-Sensitive), organizations engage their team and encourage the institution to focus and successfully achieve these goals together. Strong goal alignment and goal visibility allows for quicker execution of the organization’s strategy by enabling management to allocate proper resources across various projects.

Atlantic Union Conference
Early Childhood Education and Care
Mission, Philosophy, Goals – Worksheet

Name of Center _____ Type of Program _____

Mission:

Philosophy:

Goals:

Local Board Chairperson Signature _____

Board Approval Action: _____ (date) _____

Atlantic Union Conference

Early Childhood Education and Care

Governmental Agencies

(May include Licensing, Health Dept., Fire Dept., Resource & Referral, Child Protective Services, Local Police Dept., etc.)

State: Connecticut Organization: Connecticut Department of Public Health (Child Day Care Licensing Program Street address: 410 Capital Avenue MS#12DAC P.O. Box 340308 City, State Zip : Hartford, CT 06134-0308 Phone: (860) 509-8045 Toll Free: (800) 282-6063 Web Site: www.ct.gov/dph/daycare	State: New York City Organization: New York City Department of Health Bureau of Child Care Street address: 125 Worth Street City, State Zip: New York, NY 10013 Phone: (646) 632-6100 Toll Free: Web Site: www.nyc.gov/health/childcare
State: Maine Organization: The Office of Child and Family Services (OCFS) Street address: 2 Anthony Avenue 11 State House Station City, State Zip: Augusta, ME 04333-0011 Phone: (207) 624-7900 Toll Free: Web Site: www.maine.gov/dhhs/ocfs/	State: New York State Organization: Office of Children and Family Services Division of Child Care Services Street address: 52 Washington Street North Building 3rd Floor City, State Zip: Rensselaer, NY 12144 Phone: (518) 474-9454 Toll Free: Web Site: http://ocfs.state.ny.us/main/childcare/regionaloffices.asp
State: Massachusetts Organization: Department of Early Education and Care Street address: 51 Sleeper Street, 4th Floor City, State Zip: Boston, MA 02210 Phone: (617) 988-6600 Toll Free: Web Site: www.mass.gov/edu	State: Rhode Island Organization: Rhode Island Department of Children, Youth & Families Street address: 101 Friendship Street City, State Zip: Providence, RI 02903 Phone: (401) 528-3624 English (401) 528-3621 Spanish Toll Free: Web Site: http://www.dcyf.ri.gov/day_care.php/
State: New Hampshire Organization: Child Care Licensing Unit Office of Operations Support NH Department of Health & Human Services Street address: 129 Pleasant Street City, State Zip: Concord, NH 03301 Phone: (603) 271-9025 Toll Free: (800) 852-3345 ext.9025 Web Site: http://www.dhhs.nh.gov/oos/cclu/index.htm	State: Vermont Organization: Child Development Division Department of children and Families Street address: 103 South Main Street 3 North City, State Zip: Waterbury, VT 05671 Phone: (800) 649-2642 or (802) 241-3110 Toll Free: Web Site: http://dcf.vermont.gov

For further information about licensing regulations:

United States	http://nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing
Canada	http://www.ccscc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/2.1PathwaysCred_MainEN.pdf
Bermuda	http://www.caricom.org/isp/community_organ/cohsod_education/early_childhood_development_guidelines.pdf

Atlantic Union Conference

Early Childhood Education and Care

Licensing Checklist

Following is a check list of areas that government licensing agencies may require:

- ☐ Age-range of the children to be enrolled
- ☐ Maximum capacity of program/facility
- ☐ Types of services to be offered by desire and by law
- ☐ Staffing requirements as per government staff-to-child ratio regulations
- ☐ Budget and supportive bank statements
- ☐ Site plans and floor plans
- ☐ Written approvals for operation from governmental authorities: building inspection, safety, health and sanitation, fire, etc.
- ☐ Personnel requirements (verification of age, academic and qualifying work experience)
- ☐ Criminal background, FBI, and Child Abuse Central Registry checks for all employee applicants and volunteers
- ☐ Staff handbook containing procedures and policies, including but not limited to:
 - ☐ Contagious diseases
 - ☐ Prohibited substances
 - ☐ Smoking regulations
 - ☐ Employee assignments
 - ☐ Field Trip procedures
 - ☐ Work schedules
 - ☐ Required orientation
 - ☐ Substitute staff
 - ☐ Staff meetings
 - ☐ First Aid and CPR training
 - ☐ Intruder and unauthorized entrants
 - ☐ Transportation (vehicles, drivers, etc.)
- ☐ Parent Handbook (see outline of sample information to be included)
- ☐ Record keeping, filing, and accounting methods
- ☐ Food program description reflecting required nutritional standards
- ☐ Emergency plans
- ☐ Evacuation plans, temporary relocation sites (with accompanying approval letters), and continuity of service plan
- ☐ Plan for preventing and handling serious injuries, illnesses, and communicable diseases
- ☐ Search procedures to be followed if a child wanders away from a field trip, playground, etc.
- ☐ Sufficient storage space (children's individual belongings, teachers' supplies, program equipment, etc.)
- ☐ All basic and necessary equipment
- ☐ Playground site that meets safety requirements (proper fencing, ground covering, shade areas and a variety of approved, non-hazardous playground equipment)
- ☐ Property verified as safe with required barriers for areas such as air conditioners, etc.
- ☐ Required documents posted in the facility's entrance area
- ☐ Provision of orientation and ongoing professional development for all personnel
- ☐ Provision for all forms, agreements, records, schedules, etc., pertaining to child enrollment and staff employment (i.e., emergency medical authorization, infant feeding plan, daily attendance record, licensing visits schedule, etc.)

Atlantic Union Conference
Early Childhood Education and Care
Board Guidelines and Information

Definition of Local Board

Each ECEC center shall organize an ECEC board. The board is responsible for the operation of the ECEC center within conference-adopted procedures and practices. The board has authority only when meeting in official session. The board acts as a group and no individual member or committee can act in place of the board except by board action. All actions of the board are implemented through the ECEC director/administrator.

The ECEC board should meet at a regular time and place and at least six (6) times during the calendar year or as outlined by the local Conference or Union office of education.

With prior local Conference and/or Union approval, a subset of an existing school or church board may act as an ECEC governing board.

Membership

The ECEC board members (other than ex officio members) are to be elected in accordance with the ECEC constitution, by-laws and working policies. The board shall be composed of members of the Seventh-day Adventist Church:

- Chairperson
- Vice-chairperson
- Secretary (ECEC center administrator or director)
- Treasurer
- Local conference office of education ECEC liaison

If ECEC center is affiliated with a church:

- Pastoral representative (ex-officio member)

If ECEC center is affiliated with a school:

- School principal/head teacher (ex-officio member)
- Business manager (ex-officio member)

A representative from the center's clientele may be appointed to the center board as a non-voting invitee.

Initial Functions of the Local ECEC Center Board

- Organize itself during the first meeting.
- Consider, in counsel with the superintendent of schools or designee, a proposed plan for the organization of an ECEC center.
- Insure that official minutes of each meeting of the board are kept and a duplicate copy filed with the conference office of education.
- Implement board decisions only through board-authorized representatives.
- Assume responsibility for the planning and funding of an annual operating budget.

Initial Responsibilities of the Local ECEC Center Board Chairperson

- Call and preside over board meetings.
- Follow parliamentary procedures as adopted by the center board.
- Encourage discussion which is relevant to the agenda items.
- Be acquainted with the ECEC program and confer with the administrator on items pertaining to its operation.

ECEC Elected Board Members

Calendar Year

Name of Proposed Center _____

Address _____

City _____ State _____ Zip _____

Phone number _____ Fax number _____

E-mail address _____ Website _____

Name of School or Church/s _____

Address _____

City _____ State _____ Zip _____

Phone number _____ Fax number _____

E-mail address _____ Website _____

Chairperson _____

Phone number _____ e-mail _____

Vice Chairperson _____

Phone number _____ e-mail _____

Recording Secretary (ECEC Administrator/Director) _____

Phone number _____ e-mail _____

Treasurer/Business Manager _____

Phone number _____ e-mail _____

Principal/Head Teacher _____

Phone number _____ e-mail _____

Pastor _____

Phone number _____ e-mail _____

Local Conference Liaison _____

Phone number _____ e-mail _____

Center Client Representative _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

Member _____

Phone number _____ e-mail _____

**Atlantic Union Conference
Early Childhood Education and Care
Board Meeting Agenda**

**The Model SDA ECEC Center
Sample Agenda
July 1, 2012**

1. Devotional/Prayer
2. Review of Minutes
3. Directors Report
4. Financial Report
5. Licensing issues
6. Safety/Facility Report
7. Enrollment Update
8. Personnel

Old Business:

- 1.
- 2.
- 3.
- 4.

New Business:

- 1.
- 2.
- 3.
- 4.

Adjournment

Closing Prayer

Atlantic Union Conference
Early Childhood Education and Care
Board Minutes (regular session)

Model SDA ECEC Program

MINUTES

July 1, 2010

7:00 p.m.

Members Present: Anderson, Steve, Chair; Jean, Betty, Secretary; French, Larry; Hamilton, Linda; Jones, Tina; Mather, Fred; Rice, John; Smith, Jim.

Members Absent: Tom Roof

Guest: Ken Jennings, President of the Michigan Conference

Devotional: Tina Jones

Opening Prayer: Larry French

Approval of Minutes: **VOTED** to approve the minutes for the June 1, 2010, board meeting.
10:07:01
(yr:mo:action #)

Financial Statement: **VOTED** to accept the June 30, 2010, financial statement.
10:07:02

Director's Request: **VOTED** to approve the center director's request to attend the annual National Association of the Education of Young Children (NAEYC) Convention to be held November 3, 2010, in Anaheim, California. Center will pay \$210.00 registration fee, travel and hotel expenses, and 4 day per diem at \$39.00 per day.
10:07:03

Field Trip Request: **VOTED** to allow the 4 year old class to visit the Discovery Museum in Chicago, IL, on Thursday, July 22, 2012, provided the director has received needed background checks on volunteer chaperones along with driver & vehicle information as required by risk management policies pertaining to field trips for and transportation of young children.
10:07:04

Playground: **VOTED** to purchase forest green playground rubber mulch for a total of \$1,500.00. Mulch will be delivered July 25, 2010.
10:07:05

Adjourned: **VOTED** to adjourn with closing prayer by Jim Smith - 8:15 p.m.

Atlantic Union Conference
Early Childhood Education and Care
Conflict of Interest

Statement Concerning Conflict of Interest

In accordance with stated principles prohibiting any conflict of interest by trustees, officers, employees, and members of governing boards of organizations and institutions of the Seventh-day Adventist Church in Canada, as recited in the General Conference Working Policy and policies adopted by the Seventh-day Adventist Church in Canada, the undersigned hereby declares that he or she shall:

1. Deal with all persons doing business with the organization on a basis that is for the best interest of the organization without favor or preference to third persons or personal considerations.
2. Consider only the very best interests of the organization and faithfully follow the established policies of the organization.
3. Not accept or seek any gratuity, favor, benefit, loan, or gift of greater than nominal value beyond the common courtesies usually associated with accepted business practice nor accept any commission or payment of any kind in connection with work performed, services rendered or supplies provided to the organization.
4. Not use the position held by the undersigned, nor any confidential information acquired through or from the organization for any personal profit or advantage, direct or indirect.
5. Not retain or acquire any interest in other organizations or entities doing or contemplating doing any business with the organization.
6. Promptly report any present or potential conflict of interest the signer may have to the chairman or the governing board of the organization.
7. Refrain from voting on any action in which the governing board proposes to vote on any action in which the signer may have a potential conflict of interest.

Executed on _____ at _____

Signature

Printed Name

Atlantic Union Conference

Early Childhood Education and Care

Business Plan Outline

The **business plan** is intended to assist in the development of the overall course and direction of opening an early childhood education and care (ECEC) center. The purpose of this process is to ensure that the course and direction is well thought-out, sound, and appropriate for the local Adventist church and/or school site. The business plan should answer questions such as:

- **Who** is our target audience?
- **What** ministries can we provide?
- **Where** do we have the *appropriate* facilities?
- **When** and how often will the program operate?
- **How** can we best meet the needs of the families in our community?

All ECEC organizations need strategic long-range planning.

- Leadership requires a sense of direction and effective marketing strategies.
- The organization needs a strategy to deal with the critical issues it faces.
- Financial resources are limited. Planning can help to conserve and generate revenues.
- Decisions require lead-time in order to avoid quick-fix approaches.
- Population shifts and community changes require modification in how services are provided and funded.

Effective Business Planning Steps

Analysis and Feasibility Study

- ☐ Community (e.g., potential clientele, existing ECEC programs, economic conditions, governmental regulations, etc.)
- ☐ Host site (e.g., resources, talents, structure, constituent support, limitations, etc.)

Organization

- ☐ Governing board selection
- ☐ Staffing

Role and Mission

- ☐ Vision, course, and direction of organization
- ☐ Mission statement
- ☐ Goals and objectives (e.g., the "big picture")

Strategic Direction/Issues Development

- ☐ Specific strategies for accomplishing goals
- ☐ Efficient strategies for dealing with rapidly changing developments
- ☐ Flexible plans regarding unexpected delays

Strategic plans

- ☐ Seed money sources
- ☐ Annual budget
- ☐ Reserve monies (3-6 months of annual budget)
- ☐ Strategies for handling critical issues
- ☐ Flexibility in service options

Implementation of Goals

- ☐ Board-appointed key individuals and their duties (e.g., appointees focus on resources and critical issues)
- ☐ Timing and procedures for goal attainment

Atlantic Union Conference
Early Childhood Education and Care
PREPARING A START-UP BUDGET

Budgets are an early childhood program's working tool to provide for better salaries and benefits. In order for an early childhood program to be financially solvent, plan a realistic and solid budget.

Use the attached worksheet to figure the start-up expenses (costs for the program and determine what income is available to offset the start-up costs. Once you have grand totals for both, expenses and income, note which one is greater. The difference between the two indicates either 1) an amount the program is lacking in ability to cover its start-up expenses, or 2) how much can go into a reserve/savings account for those unexpected or unknown expenses that arise. Adjustments may need to be made in order to have a balanced budget.

The final budget is a statement of your commitment to the children and staff.

Projected Start-up Budget

Expenses

1. Personnel costs prior to opening

- ☐ Advertising staff positions _____
- ☐ Training Staff _____
- ☐ Renovation Labor _____
- ☐ Maintenance Worker _____

2. Licenses, permits, certificates, etc.

- ☐ Zoning permit _____
- ☐ Certificate of occupancy _____
- ☐ Program License _____
- ☐ Fire and health inspections _____
- ☐ Occupational license/certification _____

3. Deposits, fees, etc.

- ☐ Down-payment, purchase of building, or rent deposit _____
- ☐ Deposit for utilities _____
- ☐ Remodeling/building preps/capital improvement costs _____
- ☐ Equipment installation fees _____
- ☐ Insurance premiums (accident, liability, worker's comp.) _____
- ☐ Legal and professional fees _____

4. Equipment purchases

- ☐ Office equipment (desk, Telephone, etc.) _____
- ☐ Classroom indoor equipment (tables, easels, toy storage, etc.) _____
- ☐ Outdoor equipment (tricycle, sand box, balls) _____
- ☐ Grounds and Facility equipment (lawnmower, snow blower, etc.) _____
- ☐ Kitchen equipment (refrigerator, microwave, dishes) _____

5. Material & consumable supplies

- ☐ Classroom (manipulatives, curriculum, etc.)
- ☐ Library (books, magazines, E-books, books on CD)
- ☐ Office (stamps, copy machine paper, etc.)
- ☐ Food service (Paper plates, napkins)
- ☐ Sanitation (toilet paper, cleaning supplies, etc.)
- ☐ Safety (fire extinguishers, first aid kits, etc.)

6. Miscellaneous

- ☐ Program enrollment advertising
- ☐ Pest control service
- ☐ Food, first month's program meals
- ☐ Food, first month's program snacks
- ☐ Operating cash, for six months prior to opening

TOTAL START-UP EXPENSES

Income

1. Contributions

- ☐ Church budget allocation
- ☐ Worthy Student fund
- ☐ Private donations

2. Collection

- ☐ Application Fee
- ☐ Registration Fee
- ☐ Tuition, first month's

3. Earned/Awarded

- ☐ Fundraiser
- ☐ Grants
- ☐ Scholarships
- ☐ Bank account interest

TOTAL START-UP INCOME

Which is the larger total: expenses or income?

Write the larger here

Write the smaller total here and subtract it from the larger total

Write the difference here

This difference between the two indicates either how much can go into a reserve/savings fund in the event unexpected expenses arise later, or an amount is lacking in the ability to cover expenses. Adjustments may need to be made in order to have a balanced budget.

Atlantic Union Conference

Early Childhood Education and Care

Financial Management

In order for the program to be financially stable, plan a realistic and sound budget. Determine the actual amount of money is needed to open (start-up costs) and the actual amount it will take to keep it successfully open (Operating costs). It is suggested that budgets be approached from the expenses column first. Then it must be decided from where income will be received and how it will offset the expenses to make a sound budget.

The following is a simple worksheet listing items to consider when creating the first year operating budget.

Choose whether to figure both sections by the month or year.

Expenses:

- _____ Start-up Costs
- _____ Personnel (including substitutes and janitors/custodians)
Wages, benefits, bonuses, taxes, etc.
- _____ Occupancy
Utilities, phone, cable, internet, insurance premiums (facility, accident, worker's comp) etc.
- _____ Equipment
Computer, overhead projector, listening center headphones & CD player, teaching/learning manipulatives, etc.
- _____ Consumable supplies
Projector bulbs, paper clips, markers, cleaning supplies, paper towels, toilet paper, etc.
- _____ Maintenance
Equipment repairs, etc.
- _____ Miscellaneous
Field trip allowance, advertising, professional training, etc.

_____ TOTAL EXPENSES

Income: _____ Tuition

_____ Church allocation

_____ Donations

_____ Fundraisers

_____ Other

_____ TOTAL EXPENSES

COMPARE

_____ TOTAL INCOME

Atlantic Union Conference

Early Childhood Education and Care

Phase 2 Checklist

Hiring an ECEC consultant or other individual to assist with the completion of the requirements for operational licensure will be coordinated among the Union Conference Office of Education, the local Conference Office of Education, and the local school and/or church. Though not required, such hiring is strongly recommended.

Phase Two: Initial Steps for Local Licensing

Consultant Initial	Conf. Rep.'s Initial	<i>Each requirement must be initialed by the responsible party prior to moving forward in the process of registering an early childhood program.</i>
		Establish an ECEC Board (if the church or school board does not serve in that capacity for church- and school-owned and operated programs), and review Board Guidelines & Information Form.
		Review NAD Working Policy for ECEC with ECEC staff and board members.
		Ensure that all employees and board members sign a Conflict of Interest Form.
		Review sample Board Agenda to assist with the planning of ECEC Board meetings.
		Review sample Board Minutes, using them as a guide for keeping ECEC Board minutes.
		Review the definitions of an ECEC Mission, Philosophy & Goals.
		Work with the Board to create your Mission, Philosophy & Goals (see Form provided)
		Develop a Business Plan using the outline provided.
		Develop a Preliminary Budget using the guidelines and samples provided.
		Work with your local Conference Office of Education to compile a list of government agencies involved in the regulation of ECEC programs and their contact information.
		Review the Licensing Checklist Preview in preparation for Phase 3.
		Begin Phase 3!

For clarification: Should the local school and/or church wish to hire an ECEC Consultant as a teaching director for their early childhood program, such an arrangement requires a separate contractual agreement from that of the consulting contract. This arrangement will protect both the consultant and local school and/or church should unforeseen circumstances and/or delays occur.

Local Conference Office ECEC Liaison Signature

ECEC Consultant or Proposed Director Signature

Date

Date

**Atlantic Union Conference
Early Childhood Education and Care
Start-up Kit**

Phase Three:

**Final Steps for
Local Licensing**

Atlantic Union Conference

Early Childhood Education and Care

Adventist Risk Management Resources

Adventist Risk Management (ARM) is a General Conference institution that serves the risk management needs of Seventh-day Adventist institutions worldwide. These services include insurance coverage, claims management, risk management education programs, and risk control/loss prevention tools. Adventist Risk Management functions include helping the church to evaluate risks and to provide prudent risk financing solutions.

General risk management policies require every program to carry the minimum insurance limits required by its local Conference. These would include but not be limited to General Liability Insurance, Property Insurance, Workers' Compensation, Student Accident, Employment Liability, and Executive Risk Liability. A local Conference Risk Manager/Treasurer can provide more information regarding these coverages per state/provincial law and conference policy.

A variety of relevant resources are available through Adventist Risk Management and can be accessed from their website (<http://www.adventistrisk.org>). Examples include:

- **Campus safety and crisis planning:** A document that summarizes the importance of crisis planning and provides some key strategies for school settings in particular. Includes references to additional resources. (<http://www.adventistrisk.org/Portals/0/prevention/wp/Prevention-WP-CampusEmergency-2012-0115.pdf>)
- **Travel safety - Safely there and back:** A document that provides guidance through various trip-planning stages. (<http://www.adventistrisk.org/Portals/0/prevention/wp/Prevention-WP-Travel-2011.pdf>)
- **Youth supervision:** A summary of recommendations based on guidelines established by a number of organizations and injury claims files. (<http://www.adventistrisk.org/Prevention/YouthSupervision.aspx>)
- **School Self Inspection Form:** A printable form that can be used by churches and schools to assess their facility and grounds and record recommendations for future planning. (http://www.adventistrisk.org/Portals/0/forms/riskcontrol/Church_Self-Inspection_Form_2011.pdf)
- **Protecting Our Children:** A collection of resources that can be implemented at the local church and school level. Includes a video, volunteer forms, NAD codes of conduct, the CDC Guide to preventing child abuse, and many other resources. (<http://www.adventistrisk.org/Prevention/ChildProtection.aspx>)
- **Field Trip sample forms:** These sample forms, which include international versions and conference approval processes, can be customized to fit specific situations and circumstances. (<http://www.adventistrisk.org/Forms/SamplesandTemplates.aspx>)
- **Preventative maintenance:** A summary of things to do to properly maintain equipment and facilities to prevent premature breakdown or early deterioration of property. (<http://www.adventistrisk.org/Prevention/PreventativeMaintenance.aspx>)
- **Safety resource booklets (church, school, travel):** A series of booklets designed to provide a quick overview of safety precautions in various settings. (<http://www.adventistrisk.org/Prevention/SafetyResourceBooklet.aspx>)

- **Emergency response and continuity planning:** A booklet of helpful advice regarding emergency and disaster preparedness. Includes links to additional resources on emergency and continuity planning. ([http://www.adventistrisk.org/Portals/0/safetyresourcebooklet/Emergency Business Continuity Eng-Span.pdf](http://www.adventistrisk.org/Portals/0/safetyresourcebooklet/Emergency_Business_Continuity_Eng-Span.pdf))



Atlantic Union Conference

Early Childhood Education and Care

Plant/Facility Self-Evaluation

A. SITE

- | | | |
|--|------------------------------|-----------------------------|
| 1. The Early Childhood Learning Center will be identified by a representative sign which designates it as a Seventh-day Adventist program. | ☐ YES | ☐ NO |
| 2. The building is in alignment with state code. | ☐ YES | ☐ NO |
| 3. The parking lot is in alignment with state code. | ☐ YES | ☐ NO |
| 4. The plant and site will be maintained in such a way as to provided for the safety of all those using the premises. | ☐ YES | ☐ NO |
| 5. Traffic areas will be surfaced and in good condition. | ☐ YES | ☐ NO |
| 6. The site will be attractively landscaped and well-kept. | ☐ YES | ☐ NO |
| 7. Provision will be made for year-round care of the grounds | ☐ YES | ☐ NO |
| 8. The building is secured and locked at all times. | ☐ YES | ☐ NO |
| 9. A well-maintained fence will be provided where necessary. | ☐ YES | ☐ NO |

B. PLAY AREAS

- | | | |
|--|------------------------------|-----------------------------|
| 1. The play area will be of adequate size. | ☐ YES | ☐ NO |
| 2. An adequate hard-top area will be provided, properly marked and equipped for organized games. | ☐ YES | ☐ NO |
| 3. Age appropriate stationary playground equipment will be properly installed and maintained. | ☐ YES | ☐ NO |
| 4. Soft wells will be provided and maintained under play equipment as per state regulations. | ☐ YES | ☐ NO |

C. BUILDING

- | | | |
|---|------------------------------|-----------------------------|
| 1. Facilities used for church and community meetings and activities will be located so that they do not interfere with the Early Childhood program. | ☐ YES | ☐ NO |
| 2. Building will be well maintained and in good repair both inside and out. | ☐ YES | ☐ NO |
| 3. All doors and rooms will be identified and neatly labeled. | ☐ YES | ☐ NO |
| 4. There will be 3-prong electrical outlets in each room. | ☐ YES | ☐ NO |
| 5. The heating and ventilation will promote comfort and healthful conditions. | ☐ YES | ☐ NO |
| 6. Artificial lighting will be adequate and free from glare. | ☐ YES | ☐ NO |
| 7. Natural light will be controlled to minimize glare or excessive heating in any area. | ☐ YES | ☐ NO |
| 8. Provision will be made for storage of equipment such as unused desks and chairs. | ☐ YES | ☐ NO |
| 9. A place will be provided for students who become ill while at the center. | ☐ YES | ☐ NO |
| 10. Unused rooms will be kept neat and orderly. | ☐ YES | ☐ NO |

D. CLASSROOMS

- | | | | |
|----|--|------------------------------|-----------------------------|
| 1. | A minimum of 35 square feet of floor space per child is available. | ☐ YES | ☐ NO |
| 2. | Age appropriate furniture will be purchased | ☐ YES | ☐ NO |
| 3. | A designated area will be provided for lunches, wraps, rain gear and play clothes. | ☐ YES | ☐ NO |
| 4. | Ample space will be available for activities such as centers group activities, nap time, art, and creative movement. | ☐ YES | ☐ NO |
| 5. | Provision will be made for storage of teacher supplies. | ☐ YES | ☐ NO |
| 6. | The classroom will have available space for the following: | ☐ YES | ☐ NO |
| | a) properly sized tables for students | ☐ YES | ☐ NO |
| | b) properly sized chairs for students | ☐ YES | ☐ NO |
| | c) teacher's desk and a lockable file cabinet | ☐ YES | ☐ NO |
| | d) refrigerator for medication | ☐ YES | ☐ NO |
| | e) water fountain | ☐ YES | ☐ NO |
| | f) sink unit. | ☐ YES | ☐ NO |

E. RESTROOMS

- | | | | |
|----|---|------------------------------|-----------------------------|
| 1. | Hot and cold running water will be provided in each classroom. | ☐ YES | ☐ NO |
| 2. | All restroom entrances will be properly labeled. Windows will be either high or translucent. There will be doors on the toilet stalls and the partitions will be sturdy and sanitary. | ☐ YES | ☐ NO |
| 3. | The age appropriate restroom will be equipped with mirror, trash can, soap dispensers, adequate paper supplies. | ☐ YES | ☐ NO |

F. TEACHER SUPPLY AND WORK ROOM

- | | | | |
|----|--|------------------------------|-----------------------------|
| 1. | There will be ample storage space. | ☐ YES | ☐ NO |
| 2. | Shelves will be provided for supplies not in use. | ☐ YES | ☐ NO |
| 3. | Cabinets and counters space will be provided for computer, duplicating equipment, etc. | ☐ YES | ☐ NO |

G. MULTI-PURPOSE ROOM OR GYMNASIUM

- | | | | |
|----|---|------------------------------|-----------------------------|
| 1. | The gymnasium will be designed with proper clearance and window guards. | ☐ YES | ☐ NO |
| 2. | Space will be provided for the storage of play equipment. | ☐ YES | ☐ NO |

H. CAFETERIA (where applicable)

- | | | | |
|----|--|------------------------------|-----------------------------|
| 1. | The dining area and kitchen will meet health and safety regulations. | ☐ YES | ☐ NO |
|----|--|------------------------------|-----------------------------|

General Facilities

Capacity (Total square footage) _____

Number of Classrooms

	Yes	No
Sufficient square footage per child in classroom (check local government guidelines)		
Play areas square footage per child (check local government guidelines)		
Ground covering under playground equipment per government regulations		
Fenced in Playground		
Age appropriate playground equipment		
Age appropriate bathrooms		
Age appropriate furniture		
Age appropriate centers		
Area for napping		
Age appropriate bathrooms per government regulations		

Describe Plans for Expansion:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Atlantic Union Conference

Early Childhood Education and Care

Constitution and By-Laws - Outline

The ECEC Constitution and Bylaws should be developed by the board or a special ad hoc committee appointed for that purpose, and must be approved/adopted by the constituent group responsible for the center (i.e., school constituency for school-operated centers and church membership in business session for church-operated centers). The local Conference is ultimately responsible for all centers within the Conference.

Early Childhood Education and Care Constitution

The constitution is what defines the Early Childhood Education and Care (ECEC) center. The Constitution for a specific ECEC program may add information to this definition, but constitution changes cannot supersede governmental regulatory guidelines nor adopted union policies.

Early Childhood Education and Care By-Laws

The By-Laws for a specific ECEC program may add information to these sections, but changes in the By-Laws cannot supersede governmental regulatory guidelines nor adopted union policies.

Article 1 NAME and OFFICE	Specify the legal name and physical address of the ECEC program.
Article 2 PURPOSE	Outline the purposes of the ECEC program. This article is answering the question as to why this program was started. What are the generic or specific goals for the ECEC program?
Article 3 LOCAL ECEC CENTER BOARD	Outline the local ECEC Board composition, election and term of office, membership qualification, authority, functions, meetings, officers, and ad-hoc committee requirements. Changes to this article will require approval from the local Conference office of education.
Article 4 ECEC HOST SITE	Specify the duties of the local ECEC host site, whether church-based, school-based, or a combination. Specific details regarding the agreement between the ECEC center and the host-site will need to be added. All added details in this article will require approval from the local Conference office of education.
Article 5 PARLIAMETARY PROCEDURE	Acknowledge that the usual parliamentary rules as laid down in the current edition of Robert's Rules of Order shall govern all deliberations in meetings when not in conflict with these by-laws. Changes to this article will require approval from the local Conference office of education.
Article 6 INDEMNIFICATION CLAUSE	Specify the protection from legal issues granted to ECEC board members and administrators. This article will require approval from the local Conference office of education.
Article 7 DISSOLUTION CLAUSE	Outline the provisions made for closing the ECEC program. This article will require approval from the local Conference office of education.
SIGNATURE PAGE	Provide the date on which the constitution and by-laws are voted into effect along with the signatures of the local Conference office of education representative and ECEC board chairperson.

Atlantic Union Conference

Early Childhood Education and Care

Constitution and Bylaws – Sample

Definition of an ECEC Center

A Seventh-day Adventist early childhood education and care (ECEC) center is a purposefully organized entity of a Seventh-day Adventist church or school, providing for the educational and custodial needs of young children prior to entrance into formal elementary school, under the direction of trained personnel, and in accordance with union adopted policies, procedures, guidelines and relevant government regulations.

Children under the age of 4.9 years at the beginning of the school year are considered preschool/pre-kindergarten age. Any program or school accepting children under the age of 4.9 years at the beginning of the school year must obtain a license for operation via local governmental regulations and/or local union office policy. All Adventist ECEC centers are components of the Seventh-day Adventist educational system.

Early childhood education/pre-kindergarten classrooms are not covered by the Seventh-day Adventist Education Code. Early childhood education/pre-kindergarten programs are governed by governmental regulation agencies, North American Division, Union, and local Conference policies.

Kindergarten Classrooms within ECEC Programs

Early childhood education and care centers may include programs for kindergarten and extended care for school age children with prior local Conference authorization and relevant licensure requirements and forms. Union adopted ECEC policies, procedures, and guidelines will still apply and be enforced as well as relevant Union Education Code items pertaining to Kindergarten programs.

Of specific importance will be the policies regarding licensure requirements, child admission age limits, teacher-to-child ratios, and the separation of all records and financial statements. In addition, the inclusion of a kindergarten and/or extended care for school age children program must be reviewed and evaluated by the local Conference office of education on an annual basis and a current waiver kept on file both at the Conference office and at the local site.

Pre-Kindergarten Classrooms within Kindergarten Programs

Elementary kindergarten classrooms may include programs for pre-kindergarten age children with prior local Conference authorization and relevant licensure requirements and forms. Union-adopted ECEC policies, procedures, and guidelines will still apply and be enforced as well as relevant Union Education Code items pertaining to Kindergarten programs.

Of specific importance will be the policies regarding licensure requirements, child admission age limits, teacher-to-child ratios, and the separation of all records and financial statements. In addition, the inclusion of pre-kindergarten age children must be reviewed and evaluated by the local Conference office of education on an annual basis and a current waiver kept on file both at the Conference office and at the local site.

SAMPLE BYLAWS

ARTICLE 1 – NAME and OFFICE

Section 1.1

The official name of this organization shall be _____. It is identified as _____ in the following articles.

The principal office of this early childhood program, for the transaction of business, is located at _____, _____, State/Province_____.

ARTICLE 2 – PURPOSE

Section 2.1

The purposes of _____ include:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

ARTICLE 3 –LOCAL ECEC CENTER BOARD

Section 3.1 Local ECEC Center Board

Each ECEC center shall organize an ECEC board election. With prior local Conference and Union approval, a constituency may appoint an existing school or church board to act as an ECEC center's governing board.

Section 3.2 Composition

The board shall be composed of members of the Seventh-day Adventist Church who represent a cross section of the ECEC center church or school board. This membership is to include the chairperson, vice-chairperson, secretary (ECEC center administrator, if different from the ECEC director), and treasurer. In addition to the above members, the board is to include as voting ex officio members a representative from the local church(es) (if affiliated with a church), a representative from the local school(s) (if affiliated with a school), the ECEC center director (if different from the ECEC administrator), and the local Conference office of education ECEC Liaison. A representative from the center's clientele may be appointed to the center board as a non-voting invitee.

The ECEC center board members (other than ex officio members) are to be elected by the local church and/or school board in accordance with the ECEC bylaws and/or working policies.

Section 3.3 Election and Term of Office

The chairperson, vice-chairperson, and treasurer are elected members of the local ECEC center board. The church and/or school representatives to the local ECEC center board are appointed members. The ECEC center administrator and/or director, the local Conference office of education ECEC Liaison, and the Union office of education ECEC Coordinator are ex officio members. Members may serve consecutive terms. Midterm vacancies are to be filled by majority vote of the current local ECEC center board. A voting member who fails to attend two thirds (2/3) of the regular meetings during a fiscal year may be replaced by the local ECEC center board. In a newly-established board, the staggering of terms should be determined by the local ECEC board. Subsequent terms shall follow the established term of office as outlined in these bylaws.

Section 3.4 Qualifications

A person serving as a member of the local ECEC center board shall be a member of a Seventh-day Adventist Church. ECEC center staff and teachers are ineligible for membership on the local ECEC center board where they are employed.

Each local ECEC center board member should sign a Conflict of Interest form and a Statement of

Confidentiality form on an annual basis.

Section 3.5 Authority

The ECEC board is responsible for the operation of the ECEC center within the Union-adopted ECEC policies, procedures and guidelines, Conference-adopted procedures and practices, governmental regulations, and the provisions of the ECEC constituency. The board has authority only when meeting in official session. The board acts as a group and no individual member or committee can act in place of the board except by board action. All actions of the board are implemented through the ECEC center director/administrator.

Section 3.6 Functions of the Local ECEC Center Board

Functions of the local ECEC center board include, but are not limited to the following:

- 3.6.1 To consider, in counsel with the superintendent of schools or designee, a proposed plan for the organization of an ECEC center.
- 3.6.2 To cooperate with the local Conference office of education in all actions relating to the employment status of ECEC center personnel.

Note: A discussion which requires confidentiality, such as employment status of ECEC center personnel, is to be conducted in an executive session. (The executive session is a closed meeting of the board when only voting and ex officio members are present. The board may, however, invite interested parties to be present to provide information needed. However, such persons should be excused prior to discussion by the board.)

The official action is to be taken, without further discussion, in an open session of the board.

- 3.6.3 To organize itself in the first meeting of the year
- 3.6.4 To ensure implementation of the Union ECEC policies, procedures, and guidelines as well as the policies and practices of the local Conference office of education and the executive committee appointed board charged with oversight for ECEC centers.
- 3.6.5 To develop policies in areas of local concern such as:
 - i. Property use
 - ii. Purchasing procedures
 - iii. Fees
 - iv. Methods of financial support
 - v. Methods of operational support
 - vi. Admission requirements
 - vii. Equipment and maintenance master planning

- 3.6.6 To support the director in the administration of the ECEC program.
- 3.6.7 To insure that official minutes of each meeting of the board are kept and a duplicate copy filed with the Conference office of education.
- 3.6.8 To implement board decisions only through authorized agents.
- 3.6.9 To respond to regulatory issues regarding the operation of the ECEC center.
- 3.6.10 To participate in the process of evaluation as determined by the local Conference office.
- 3.6.11 To participate in the process of accreditation.
- 3.6.12 To cooperate with the Conference office of education in planning for in-service education.
- 3.6.13 To maintain and update a client handbook in consultation with the local Conference risk management department and office of education.
- 3.6.14 To maintain and update a staff handbook in consultation with the local Conference human resource department and office of education
- 3.6.15 To assume responsibility for the planning and funding of an annual operating budget.
- 3.6.16 To make provision for the training of individuals who are members of a Seventh-day Adventist church for substitute and permanent employment.
- 3.6.17 To appoint the personnel committee members and to form other committees as needed. The personnel committee shall consider and make recommendations regarding personnel matters and decisions as empowered by the local ECEC center board.
- 3.6.18 To encourage the organization and maintenance of a clientele organization, e.g.. Parents in Partnership or Parent Advisory Committee.
- 3.6.19 To preside at hearings of grievances of employees and clientele and make necessary decisions for change and/or improvements.

Section 3.7 Meetings

The ECEC center board should meet at a regular time and place and at least six (6) times during the

calendar year. The ECEC center director, chairperson, and treasurer should meet monthly to review and analyze a financial report to ensure financial stability and to be provided for review by the entire board.

3.7.1 Notice

Written notice of the date, time, and place of the regular meeting of the local ECEC center board shall be mailed or otherwise delivered to each member four weeks and no fewer than five (5) days prior to the date of such meetings.

3.7.2 Agenda Items

Agenda items shall be brought to the ECEC board chairperson or secretary before each regularly scheduled ECEC board meeting. Agenda items brought forward during a regular or special session will be tabled to a future meeting.

3.7.3 Special Meetings

Special meetings of the local ECEC center board may be called at any time by the chairperson after giving written notice as specified in 3.7.1.

3.7.4 Waiver of Notice

The transactions of any meeting of the local ECEC center board, however called and noticed, shall be as valid as though taken at a meeting duly held after regular call and notice, if

3.7.4.1 A quorum is present, and

3.7.4.2 Either before or after the meeting, each of the members not present signs a written waiver of notice, consenting to hold the meeting, or an approval of the minutes.

3.7.5 Quorum

A majority of its members with at least two (2) officers present at a duly called regular or special board meeting shall constitute a quorum.

3.7.6 Executive Session

Executive sessions of the local ECEC board should be called whenever dealing with issues of liability, legal, or issues that are sensitive or are highly confidential.

Section 3.8 Officers

The officers of the local ECEC center board shall be a chairperson, vice-chairperson, treasurer, and executive secretary (the ECEC center director/administrator).

3.8.1 Election

The chairperson and vice-chairperson shall be elected by secret ballot at an appropriate regular meeting. Only members of the board are eligible to serve as an officer. Election is for a three-year term, with officers being eligible for re-election.

3.8.2 Duties

3.8.2.1 Chairperson

- 3.8.2.1.1 Preside at meetings of the local ECEC center board.
- 3.8.2.1.2 Be informed by the board secretary of the agenda for board meetings.
- 3.8.2.1.3 Follow parliamentary procedures as adopted by the center board.
- 3.8.2.1.4 Promote the interests of the local ECEC center.
- 3.8.2.1.5 Encourage discussion that is relevant to the agenda items.
- 3.8.2.1.6 Be acquainted with the ECEC program and confer with the administrator on items pertaining to its operation
- 3.8.2.1.7 Serve in an advisory role to the ECEC director/administrator.
- 3.8.2.1.8 Work in concert with the administrator in the administration of the ECEC center.
- 3.8.2.1.9 Act as a liaison with the constituency in communicating pertinent ECEC issues.
- 3.8.2.1.10 Mediate grievances from employees and clientele.
- 3.8.2.1.11 Assist in implementing actions of the local ECEC center board.
- 3.8.2.1.12 Serve as an ex-officio member of all committees.

3.8.2.2 Vice-chairperson

The duty of the vice-chairperson is to act in the place of the chairperson during

his/her absence.

3.8.2.3 Secretary (ECEC Administrator and/or Director)

- 3.8.2.3.1 Serve as the executive secretary of the local ECEC center board.
- 3.8.2.3.2 Administer the actions of the board.
- 3.8.2.3.3 Foster and promote an active Parent Advisory Council or similar group.
- 3.8.2.3.4 Prepare board agendas in counsel with the Chair and distribute to board members no less than 72 hours before a board meeting.
- 3.8.2.3.5 Distribute minutes of board meetings in hard copy form to all members within thirty (30) days following each meeting.
- 3.8.2.3.6 Distribute minutes of board meetings in executive session and/or Personnel Committee in hard copy form to its members within thirty (30) days following the board meeting in executive session and/or Personnel Committee.
- 3.8.2.3.7 Serve as ex-officio member of all the committees.

3.8.2.4 Treasurer

- 3.8.2.4.1 Take responsibility for the financial records and funds.
- 3.8.2.4.2 Prepare a current financial report to be available at each board meeting.
- 3.8.2.4.3 Disperse funds from the treasury to satisfy debts incurred by the local ECEC center.
- 3.8.2.4.4 Obtain board approval for significant expenditures exceeding \$_____.

Section 3.9 Committees

The local ECEC center board may elect or appoint such committees as are deemed necessary to fulfill the functions of the board. Such committees receive their authority and direction from the board, and are responsible to the board.

When personnel issues are discussed, the board must convene a Personnel Committee and this committee must be chaired by the local Conference office of education ECEC Liaison.

ARTICLE 4 – ECEC HOST SITE

Section 4.1 Duties

It shall be the duty of each local church and/or school host site to support the local ECEC center by:

- 4.1.1 Electing its representatives to the local ECEC center board.
- 4.1.2 Providing ways to ensure the stable operation of the local ECEC center.
- 4.1.3 Ensuring that plans are in place for the capital improvement needs of the local ECEC center.

ARTICLE 5 – PARLIAMENTARY PROCEDURE

Section 5.1 Rules

The usual parliamentary rules as laid down in the current edition of Robert's Rules of Order shall govern all deliberations in constituency meetings and local ECEC center board meetings when not in conflict with these bylaws.

ARTICLE 6 – INDEMNIFICATION

Section 6.1

The local ECEC center shall indemnify any person who is serving or has served as a member of the local ECEC center board or local ECEC center administrators against all reasonable expenses (including, but not limited to, judgments, costs, and legal fees) actually and necessarily incurred by him(her) in connection with the defense of any litigation, action, suit, or proceeding, civil, criminal or administrative, to which he(she) may have been a party by reason of being or having been a member of the local ECEC center board or local ECEC center administrator, except he(she) shall have no right to reimbursement for matters in which he(she) has been adjudged liable to the local ECEC center for gross negligence or willful misconduct in the performance of his(her) duties.

Section 6.2

This right of indemnification shall be in addition to, and not exclusive of, all other rights to which such member of the local ECEC center board or officer may be entitled.

ARTICLE 7 – DISSOLUTION CLAUSE

Section 7.1

If at any time an ECEC facility fails to meet the monthly payroll, the local Conference ECEC Liaison and conference Treasurer must consult with the local ECEC center board for the purpose of determining possible solutions and a timeline for implementation.

A decision to close an ECEC facility must be justified to the local Conference Executive Committee by the local ECEC board through the local Conference ECEC Liaison and Conference Treasurer. For information on the requirements for dissolution of an ECEC facility, consult the local Conference ECEC liason.

VOTED:

Date

City, State/Province

Atlantic Union Conference
Early Childhood Education and Care
Statement of Confidentiality – Board Members

I hereby acknowledge, as a volunteer board member of _____
(*name of daycare center*), operated by the _____ (*name of local*
Conference), I understand that all information to which I have access in relation to specific
individuals and situations, including but not limited to the identities of recipients or applicants for
services and/or employment, social background information pertaining to specific individuals or
families, budgetary items, tuition and/or other methods of financial support, discussion items and
voted actions, are to be held in the strictest confidence and may not be released or discussed for
any purpose not specifically authorized by the government licensing agency, local Conference
Office of Education, and local Union Office of Education.

I also understand that even after the termination of my appointment as a board member, I am to
maintain confidentiality of all information previously entrusted to me.

I further understand that any breach of confidentiality may be a violation of law and may be a
liability to the facility and to the local Conference.

Board Member Name

Board Member Signature

Date

Board Chair Name

Board Chair Signature

Date

Atlantic Union Conference
Early Childhood Education and Care
Statement of Confidentiality - Employees

I hereby acknowledge, as an employee of _____ (*name of local Conference*) at the _____ (*name of ECEC center*),

I understand that all information to which I have access in relation to specific individuals and situations, including but not limited to the identities of recipients or applicants for services and/or employment, social background information pertaining to specific individuals or families, budgetary items, tuition and/or other methods of financial support, discussion items and voted actions, are to be held in the strictest confidence and may not be released or discussed for *any* purpose not specifically authorized by the government licensing agency, local Conference Office of Education, and local Union Office of Education.

I also understand that even after the termination of my employment, I am to maintain confidentiality of all information previously entrusted to me.

I further understand that any breach of confidentiality may be a violation of law and may be a liability to the facility and to the local Conference.

Employee Name

Employee's Signature

Date

Director's Name

Director's Signature

Date

Atlantic Union Conference
Early Childhood Education and Care
Staff Handbook Outline

Each program/center should have a handbook the staff. Below is an outline of the topics which typically should be included in this handbook.

IDENTIFICATION INFORMATION

- Name, address, phone number of center
- Hours/Days of operation
- Names of owners, director, and any other person in management
- Facility Description
- Center Accreditation Status
- Flex time
- Overtime
- Staff calendars

PHILOSOPHY

- SDA ECEC Philosophy & Goals
- Purpose/Mission Statement of Center
- Teaching Philosophy
- Developmentally Appropriate Practices
- Teacher/Child Ratios
- Student Teachers and Volunteers

HIRING PROCEDURES

- Non-Discriminatory Policy
- Age Requirements
- Education Requirements
- Orientation Requirements

STAFF REQUIREMENTS

- Job Descriptions
- Dress code
- Professionalism
- Professional Development
- Confidentiality
- Smoking
- Cell phones/Phone use
- Communication with parents

ATTENDANCE/LEAVES

- Absentee Policy
- Staff illness
- Emergency schedules

SALARY/BENEFITS/REVIEWS

- Salary guidelines
- Description of benefits
- Performance review details
- Vacation/Holiday pay
- Causes for termination
- Grievance procedures

CLASSROOM POLICIES AND PROCEDURES

- Infant Care Policies (as applicable)
- Toddler Care Policies (as applicable)
- Pre-school/Pre-K (as applicable)
- Daily Routine & Schedules
- Inclement Weather Routines & Schedules
- Attendance, Late Arrivals & Absences
- Classroom maintenance
- Visitors
- Record Keeping
- Field Trip procedures
- Transportation
- Discipline Policy

HEALTH AND SAFETY

- Hygiene Policy
- Pesticide Use Policy
- Medication Distribution and Documentation
- Emergency Medical Treatment
- Incident and Accident Reports
- Emergency Evacuation Procedures
- Mandatory Reporting
- Health Requirements of Teachers/Staff

Atlantic Union Conference

Early Childhood Education and Care

Parent Handbook Outline

Each program/center should have a handbook the parents. Below is an outline of the topics which typically should be included in this handbook.

WELCOME

PRINCIPLES AND PHILOSOPHIES

- Adventist Early Childhood Education and Care Educational Philosophy and Goals
- Purpose/Mission Statement of Center
- Teaching Philosophy
- Developmentally Appropriate Practices and Environments
- Teacher/Child Ratios
- Student Teachers and Volunteers
- Teacher Professional Development and Certification
- Facility Description
- Center Accreditation Status

POLICIES AND PROCEDURES

- Non-Discriminatory Policy
- Regulatory Agencies
- Hours and Days of Operation
- Waiting List Enrollment
- Admission Policy
- Current and Accurate Information Requirements
- Parent Rights Notification
- Personal Rights of Children
- Proof of Identity
- Parking
- Daily Arrival/Pick-Up
- Release of Children
- Babysitting Policy
- Transportation and Field Trip Policy
- Un-enrollment (Parent's choice)
- Termination Notice (Center's decision)
- Photo Policy
- Satisfaction and Resolution

COMMUNICATION OPPORTUNITIES

- Parent Bulletin Board
- Newsletters
- Notes and Telephone Calls
- Developmental Progress Reports
- Parent/Teacher Conferences
- Daily Journals
- Daily Interactions
- Parent Resources/Lending Library
- Parent Advisory Committee
- Ways to Help

CURRICULUM

- Morning Worship
- Explanation of Bible-based and Christian Family Value-based Curriculum
- Parent-Child Interaction Activities (AKA: Homework)
- Work Quality Policies
- Testing Philosophy and Policy
- Extracurricular Opportunities/Activities

DAILY OPERATIONS

- Infant Care Policies (as applicable)
- Toddler Care Policies (as applicable)
- Pre-school/Pre-Kindergarten Preparation Program (as applicable)
- Daily Routine and Schedules/Inclement Weather Routines and Schedules
- Attendance, Late Arrivals and Absences
- Necessary Supplies and Labeled Clothing
- Lost or Damaged Clothing/Personal Belongings
- Snack and Meal Times
- Nap and Rest Time

- Open Door Policy/Parent Visitations
(Reservation of Center's Rights)

HEALTH AND SAFETY

- Hygiene Policy
- Air Quality
- Pets
- Pesticide Use Policy
- Potty Training
- Nutritional Guidelines
- Immunization Policy
- Illness Exclusion Guidelines
- Illness Postings
- Outdoor Play after Illness
- Medication Distribution and Documentation
- Emergency Medical Treatment
- A Child's Rights and Needs
- Discipline Policy/Behavior Management Plan/Consequences for Misbehavior
- Biting Information and Policy
- Types of Items/Clothing Unacceptable at School
- Aggressive Behavior
- Incident and Accident Reports
- Emergency Evacuation and Closing Procedures
- Mandatory Reporting
- Health Requirements of Teachers/Staff

SPECIAL OCCASIONS

- Birthday Parties, Treats and Holiday Celebrations
- Parent Programs
- Graduations and Transitions
- Center Closure for Teacher Professional Development

FINANCIAL POLICIES

- Deposit Policy
- Enrollment/Entrance Fee
- Annual Activity Fee
- Tuition Payments
- Tuition Discounts: Multiple children, referrals, early tuition payments (limited)
- Vacation/Illness Credit Limit
- Preschool Vacation Credit for Non-holiday Closures
- Inclement Weather and Early Closures
- Legal Holidays, In-Service and Work Days (no credit)
- Late Departures
- Past-due Accounts and Capital Recovery
- Insufficient Funds
- Student Insurance

REFERENCES

ACKNOWLEDGEMENT

- Our Commitment
- Acknowledgement and Verification of Handbook Receipt

Atlantic Union Conference

Please briefly describe your plan below.

Publisher:

Explain why you have chosen this curriculum:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CURRICULUM RESOURCES

Dodge, Diane Tristar, Laura Colker, and Cate Heroman. ***The Creative Curriculum for Preschool.*** Published by Teaching Strategies, Inc. Contact information: P.O. Box 42243, Washington, DC 20015. Phone: 800-637-3652 or 301-634-0818. Website: www.teachingstrategies.com.

FunShine Express Christian Supplement. Published by FunShine Express. Contact information: 926E East Industrial Drive, Dickinson, ND 58601. Phone: 800-340-8108. Website: www.funshineexpress.com.

Learn Every Day. Published by Kaplan Early Learning Company. Contact information: P.O. Box 67, Lewisville, NC 27023. Phone : 800-334-2014. Website : www.kaplanco.com.

Raikes, H. & Whitmer, J. (2006). ***Beautiful Beginnings: A developmental curriculum for infants and toddlers.*** Baltimore: Brookes Publishing. (Infant and Toddler)
Website: www.brookespublishing.com

Summers, Joan. (1978). ***God, Creation & Me.*** (Bible-based curriculum). Contact information: 25070 Tulip Avenue, Loma Linda, CA 92354. Phone: (909) 976-6075. E-mail: georges1929@yahoo.com

Wee Learn Curriculum. Published by LifeWay Christian Resources. Contact information: One LifeWay Plaza, Nashville, TN 37234. Phone: 800-233-1123. Website: www.lifeway.com.

SUPPLEMENTARY RESOURCES

Miller, Karen. (1999). ***Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds.*** Beltsville, MD: Gryphon House. (Infant and Toddler) www.gryphonhouse.com

Cook Communications Ministries. (2006). ***Scripture Pictures.*** Available at a local Adventist Book Center or on-line at: <http://www.cookministries.com/catalog/index.cfm>

Hooper, Wayne. (1976). ***Sing a Bible Verse: Vol. 1, 2 & 3.*** Newbury Park, CA: Key Music Company. hooperkey@juno.com

Petrash, C. (1992). ***Earthways: Simple environmental activities for young children.*** Beltsville, MD: Gryphon House. www.gryphonhouse.com

Schiller, P. & Bryant, T. (1998). ***The Values Book: Teaching 16 basic values to young children.*** Beltsville, MD: Gryphon House. www.gryphonhouse.com

Summers, Joan. (1978). ***God, Creation & Me.*** (Bible-based curriculum). Contact information: 25070 Tulip Avenue, Loma Linda, CA 92354. Phone: (909) 976-6075. E-mail: georges1929@yahoo.com

Surbeck, E. & Kelley, M. (Eds). (1990). **Personalizing Care With Infants, Toddlers and Families.** Wheaton, MD: Association for Childhood Education International. 800-423-3563. (Infant and Toddler) <http://www.acei.org>

Twombly, E. & Fink, G. (2004). **Ages & Stages Learning Activities.** Baltimore: Brookes Publishing. (Infant and Toddler) www.brookespublishing.com

Atlantic Union Conference
Early Childhood Education and Care
Equipment & Materials: Infant Programs

Language Development

- Cloth or cardboard books, safe to the mouth
- Books of various kinds, sizes, shapes, interaction
- Container filled with pictures mounted on cardboard and covered with Contact paper
- Cloth or rubber puppets with no removable parts
- Pictures of infants' families, familiar objects, animals

Sensory Stimulation

- Mobiles
- Unbreakable Mirrors
- Wall hangings (textured, touchable, securely fastened)
- Adult rocking chairs
- Peek-a-boo toys
- Jack-in-the-box type toys
- Clutch balls
- Rattles
- Squeeze toys
- Toys for sucking, chewing, and teething
- Bell bracelets
- Hand mitts made from baby socks
- Beanbags
- Cuddle, toys, animals, and dolls
- Push and squeeze toys
- Music boxes
- Tape or CD player and tapes or CDs
- Texture balls
- Textured glove made from a variety of materials (made to be worn by adult)
- Water table or plastic bathtub or basin for closely supervised water play
- Plastic containers, cups, bowls, bottles, pitchers, etc. for water/sand play

Manipulative Toys

- Shape-sorting toys
- Pop-up toys
- Large pop beads
- Nesting boxes
- Large, soft blocks
- Containers in graduated sizes (ie, plastic bowls, cups)
- Pegboards with large holes and large, colored pegs

- Large wooden stringing beads and short, thick strings or shoelaces
- Cardboard boxes with lids
- Busy boxes
- Stacking post and rings

Gross-Motor Development

- Small cars and trucks
- Soft balls of various sizes
- Riding toys without pedals, propelled by arms or feet
- Large cardboard boxes

Art

- Large, nontoxic crayons and paper
- Play dough (edible) and blunt, wooden dowels to use as tools
- Box of small pieces of ribbon and fabric of varied textures and colors
- Finger-paints and paper or shallow trays
- Plastic smocks or donated oversized T-shirts
- Old tablecloth or plastic for floor covering

Dramatic Play

- Pots and pans
- Large wooden or plastic spoons
- Toy telephone
- Hats
- Purses and tote bags
- Unbreakable tea set
- Dolls – soft, unbreakable, washable, and multiethnic

Outdoor Play

- Shallow wading pool (only used with close one-on-one supervision)
- Water table or plastic bathtub or basin for sand/water play
- Plastic containers, cups, bowls, bottles, pitchers (for sand/water play)
- Strollers or buggies
- Wagons and riding toys
- Blankets (for young infants to lie on or crawl on)
- Umbrellas, screens, or "tents" to provide shade
- Extra hats, mittens, scarves for infants & caregivers
- Balls
- Large boxes
- Small climbers

Atlantic Union Conference
Early Childhood Education and Care
Equipment & Materials: Toddler Programs

Language development

- Homemade or purchased simple books about
 - Feelings and attitudes
 - Families and friends
 - Everyday living experiences
 - Science and nature
 - Fun and play
- Rocking chair, soft chair, mattress, pillows
- Carpeted floor
- Cloth puppets
- Pictures of toddlers' families, familiar objects, and animals

Music

- Tape or CD player and tapes or CDs
- Rhythm instruments with no sharp edges

Blocks

- Large, soft blocks
- Large cardboard blocks
- Large, interlocking blocks
- Hollow blocks
- Small cars and trucks
- Animal props (farm and/or zoo animals)
- People props: multi-ethnic family sets and community helpers

Gross-motor development

- Cars and trucks
- Soft balls of various sizes
- Riding toys, without pedals, propelled by arms or feet
- Large cardboard boxes
- Wagons
- Places to climb in and out of

Manipulative toys

- Shape-sorting box
- Puzzles with a few large pieces
- Legos® (largest size)
- Lincoln Logs®
- Pop-up toys
- Large pop beads
- Nesting boxes
- Stacking rings
- Containers in graduated sizes such as plastic bowls or cups
- Pegboards with large holes and large, colored pegs

- Large, wooden stringing beads and short, thick strings or shoelaces
- Plastic pop beads
- Cardboard boxes with lids
- Unbreakable mirrors
- Beanbags and baskets to toss them into
- Push and pull toys

Art

- Old tablecloth or plastic for floor covering
- Smocks, donated T-shirts, or plastic smocks
- Easels
- Paints
- Brushes
- Newsprint
- Large nontoxic crayons and paper
- Felt-tip markers
- White and colored chalk
- Play-dough and utensils
- Finger-paints and paper
- Shallow trays for finger-painting

Dramatic play

- Kitchen set with doors vs. drawers
- Pots and pans
- Stuffed animals
- Dolls
- Toy telephones
- Hats
- Purses and tote bags
- Unbreakable tea sets
- Dolls that are soft, unbreakable, washable and multi-ethnic
- Doll beds
- Doll carriages/strollers

Outdoor play area

- Water table or plastic bathtub or basin for water play
- Sand and dirt tub/table
- Plastic containers, cups, bowls, bottles, pitchers, spooning and sifting utensils for sand and water play
- Wagons and riding toys without pedals, propelled by arms or feet
- Balls
- Large boxes or blocks
- Small climbers
- Low slide

Atlantic Union Conference

Early Childhood Education and Care

Equipment & Materials: Preschool/PreK Programs

These learning center and resource lists are specifically for children within preschool and pre-kindergarten classrooms. The lists are not exhaustive and leave room for spontaneity and creativity based on the children's interests and needs.

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ audiocassette player and audiocassettes ▪ balance scales ▪ blocks (variety of large, small, wooden, plastic, etc.) ▪ books (fair and equitable) ▪ bowls (for cooking activities, etc.) ▪ broom and dustpan ▪ bulletin boards ▪ carpet (for quiet-time and group assembly areas) ▪ cash register and play money ▪ chairs (small) ▪ chalkboard, chalk and brushes ▪ clothes (for dress-up) ▪ CD player and CDs (access to) ▪ computer and a variety of age-appropriate software ▪ containers (a variety of sizes for storage) ▪ cookie sheets ▪ crayons (including realistic skin tones) ▪ crib or bed (for playhouse) ▪ cupboards ▪ cutlery (play and real) ▪ date stamp ▪ day book ▪ desk and chair (for teacher) ▪ dishes (play and real) ▪ dolls (fair and equitable--both genders, multicultural) and clothes ▪ easel for painting ▪ experience chart and stand ▪ filing cabinet ▪ flannel board and felt figures ▪ games (card, board, etc.) ▪ globe ▪ hole punch ▪ listening post and headphones ▪ lockers ▪ magnetic board and figures ▪ magnets (bar, horseshoe, etc.) ▪ magnifying glass ▪ manipulatives (a variety of) ▪ markers (non-toxic, washable) ▪ measuring cups and spoons | <ul style="list-style-type: none"> ▪ mirror ▪ miscellaneous treasures (ie, buttons, rocks, shells) ▪ mop ▪ overhead projector, transparencies and markers ▪ paint (a variety, including finger paint, tempera paint) and paintbrushes (variety of sizes and types) ▪ paper (a variety, including newsprint, construction paper, tissue paper, wallpaper) ▪ pencils ▪ plants ▪ play dough, plasticine ▪ pots and pans (play and real) ▪ props (miniature signs, vehicles, people, animals) ▪ puppet theatre (an old television cabinet works well) ▪ puppets (fair and equitable--both genders, multicultural) ▪ puzzles (fair and equitable) ▪ record player and records ▪ refrigerator (for playhouse; access to real one) ▪ rhythm instruments ▪ rulers (a variety of lengths) ▪ sand table, sand and appropriate toys ▪ scissors (for left and right-handed students) ▪ shelves (ample) ▪ video projector and age-appropriate videos ▪ sponges ▪ stapler ▪ stove (for playhouse; also access to real one) ▪ tables (low) ▪ tape (transparent, masking, etc.) ▪ telephone (for play) ▪ television (access to) ▪ typewriter ▪ utensils (wooden spoon, spatula, etc.) ▪ water table and appropriate toys ▪ whiteboard and wipe-off markers ▪ wood scraps ▪ workbench with peg-board for storing tools; carpentry tools, nails |
|---|--|

Atlantic Union Conference

Early Childhood Education and Care

Supporting Documents

Governmental requirements for supportive documents will vary. Documents must be available as required to submit with the application for licensure.

ECEC Consultant or Administrator/Director Responsibilities

Consultant Initials	Conf. Rep's Initials	Not Applicable	<i>Each requirement must be initialed by the responsible party prior to moving forward in the process of licensing an early childhood program.</i>
			Government Orientation Classes
			Business License
			Special Use Permit
			Liability Insurance Certificate (ARM)
			Vehicle Insurance (if applicable)
			Application for Child Care Center License
			Applicant Information
			Criminal Record Statement and Department of Justice Live Scan Criminal Clearance
			Statement Acknowledging Requirement to Report Suspected Child Abuse
			Designation of Facility Responsibility Form naming director as responsible for the center's operation, and qualified staff persons as responsible in the absence of the director
			Financial Information Release and Verification
			Monthly Operating Statement
			Balance Sheet
			Board resolution from the local site board pertaining to hiring of director/teachers
			Personnel Report (list of employees and contact information)
			Facility Staff Worksheet (weekly work schedule)
			Emergency Disaster Plan
			Earthquake Preparedness Checklist, if applicable
			Facility Sketch
			Local Fire Authority Inspection
			Local Health Department Inspection
			ECEC Center Bylaws & ECEC Center Constitution
			Director Packet (governmental forms and policies)
			Job Descriptions
			Personnel Policies
			Child Records Packets
			In-Service Training for Staff
			Parent Handbook
			Employee Packets and Employment Forms
			Health Screening Report, per employee
			Schedule of Daily Activities
			Admission Agreement
			Sample Menu
			List of Furniture/Play Equipment
			Bacteriological Analysis of private water supply, if applicable

Executive Committee Appointed Conference Office of Education Representative
(Oversight of facility's strategic planning, licensure forms, and content of supportive documents)

Conference Rep's Initials	<i>Each requirement must be initialed by the responsible party prior to moving forward in the process of licensing an early childhood program.</i>
	Conference office voted actions permitting initial application for licensure
	Conference office voted actions permitting the hiring of an ECEC consultant or other individual for the purposes of completing the requirements for operational licensure
	Business License*
	Special Use Permit*
	Liability Insurance Certificate (ARM)*
	Vehicle Insurance (if applicable)*
	Application for Center Operation
	Verification of Administrator/Director Qualifications
	Designation of Facility Responsibility
	Executive committee board resolution(s) naming a member of the Office of Education staff as the corporate authorized representative as the ECEC representative
	Administrative Organization
	Articles of Incorporation or Articles of Organization
	Association Bylaws and Certificate of Domestic Corporation
	Control of Property verification
	Applicant Information
	Criminal Record Statement signed by Conference office ECEC representative
	Health Screening Report - Facility Personnel for Conference office ECEC representative
	Department of Justice Criminal Clearance for Conference office ECEC representative
	Government Orientation Classes for Conference office ECEC representative

* Items are the responsibility of the ECEC Consultant and/or anticipated facility administrator/director. The Conference representative should provide oversight and signatures as required.

Local Conference Office ECEC Representative Signature

ECEC Consultant or Proposed Director Signature

Date

Date

Atlantic Union Conference

Early Childhood Education and Care

Phase 3 Checklist

Hiring an ECEC consultant or other individual to assist with the completion of the requirements for operational licensure will be coordinated among the Union Conference Office of Education, the local Conference Office of Education, and the local school and/or church. Though not required, such hiring is strongly recommended.

Phase Three: Requirements for Registering and Early Childhood Program		
Consultant Initial	Conf. Rep.'s Initial	
		<i>Each requirement must be initialed by the responsible party prior to moving forward in the process of registering an early childhood program.</i>
		Review the lists of suggested equipment for the age levels your center will accommodate (preschool & pre-kindergarten, infant, toddler), and purchase the necessary equipment.
		Use the Plant and Facilities Self Evaluation Scorecard to assess the facilities and grounds, ensuring that specific licensing requirements are met.
		Review Adventist Risk Management policies and licensing requirements with respect to child care and safety to ensure that these policies are being met.
		Use the Staff Handbook outline to compile a staff handbook for the center.
		Use the Parent Handbook outline to compile a parent handbook for the center.
		Work with your local Conference Office of Education to choose an early childhood curriculum which integrates faith and learning. Refer to the Curriculum Plan/Resources for recommendations.
		Work with your local Conference Office of Education and Board (or an appointed ad hoc committee) to write a Constitution and Bylaws for the center. Refer to the outline and sample provided.
		Ensure that all employees and board members sign a Statement of Confidentiality. (See sample provided)
		Compile all the supporting documents required for licensing approval by the relevant government agencies. (see Supportive Document Checklist provided)
		Submit an Application to local Government as required.
		Begin and continue with Phase 4!

For clarification: Should the local school and/or church wish to hire an ECEC Consultant as a teaching director for their early childhood program, such an arrangement requires a separate contractual agreement from that of the consulting contract. This arrangement will protect both the consultant and local school and/or church should unforeseen circumstances and/or delays occur.

Local Conference Office ECEC Liaison Signature

ECEC Consultant or Proposed Director Signature

Date

Date

**Atlantic Union Conference
Early Childhood Education and Care
Start-up Kit**

**Phase Four:
Post Government Licensure
(ongoing)**

North American Division of the Seventh-day Adventist Church

Phase Four Table of Contents

Prior to use, please consult employment legal counsel who is knowledgeable with the laws of the local jurisdiction where the center/facility/program is located. Legal counsel must review the documents to ensure compliance with state law and local ordinances.

Table of Contents and Document Origination		Federal	State	NAD / Union	Conference
1	NAD ECEC frequently asked questions about hiring local staff			X	
2	NAD ECEC employee categories and position summaries			X	
3	NAD ECEC job description program director				X
4	NAD ECEC Job Description educator				X
5	NAD letter to conference facilities regarding mandatory adoption of procedures for hiring locally funded employees			X	
6	NAD facility instructions for completing the request for locally funded				X
7	NAD request for locally funded position				X
8	NAD applicant screening and hiring guidelines				X
9	Genetic information Nondiscrimination Act				X
10	American with Disabilities Act consideration in the hiring process				X
11	NAD ECEC sample employment application		X		
12	NAD ECEC employment process worksheet				X
13	NAD ECEC statements to avoid during the employment selection			X	
14	NAD permitted and prohibited applicant/candidate inquiries				X
15	NAD record detention for interview notes				X
16	NAD ECEC employment records retention	X			
17	Interview questions			X	
18	NAD ECEC employment information verification				X
19	NAD ECEC sample declaration of SDA membership adherence				X
20	NAD ECEC health screening report/TB clearance				X
21	NAD ECEC photo release				X
22	NAD ECEC confidentiality statement				X
23	NAD ECEC volunteer and academic intern clearance			X	X
24	Facilities staff work schedule		X		X
25	Sample Pre-Kindergarten schedule				X

FREQUENTLY ASKED QUESTIONS ABOUT HIRING LOCAL STAFF

1. Can we pay an individual employed as a janitor or secretary a stipend amount?

No. Wage and hour laws require that hourly, nonexempt employees be paid for the actual hours that they work. This means that the employee needs to be tracking and reporting hours, rather than receiving a flat stipend amount. (But see Q&A 3 below for information about hiring independent contractors. Independent contractors generally should be paid for the job rather than by the hour.)

2. Can a local church or school request that a non-Adventist applicant be hired?

ECEC Program Directors are required to be SDA. However, for those who are currently employed as an ECEC Director and who are not SDA, they are to be grandfathered in. All new and future hires in the position of ECEC Program Director should be SDA. Priority should be given to SDA applicants in the hiring of ECEC personnel (i.e., teachers, assistant teachers, cook, etc.). However, if every attempt has been made to identify qualified SDA ECEC personnel without success, then the most qualified personnel should be employed.

Because of the importance of ministry with every job function, the Conference strongly encourages its churches and schools to recommend Seventh-day Adventist applicants to the Conference for hiring. By law, the Conference is allowed to give preference to Seventh-day Adventist applicants over applicants who are non-members. If a church or school wishes to recommend a non-Adventist applicant for hiring, it should include documentation with the request indicating that a suitable Adventist candidate is not available.

3. Can my church or school issue its own employment documentation, such as a contract of employment?

No. Regular part-time and full-time employees of a church or school are considered to be employees of the Conference, and the church or school is not authorized to issue its own contracts to employees. The church or school may be able to enter into a contract with an *independent contractor*, but it should be very sure that an independent contractor relationship (rather than an employer-employee relationship) exists prior to entering into that contract. Please consult with the Conference Human Resources Department prior to entering into any contract with an independent contractor.

4. Can an employee be paid with non-cash compensation (e.g., food, housing, tuition assistance)?

Because of the difficulty of properly reporting non-cash compensation to the Internal Revenue Service for taxation, churches and schools should plan on paying only monetary compensation for the work performed.

5. What is the church or school required to pay?

The church or school is responsible for the remuneration, benefits, costs and employer taxes associated with the position (entire compensation package). These amounts are billed to the church or school each month after payroll is run. The Conference assists in non-financial ways, such as by issuing paychecks to employees, handling income tax reporting responsibilities, and processing benefit enrollment. The Conference does not charge any administrative or processing fee to the local church or school for performing these services. Please refer to [PAYROLL COSTS] for more information.

6. Can an employee “volunteer” time if we can’t afford to pay for all of the hours that the employee works?

No. Such an arrangement is strictly prohibited. Employees must be paid for all of the time that they work, both out of fairness and to comply with wage and hour laws. You may permit an employee to volunteer time for your organization in a position that is substantially different from his or her normal job duties and that is customarily a volunteer (unpaid) position (e.g., church secretary may volunteer as a Pathfinder leader).

Early Childhood Education and Care (ECEC) Employee Categories & Position Summaries

Exempt

- 1 Supervisor (oversees multiple sites)
- 2 Administrative Director (Primarily Administrative duties, 51% or more & at least 45 FTE)

Non-Exempt

- 3 Site Director (PT tea/PT Admin; Primarily non-administrative)
- 4 Assistant Site Director
- 5 Head Teacher/Lead Teacher
- 6 Asst/Team Teacher (can be left alone w/ children)
- 7 Teacher Aide (never left alone w/ children)
- 8 Before & After School Care Teacher (can be left alone w/ children)
- 9 Admin. Asst. / Receptionist
- 10 Bookkeeper
- 11 Cook
- 12 Asst. Cook
- 13 Maintenance
- 14 Grounds Keeper
- 15 Custodian
- 16 Substitutes
- 17 Student Workers (High school & college students who are employees)
- 18 Volunteers and Academic Interns (ECE/CD Student Teachers)
- 19 Contractors **[Note: Contractors not defined below]**

Classifications

- 20 Part-Time Temporary
- 21 Part-Time High Hours
- 22 Part-Time Low Hours
- 23 Less Than Half-Time
- 24 Full-Time Temporary
- 25 Full-Time

Description of Classifications

Full-Time

Assigned to and working a regular schedule of 38 hours per week for a non-specified period.

Part-Time High Hours

Assigned to and working a regular schedule between 30 and 35 hours per week for a non-specified period.

Part-Time Low Hours

Assigned to and working a regular schedule between 19 – 25 hours per week for a non-specified period.

Less Than Half-Time

Assigned to and working a regular schedule of less than 19 hours per week for a non-specified period.

Full-Time Temporary

Employed on a regularly scheduled basis for at least 38 hours per workweek for a period of not more than 89 days. After the 89-day period, the employee will either be converted to regular status or cease employment.

Part-Time Temporary

Employed on a regularly scheduled basis of 35 hours or less for a period of not more than 89 days. After the 89-day period, the employee will either be converted to regular part-time status (high hours or low hours) or to less than half-time or cease employment.

Employee Categories & Position Summaries

Description of Positions

Administrative Staff

Supervisor

This individual has direct responsibility for the overall operation of more than one ECEC program. The Supervisor is an individual who is **not** counted in the student/child ratio; Supervisors have **no** teaching responsibilities.

Administrative Director

This individual has direct responsibility for the overall operation of an ECEC program. The Administrative Director is an individual who is **not** counted in the student/child ratio; Administrative Directors have **no** teaching responsibilities. An Administrative Director must spend 51% or more of his or her working hours performing administrative duties.

Site Director

This individual has direct responsibility for the overall operation of an ECEC program and may or may not be counted in the student/child ratio; Site Directors may or may not have teaching responsibilities. A Site Director spends less than 51% of his or her working hours performing administrative duties.

Assistant Director

This individual supports the director and assists with responsibility for the overall operation of an ECEC program and becomes directly responsible for the program in the absence of a director.

Administrative Assistant/Receptionist

This individual provides support services for the ECEC program, including, but not limited to greeting visitors and clientele, answering phones, paging staff members and maintaining a visitor log. Additional duties may include supporting the administrator, gathering data, record keeping, completing reports, and working on special projects assigned by the administrator.

Bookkeeper

This individual provides support services for the ECEC program by maintaining details of financial transactions.

Educational Staff

Head Teacher/Lead Teacher

All adults who have direct responsibility for the care, supervision, management and curricular planning for a group of young children.

Assistant Teacher/Team Teacher

All adults who have direct responsibility for the care, supervision and management of a group of young children under the supervision of a Head/Lead Teacher. Assistant/Team Teachers must meet established requirements in order to be left alone with a group of children in the absence of the Head/Lead Teacher.

Substitutes

All adults who have direct responsibility for the care, supervision and management of a group of young children under the supervision of a Head/Lead Teacher or director. Substitute Teachers must meet established requirements in order to be left alone with a group of children.

Before & After-School Care Teacher

All adults who have direct responsibility for the care, supervision and management of a group of young children under the supervision of a Head/Lead Teacher or director.

Before

& After-School Care Teachers must meet established requirements in order to be left alone with a group of children.

Student Workers

High school or college students who are employed to work at the ECEC program in various capacities.

Teacher Aide

All adults who have responsibility for the care, supervision and management of a group of young children under the direct supervision of a Head/Lead Teacher or Assistant/Team Teachers. Teacher Aides may not be left alone with a group of children.

Academic Interns

Individual(s) who are completing college-level Early Childhood Education and/or Child Development courses and laboratory requirements who receive course credit rather than remuneration for hours worked in the ECEC program.

Volunteers

Individuals volunteering their time in accordance with Federal law requirements to provide assistance and support under the direct supervision of a Head Teacher/Lead Teacher who are not receiving remuneration for hours worked.

Support Personnel

Cook

The individual responsible for the supervision, management and planning of all meals and snacks including preparing and serving meals; receiving and storing food stuffs and

supplies; maintaining sanitation related to these activities; locating, following, and/or adapting recipes; and may be asked to keep general records and/or inventory.

Early Childhood Education and Care
**Employee Categories & Position
Summaries**

Assistant Cook

The individual who works under the supervision of the Cook and assists with the supervision and management of all meals and snacks, including preparation, service and cleanup. Assistant Cooks may perform other related kitchen duties and become responsible for the meal program in the absence of the Cook.

Maintenance

Individual(s) who provides support services for the ECEC program by providing maintenance and related upkeep for facilities, vehicles, and/or equipment and maintaining maintenance records.

Custodian

Individual(s) who provides support services for the ECEC program and responsible for cleaning, general care and upkeep of a building or area. Custodians may perform routine maintenance, maintain cleaning supplies, etc.

Grounds Keeper

Individual(s) who provides support services for the ECEC program by maintaining the grounds of the external facility.

[INSERT ORGANIZATION'S NAME]

JOB DESCRIPTION – PROGRAM DIRECTOR

Job Title: Program Director

Division/Department:

Reports to: [Name & Title]

Department Director:

Supervises:

Key Relationships:

Internal:

External:

Location:

Level/Grade:

Position Classification:

Hours per Week:

Exempt or Non-Exempt:

Job Summary:

Coordinates the provision of nurturing care and developmentally appropriate education to meet the needs of children in a group setting within a safe and healthy environment, through supervision of group staff, students and volunteers and in co-operation with parents and other groups within the program.

Principle Duties & Scope of Responsibilities:

1. Supervises teachers, students and support staff; schedules work and assigns responsibilities; chairs group staff meetings; participates in staff hiring and dismissal; evaluates teachers and support staff; orients and trains staff and others; facilitates communication among group staff; arranges for replacement staff as needed; acts as teaching role model and provides leadership to the teaching team.

2. Advises, consults and assists staff in planning and implementing the daily program of activities; prepares appropriate materials and equipment and sets up areas for planned activities; provides a safe, flexible and stimulating environment which facilitates early learning; provides a welcoming and nurturing environment by demonstrating ongoing affection, acceptance and support of each child; guides and assists children in activities, routines and transition times; teaches appropriate behaviors and skills through modeling, counseling, mediating, observing, questioning, demonstrating and reinforcing; implements therapy suggestions as required.
3. Oversees the progress of the children and the group; ensures recording of observations and assessments on children's progress and behavior; recommends program and teaching modifications to meet special needs and reviews progress monthly; follows assessment and referral process; writes behavioral and developmental reports; chairs program evaluation meetings.
5. Monitors the health and safety of the group; ensures that the group maintains standards set by licensing requirements; participates in annual health and safety inspection; refers health and safety concerns and makes recommendations for change; records and reports accidents and serious occurrences; isolates ill children and makes arrangement for notification of parents and supervision of child; delegates responsibility for the administration of medication; makes arrangements for alternate pick up of late children
6. Ensures positive communication with families through regular verbal and written contact regarding program, children's progress, opportunities for involvement, special concerns and family needs; conducts parent/teacher interviews, case conferences as required; organizes parent education workshops; coordinates communication with prospective clients; interviews prospective clients and completes intake and orientation procedures.
7. Prepares and produces written documents to meet program information and communication needs; Administers group documentation and equipment and supplies budget; monitors budget and maintains petty cash; updates schedules and timetables regularly; designs documents for group use; maintains children's attendance records, emergency information and the daily log book; collects medication information from parents and informs staff; verifies staff time sheets; develops prioritized list of equipment and supplies; administers and monitors group equipment and supplies; orders/purchases equipment and supplies with approval;
8. Ensures staff remain current and knowledgeable; makes recommendations for in-service training; provides for the professional development needs of staff; maintains own knowledge through professional development.
9. Respects confidentiality and relates to parents, children and other staff members in a professional and ethical manner.

Education and Training Required:

- Early Childhood Education diploma or degree from a recognized college or university or other equivalent educational qualifications
- Minimum of five years' experience in a group child care program

Position Qualifications:

- Strong organizational and administrative skills
- Good interpersonal skills
- Proven ability to work closely with other team members
- Sensitivity and respect for individual and cultural differences
- Adequate energy level and ability to meet the physical demands of the job
- An additional language would be an asset

Physical Requirements:**Equipment to be Used and Operated:****Working Conditions:****Essential Job Functions:**

- To perform duties in accordance with the mission statement and core values of the Seventh-day Adventist Church
- To provide high-quality child care in a group setting that meets the diverse needs and promotes optimum physical, social, emotional, cognitive and intellectual development of the children in care
- To assume a supervisory and leadership role to the group for which the program coordinator is responsible

Mental/Emotional Requirements:

Safety Responsibilities:

Additional Requirements:

EMPLOYEE ACKNOWLEDGMENT:

I acknowledge that I have received a copy of this job description and understand that it is my responsibility to read and understand it. I understand that this job description may be used as a tool to evaluate the performance of my duties. If I have any questions about this job description or my job duties, I understand that I should ask my supervisor or department director.

Signature

Printed Name

Date

REVIEWED BY

Title

APPROVED BY

Title

DATE POSTED

DATE HIRED

[INSERT ORGANIZATION'S NAME]
JOB DESCRIPTION – EARLY CHILDHOOD EDUCATOR

Job Title: Early Childhood Educator – *(Insert Center Name)*

Division/Department:

Reports to: [Name] Program Director

Department Director:

Supervises:

Key Relationships:

Internal:

External:

Location: *(Insert Center Name and Address)*

Level/Grade:

Position Classification:

Hours per Week:

FLSA Exempt or Non-Exempt:

Job Summary:

The Early Childhood Educator collaborates closely with all other members of the program team to provide nurturing care and education to young children in a group setting, under the supervision of the Program Director, in accordance with the goals and curriculum plans of the center and the philosophy and policies of the Union, Conference and State.

Principle Duties & Scope of Responsibilities:

- Recognizes and responds to the needs of each child by using developmentally appropriate teaching and child behavior management techniques
- Shares in the responsibility for planning, preparing and implementing stimulating, age-appropriate activities that encourage children's creativity and learning and promote each child's social, emotional, cognitive and physical development

- Participates fully and consistently as a conscientious team member in caring for the children and in the overall operation of the program and center; maintains regular and open communication with program team members and all other co-workers
- Establishes and maintains regular communication with parents
- Shares responsibility for maintaining program equipment in good repair; assists with toy/equipment disinfecting
- Engages in positive collaboration with the other programs and early childhood educators of the center in coordinating the effective use of equipment, facilities and personnel

Education and Training Required:

Minimum: Associates degree in Early Childhood Education or related field and at least 2 years experience.

Position Qualifications:

Physical Requirements:

- Attends to physical needs of children; instructs and assists in developing self-help skills such as washing, dressing, toileting, and eating, as necessary; attends to diapering needs; feeds children and ensures special dietary requirements are met; ensures children are clean, dry and dressed appropriately; oversees food for snacks.

Equipment to be Used and Operated:

Working Conditions:

Essential Job Functions:

- Responsible for the constant supervision, safety and wellbeing of the children
- Integrates the teachings and principles of the Seventh-day Adventist Church as well as the bible throughout the curriculum, the daily activities, instructional practices, and interactions

- Observes and records relevant information on each child's progress as required
- Attends and participates actively in all program/center, parental or other meetings as required
- Ensures the program operates at all times in compliance with all child care licensing standards
- Participates in ongoing professional development and attends/maintains all mandatory training
- Participates in the supervision, training and mentoring of students and supply teachers
- Performs other duties as may be assigned from time to time by the Center Director or her/his designate
- **Other essential job duties to be added here**

Mental/Emotional Requirements:

Safety Responsibilities:

- Participates in regular fire drills and other emergency procedures
- Shares responsibility for maintaining the play environments and storage areas in an organized and clutter-free condition
- Assists the Center Director in maintaining a safe and healthy work environment by promptly reporting any existing and/or potential workplace hazards

Additional Requirements:

EMPLOYEE ACKNOWLEDGMENT:

I acknowledge that I have received a copy of this job description and understand that it is my responsibility to read and understand it. I understand that this job description may be used as a tool to evaluate the performance of my duties. If I have any questions about this job description or my job duties, I understand that I should ask my supervisor or department director.

Signature	Printed Name	Date
-----------	--------------	------

REVIEWED BY	<i>Title</i>
APPROVED BY	<i>Title</i>
DATE POSTED	
DATE HIRED	

[CONFERENCE LETTERHEAD]

Dear _____,

On _____, 20____, the _____ Conference [**CONFIRM:** Administrative Committee or Executive Committee] voted to adopt the North American Division Guidelines for Locally Funded Employees. To assist Conference facilities with implementation of the Locally Funded Employee Guidelines, on _____, 201____ [**CHOOSE ONE:** Conference ADCOM or Executive Committee] adopted a hiring procedure for locally funded employees.

Local churches, schools and other facilities of the Conference which desire to employ additional locally funded workers must submit a written request to the Conference [**CHOOSE ONE:** Executive Secretary or Treasurer or Human Resources] identifying (i) the position desired, (ii) the proposed job duties, (iii) the proposed classifications (i.e., full-time or part-time and salaried exempt or hourly non-exempt), and (iv) the proposed remuneration.

The Conference [**CHOOSE ONE:** Executive Secretary or Treasurer or Human Resources] will notify the local church, school or facility if the requested position is either (i) approved as proposed, or (ii) must be adjusted to comply with federal/state laws or Conference policies, or (iii) is denied. If the proposed position is denied, the Conference will provide an explanation to the local facility. The Conference [**CHOOSE ONE:** Executive Secretary or Treasurer or Human Resources] will also confirm the benefits eligibility of the position and the funding required from the local church, school or facility to cover the remuneration and benefit costs of the position.

Before moving forward with the proposed employee, the local facility must review and approve the required funding and submit a written commitment to the Conference that it will provide the necessary funding for the position. If the Conference approves hiring of the locally funded employee, the local church school or facility will be responsible for (i) confirming that he or she is a member in good standing of the Seventh-day Adventist Church; (ii) having the applicant complete and submit a Conference employment application to [**CHOOSE ONE:** the Executive Secretary or Treasurer or Human Resources]; and (iii) obtaining the proposed employee's authorization for a criminal record check (if required for the position) and returning the authorization from to the Conference. The Conference will conduct a criminal background check on the applicant, if appropriate. A final hiring decision will be made by the Conference [**CHOOSE ONE:** ADCOM or Board of Education or Operations Committee or Personnel Committee] _____ and the local facility will be notified of this action. At this point, and not before, the locally funded employee can commence work for the church, school or facility.

If churches, schools or other Conference facilities have any questions regarding this procedure, please contact _____, the Conference _____.

Sincerely,

(name)

(title)

FACILITY INSTRUCTIONS

COMPLETING THE REQUEST FOR LOCALLY FUNDED POSITION FORM

The purpose of the Request for Locally Funded Position ("Form") is to assist churches, schools and other facilities (the "Facility") of the _____ Conference to comply with the procedures adopted by the _____ Conference for requesting and obtaining a Conference employee whose remuneration and benefits will be funded by a local church, school or other facility of the Conference (a "Locally Funded Employee").

The Form must be completed for ALL Locally Funded positions which a Facility desires to implement after _____, 201____. This includes Facility employees who will be hired to fill new positions, or fill existing positions which have become vacant for whatever reason (e.g., retirement, resignations or reductions in force or restructuring).

Section 1 (The Facility is responsible for completing Section 1 of the Form).

- Proposed Job Title:
 - If the position already exists but has recently become vacant, complete the blank with the current job title.
 - If the position did not previously exist, provide a proposed job title. The proposed job title should relate to the job duties.
- Proposed Job Duties:
 - If the position already exists but has recently become vacant, complete the blank with the current job duties and attach a job description if one exists for the position. Include any new duties which will be assigned to the position.
 - If the position did not previously exist, complete the blank with a summary of the proposed job duties and attach a proposed job description if one has been created for the position.
- Check the appropriate box identifying the type of requested position (new, replacement or restructured position).
 - If the position was previously filled by another employee, provide the former employee's name and remuneration at the time he/she ceased employment.
 - If the position is being restructured (for example, where two positions are being combined into one, or where the duties of a position are being significantly changed), provide information regarding the proposed restructuring.

- Proposed Remuneration:
 - If the employee will be paid on an hourly rate, check the appropriate box and provide the proposed hourly rate.
 - If the employee will be paid a fixed salary per month, check the appropriate box and provide the monthly salary.
- Proposed Hire Date:
 - Provide a proposed future date you desire an employee to begin working in the position. (**REMINDER:** The proposed employee cannot be offered the position or begin working until after the Conference has approved the position, conducted the criminal background check (if appropriate) and issued an employment letter or agreement to the individual).
- Proposed FLSA Classification:
 - If the position will be hourly, check the “Non-Exempt” box.
 - If the position will be salaried, check the “Exempt” box.
(**REMINDER:** Generally, a “salaried exempt” employee must be paid a salary of at least \$455.00 for each work week.)
- If the employee will be working at least 38 hours per week, check the “Full-time” Box.
 - If the employee will be working at least 30 hours but not more than 35 hours per week, check the “High Hours Part Time” box.
 - If the employee will be working at least 19 hours and not more than 25 hours per week, check the “Low Hours Part Time” box.
 - If the employee will be working less than 19 hours per week, check the “Less Than Half-time” box and provide the number of hours that the employee will work.
 - If the employee’s proposed work hours do not meet any of the above criteria, check the “Other” box and explain the Facility’s contemplated work schedule.
- After Section 1 has been completed, send the form to the Conference’s (**CHOOSE ONE:** Executive Secretary or Treasurer or Human Resources Director) for review.

Section 2 (The Conference is responsible for completing Section 2 of the Form).

- The Conference will review the Form and determine if the requested position will be approved as proposed, approved with changes or denied. This determination will be made within ____ days after the Conference’s receipt of the Form.

- **Approved As Proposed:**
 - If the Conference approves the position as proposed, it will check the “Requested position has been approved as proposed” box.
 - Confirmation that the position has been approved as proposed is subject to the Conference receiving the Facility’s commitment for its financial obligations (funding for remuneration and benefits).
 - The Conference will check the appropriate box specifying whether it will issue an educational employment agreement or an employment offer letter for the position.
- **Approved With Changes:**
 - If the Conference approves the position with changes, the Conference will check the “Requested position has been approved with these changes” box.
 - The Conference will specify necessary changes (e.g., change from exempt to non-exempt status for compliance with wage and hour laws, change to less than part-time, or change in remuneration rate).
 - The Conference will specify any additional requirements for the position.
 - If the changed position is not accepted by the Facility, the Conference will note the denial and no further action may be taken regarding the position. The Conference will retain the Form in its records.
- **Denied:**
 - If the Conference denies the request, it will check the “requested position has been denied” box.
 - The Conference will provide the Facility with an explanation for its denial of the position.
 - No further action may be taken regarding the position. The Conference will retain the Form in its records.

Employment Benefits Eligibility

- If the Conference approves the request (as proposed or with changes), the Conference will determine the benefits for which the position will be eligible under Conference policies and benefit plans based on the full or part-time and hourly or salaried exempt classifications for the position.
- The Conference will check the boxes to identify the applicable benefits for which the position will be eligible and the monthly benefits cost to the employee and the facility. Any benefits for which the position is ineligible will be marked “N/A”.

- The Conference will calculate the total monthly remuneration and benefits cost to the employee and the facility and insert those amounts on the Form.

Funding for Remuneration and Employment Benefits

- If the Conference approves the request (as proposed or with changes), the Conference will complete the section titled “Funding for Remuneration and Benefits”.
- The Conference will calculate the monthly remuneration and place the dollar amount in the blank. If the employee is hourly, the amount will not include overtime. The Facility will also be responsible for funding any overtime work performed by a non-exempt employee.
- The Conference will calculate the cost of the benefits for which the position is eligible.
- The Conference will determine how far in advance it must receive payment from the Facility to cover the employee’s monthly remuneration and benefits and complete the blank.
- The Conference will calculate the total monthly funding required for remuneration and benefits and complete the appropriate blank.
- The Conference will return the Form with the completed Section 2 to the Facility for confirmation of the Facility’s ability and commitment for funding the position.

Section 3 (The Facility is responsible for completing Section 3 of the Form).

- The Facility must obtain approval of its local board to proceed with the approved position.
- The local board must take an action approving the total monthly funding required for the position and committing to submit the funds to the Conference to cover the remuneration and benefits for the position.
- After the local board has approved the funding for the position, an authorized representative for the Facility must complete all the blanks in Section 3 of the Form. The information needed to complete Section 3 may be obtained from Section 2 of the Form.
- The authorized representative for the Facility must sign and date the Form.
- The Facility submits the completed signed Form to the Conference.
- After the Conference approves the position, it will send the Facility, (i) a Conference employment application and (ii) an authorization form for criminal record check (if required for the position) to the Facility with the Form.

- The Facility is responsible for (i) an applicant for the position completing and submitting the Conference employment application and signed criminal record check authorization (if required for the position) to the **[CHOOSE ONE: Executive Secretary or Treasurer or Human Resources]**.
- The Conference will conduct a criminal background check on the applicant, if appropriate.
- A final action will be taken by the Conference **[CHOOSE ONE: ADCOM or Board of Education or Operations Committee or Personnel Committee]** approving the hiring of a specific applicant to fill the approved locally funded employee position.
- The Facility will be notified of the hiring action.
- The Conference will send an employment offer letter or educational employment agreement to the newly hired locally funded employee, which will confirm the conditions of employment and provide notice of the Facility's obligation and commitment to provide funding for the position.
- At this point, and not before, the locally funded employee can commence work for the Facility.

_____ CONFERENCE OF SEVENTH-DAY ADVENTISTS
REQUEST FOR LOCALLY FUNDED POSITION

FACILITY _____

LOCATION _____

Section 1: This section must be completed by the local facility requesting the locally funded position and submitted to the Conference's [CHOOSE ONE: Executive Secretary or Treasurer or Human Resources Director] for consideration. The job candidate may not begin work until approved by the Conference ADCOM or Board of Education or Operations Committee or Personnel Committee.

Position Information

Proposed Job Title: _____

Proposed Job Duties: _____

(use additional sheets if necessary or attach proposed job description)

☐ New Position

☐ Replacement for _____ Remuneration: _____
(former employee name)

☐ Restructured Position: _____
(explain changes to position – use additional sheets if necessary)

Proposed Remuneration: _____ ☐ Per Hour ☐ Monthly Salary

Proposed Hire Date: _____

Proposed FLSA Exemption Classification: ☐ Exempt ☐ Non-Exempt

Proposed Work Schedule:

☐ Full time (38 hours per week)

☐ High Hours Part Time (30 to 35 more hours per week)

Number of hours proposed _____

☐ Low Hours Part Time (19 to 25 hours per week)

Number of hours proposed _____

☐ Less Than Half-time (must be less than 19 hours per week)

Number of hours proposed _____

☐ Other (explain): _____

Section 2: This section will be completed by the Conference [CHOOSE ONE: Executive Secretary or Treasurer or Human Resources Director] and returned to the requesting facility for review and funding commitment.

- ☐ Requested position has been approved as proposed, subject to the local facility's commitment to the cost of remuneration and benefits.

Will the employee be issued a locally funded educational employment agreement by the Conference? ☐ Yes ☐ No

Will the employee be issued an employment offer letter by the Conference?
☐ Yes ☐ No

- ☐ Requested position has been approved with these changes:

(use additional sheets if necessary)

- ☐ Requested position has been denied

 (Conference Official)

Date: _____

Employment Benefits Eligibility

(This section will only be completed if the requested position is approved).

Classification/Position: _____

- ☐ Full-Time ☐ Part-Time ☐ Less Than Part-Time

Benefits (check all that apply)	Employee Cost Per Month	Facility Cost Per Month
☐ Healthcare Assistance Plan	\$ _____	\$ _____
☐ Retirement	\$ _____	\$ _____
☐ Basic	\$ _____	\$ _____
☐ Voluntary	\$ _____	\$ _____
☐ Match	\$ _____	\$ _____

Section 3: The following section must be completed by the local facility and returned to the Conference [CHOOSE ONE: Executive Secretary or Treasurer or Human Resource Services] if the requested position is approved.

I, _____, am an authorized representative of the _____ ("Facility"). The Board of the Facility has reviewed the position and funding information on the Request for Locally Funded Position form and agrees to submit to the _____ Conference the total amount of \$_____ per month required to fund the position (*attach a copy of the Board action/resolution*).

The Facility will send the _____ Conference \$_____ at least _____ days in advance of each Conference payroll date to cover the remuneration and benefit costs for the approved position.

If the Facility does not provide the necessary funding for the employee's remuneration and benefits to the Conference in a timely manner, the Facility acknowledges that the Conference may, in its sole discretion, take any of the following actions: (i) place the employee on an unpaid administrative leave until sufficient funding is received by the Conference for the past due and current requirements; (ii) revise the terms of employment between the Conference and the employee; or (iii) cease the employee's employment due to insufficient funding and terminate any employment agreement.

The Facility acknowledges that the proposed employee must:

- (i) be a member in regular standing of the Seventh-day Adventist Church,
- (ii) complete a Conference employment application and submit it to [CHOOSE ONE: the Executive Secretary or Treasurer or Human Resources Director],
- (iii) have the necessary qualifications for the position,
- (iv) submit written authorization for and successfully complete a criminal background check before he/she can commence work or receive remuneration and benefits, and
- (v) complete Section 1 of Form I-9 by his/her first day of work for pay. The employee may complete Section 1 of Form I-9 at any time between acceptance of a job offer and the first day of work for remuneration. The employee must also submit appropriate document(s) so the Facility may fully complete Section 2 of Form I-9 within three (3) business days of the employee's first day of work for remuneration.

(The Conference employment application and authorization for criminal background check to be completed by the proposed employee are attached if the proposed position has been approved by the Conference.)

[Signature of Authorized Representative of Local Facility]

[Print Name]

Date

SCREENING AND HIRING GUIDELINES

This guideline is a resource for individuals serving on church, school and other boards of Seventh-day Adventists organizations who are involved in interviewing and selecting candidates for positions authorized by the Conference. These screening and hiring guidelines are intended to educate participants on their legal responsibilities as representatives of the Conference, to ensure that participants meet their legal, ethical, moral, and spiritual responsibilities, and to promote accountability, trust, and equal employment opportunities in the Church workplace.

- The Conference is an equal opportunity employer.

Equal Employment Opportunities

- The Conference has the right, under federal law, to restrict employment to Seventh-day Adventists.
- The Conference is subject to other federal and state laws that prohibit discrimination in recruiting, selection and hiring based on race, color, sex, age, ethnicity or disability.
- As a volunteer serving on a committee or Board for a church or school and participating in screening and selection of Conference [DISCUSS: or “local hire”] employees, you are also subject to these non-discrimination laws.
- Your failure to screen and recommend applicants in compliance with legal requirements and the Conference’s equal employment opportunity policy can result in significant liability and expense.

Employment Application

- An application form provided by the Conference should be completed for all positions.
- Ensure that the applicant answers all questions on the employment application and does not omit any information requested on the form.
- Review the application to determine if the applicant’s responses provide sufficient information on his/her background and qualifications.

- Review the applicant's work history to determine the existence of, and be prepared to request an explanation for, any "gaps" in employment.

Verification of Information Provided by the Applicant

- Confirm, if applicable, an applicant's current certification.
- Inquire regarding any complaints filed with the state agency or former employers against the applicant.
- Check references, especially those employers who employed the applicant in the same position which he is presently seeking.
- If the applicant is seeking a position of trust (e.g., with children or other vulnerable individuals or money), it should be made clear to the reference provider that the applicant is being considered for a position of trust.
- Review the results of the Conference's criminal background check, and the check of an applicant's driving record if the applicant is seeking employment in a position that involves driving responsibilities.
- Document in writing all information obtained regarding the applicant (especially verbal references) and include with the application.

Interview

- The focus of the interview should be the requirements of the position. The interviewer must understand the job, what it entails, its responsibilities, and the essential requirements for the job.
- If there are any gaps in employment history or inconsistencies on the application, question the applicant to confirm the validity of information.
- Take notes of all job-related information elicited during the interview (but not on the application form or resume).
- Limit your questions to those that are both relevant and legally permissible. Avoid asking questions about the applicant's national origin, sex, pregnancy status or future family plans, or age.

- Confirmation and consideration of an applicant's sex is only permissible where this characteristic is directly job-related (i.e., bona fide occupational qualification for residence hall staff).
- Examples of prohibited and permitted interview questions are attached for your review.

Uniform Hiring Criteria

- Use uniform and consistent selection criteria on which to base a hiring recommendation.

Recordkeeping and Confidentiality

- The information gathered for the purposes of screening candidate should be discussed only with the candidate and those directly involved in the screening and hiring process.
- Information on candidates should not be discussed or shared with persons outside of the selection committee or Board, including spouses.
- Notes taken during interviews should be provided to the Board chair and retained for all candidates for at least one (1) year.

Reasonable Accommodation Obligations

- The Conference is subject to the prohibitions against disability discrimination under federal and state laws.
- The Conference also has a legal duty under the Americans with Disabilities Act and similar state laws to "reasonably accommodate" persons with disabilities in the application and selection process, as well as for employment opportunities unless doing so would create any "undue hardship."

GENETIC INFORMATION NONDISCRIMINATION ACT DISCLAIMER STATEMENT

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, do not provide any genetic information when responding to this request for medical information. 'Genetic information' as defined by GINA, includes an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Americans with Disabilities Act Considerations in the Hiring Process

1. Accessibility

Employers, including church organizations, are required to provide necessary reasonable accommodations to enable an applicant to have equal opportunity in the interview process. The EEOC provides the following as examples of accommodations during interviews:

- a. An accessible location for people with mobility impairments.
- b. A sign interpreter for a deaf person.
- c. A reader for a blind person.

2. Worker's Compensation Claims History

It is the EEOC's position that:

- a. The ADA prohibits employers from inquiring into an applicant's workers' compensation history before making a conditional offer of employment.
- b. After making a conditional job offer, an employer may ask about a person's workers' compensation history in a medical inquiry or examination that is required of all applicants in the same job category.
- c. An employer may not base an employment decision on the speculation that an applicant may cause increased workers' compensation costs in the future.
- d. However, an employer may refuse to hire, or may discharge an individual who is not currently able to perform a job without posing a significant risk of substantial harm to the health or safety of the individual or others, if the risk cannot be eliminated or reduced by reasonable accommodation. Ch. IX, Americans with Disabilities Act of 1990, EEOC Technical Assistance Manual, § 9.1.
- e. In the pre-employment phase of the hiring process, the Conference should not ask:
 - (1) Have you ever been injured on the job?

- (2) Have you ever filed a claim for workers' compensation?
- (3) Have you ever received workers' compensation or disability benefits?
- (4) Identify the dates, the circumstances surrounding such injury, and the nature of any workers' compensation claim you have filed.

3. Prohibited Pre-Employment Medical Inquiries and Examinations

- a. The Conference cannot conduct medical examinations or ask medical questions prior to making a conditional offer of employment. 42 U.S.C. § 12112(c)(2)(A).
- b. The Conference cannot ask a former employer or a reference about the applicant's disability or the nature or severity of the disability in any background or reference check. Ch. V, Manual, § 5.5(a), p. V-5.
- c. The Conference cannot single out a disabled employee to request that he or she demonstrate his ability to perform a job-related task where the disability will not prevent the employee from performing these job-related tasks (e.g., an interview may not single out a disabled applicant with one leg to demonstrate his ability to assemble small parts with his hands while seated at a table). 29 C.F.R. § 1630, Appendix, § 1630.14(a).
- d. Conference interviewers cannot ask a job applicant, in writing or verbally, any of the following questions:
 - (1) Do you have a disability?
 - (2) If so, explain the nature or severity of your disability.
 - (3) Have you filed any claims for workers' compensation?
 - (4) If so, identify the dates and nature of any workers' compensation claims you have filed.
 - (5) How did you become disabled?
 - (6) How did you lose your _____?

- (7) Was the loss of your _____ caused by an impairment?
- (8) What is your prognosis?
- (9) How often will you require leave for treatment of your disability?
- (10) Have you ever had or been treated for any of the following conditions or diseases? (Followed by a checklist of various conditions and diseases).
- (11) Have any of your family members ever had or been treated for any of the conditions listed above?
- (12) Please list any conditions or diseases for which you have been treated in the past three years.
- (13) Have you ever been hospitalized? If so, for what condition?
- (14) Have you ever been treated by a psychiatrist or a psychologist? If so, for what condition?
- (15) Have you ever been treated for any mental condition?
- (16) Is there any health-related reason you may not be able to perform the job for which you are applying?
- (17) Have you had a major illness in the last five years?
- (18) How many days were you absent from work because of illness last year?
- (19) Do you have any physical or mental defects which preclude you from performing specific kinds of work? If yes, describe such defects and specific work limitations.
- (20) Do you have any disabilities or impairments which may affect your performance in the position for which you are applying? If so, identify any accommodations that would enable you to perform the job.
- (21) Are you taking any prescribed drugs?

- (22) Have you ever been treated for drug addiction or alcoholism?
- (23) Are you involved or have you been involved with an individual who has been diagnosed with the HIV virus?

4. Permitted Pre-Employment Medical Inquiries and Examinations

- a. A Conference interviewer may ask an applicant whose known disability may interfere with or prevent the performance of a job-related function to demonstrate his or her ability to perform the function whether or not the Conference routinely makes this request of all applicants.
- b. A Conference interviewer may ask a disabled applicant with a known disability which will not interfere with the performance of a job-related function to demonstrate his or her abilities only if an employer routinely asks all applicants to demonstrate their abilities.
- c. If an applicant with a known disability has indicated that he could perform a job with reasonable accommodation, a previous employer may be asked about the accommodations made by that employer (but not about the particular disability).
- d. The Conference may require an applicant to submit to a drug test. A drug test is not considered a medical exam. 42 U.S.C. § 12114(d)(1). (The statute and regulations do not address testing for alcohol and, therefore, the Conference should not test for alcohol prior to a conditional offer of employment.)
- e. A Conference interviewer may ask an applicant, in writing or verbally, any of the following questions:
 - (1) Are you able to perform the job functions (identified in a job description or described verbally)?
 - (2) Can you perform these job functions (identified in a job description or described verbally) with or without reasonable assistance or accommodation?
 - (3) If you are able to perform the job functions with an accommodation, how would you perform the task and with what accommodation(s)?

- (4) Demonstrate or to explain how, with or without reasonable accommodation, you (a teller person with one arm) would be able to transport yourself and your tools up or down stairs.
- (5) The attendance requirements of the job are _____. Can you meet these requirements?
- (6) Can you perform both the essential ____ (specify) _____ and marginal ____ (specify) _____ job functions.¹
- (7) The regular work hours of the job are _____. Can you meet this requirement?
- (8) The special attendance needs of the job are _____. Can you comply with this requirement?
- (9) The travel requirements of the job are _____. Can you comply with this requirement?
- (10) Do you engage in the current illegal use of drugs?

¹ Although this inquiry is specifically suggested by the EEOC, the EEOC reminds employers that any employment decision may not be based upon the applicant's inability to perform non essential functions. For this reason, despite the position of the EEOC, managers should be cautious in concentrating on an applicant's ability to perform admittedly non essential functions of the position.

CONFERENCE OF SEVENTH-DAY ADVENTISTS EARLY CHILDHOOD EDUCATION & CARE DIVISION APPLICATION FOR EMPLOYMENT

The Early Childhood Development Center and Conference of Seventh-day Adventists ("Conference") is an equal opportunity employer and does not discriminate against qualified applicants or employees on account of race, color, sex, age, national origin, marital status, physical or mental disability, or other protected categories under applicable state laws, regulations or local ordinances. The Conference prohibits any form of workplace harassment, misconduct or abuse. The Conference hires Seventh-day Adventist Church members in regular standing based on religious preferences permitted by the United States Constitution and controlling law.

Please complete all questions on this application form. You may supplement the application with a résumé, but all questions on this application must be answered.

Personal Information

Last Name	First	Middle	Date		
Have you ever used any other name(s) for work, school or other reasons? ☐ Yes ☐ No If yes, list name(s) and dates/locations used and circumstances. _____ _____					
Address	City	State	Zip Code	Telephone (Home)	Telephone (Other)
Are you at least 18 years of age? ☐ Yes ☐ No		Have you ever previously applied with or been employed by the _____ Conference? ☐ Yes ☐ No If employed, dates of employment (month/year): _____ Reason for leaving: ☐ resigned with notice ☐ quit without notice ☐ counseled to resign ☐ terminated ☐ position eliminated ☐ other (specify): _____			
The Conference requires employees to be members in regular standing of the Seventh-day Adventist Church. <i>Please indicate where membership is held:</i> Church _____ Pastor's Name _____					

Position(s) for which you are applying? (1) _____ (2) _____				
Date available _____ ☐ Full time ☐ Part time ☐ Temporary ☐ Other _____				
Please indicate all languages (including English) that you speak, read, and write proficiently:				
	Speak	Read	Write	Comments:
English	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

Education

Names and Addresses of Schools	Number of Years Completed	Course of Study	Did you Graduate?	Type of Degree/Diploma
Last High School Attended	9 10 11 12		☐ Yes ☐ No	
Jr. College, College or University	1 2 3 4		☐ Yes ☐ No	
Technical, Business or Vocational School	1 2 3 4		☐ Yes ☐ No	
Graduate/Professional	1 2 3 4		☐ Yes ☐ No	
Describe any other training you have received that would qualify you for the position for which you are applying.				

Work Experience

Provide complete information on all employment during **the past 10 years or your 4 most recent employers**, whichever is greater, including U.S. Armed Forces experience and major volunteer experience. Begin with your current or most recent employment. Include all full-time, part-time and temporary employment. Explain all gaps in your employment history. *Use additional sheets if necessary.*

Present (or most recent) employer	Dates Employed		Describe work performed
	From	To	
Address			
Telephone Number(s)	Hourly Rate/Salary		
Starting/Present Job Title	Starting	Ending	
Immediate Supervisor Reason for Leaving (check one): ☐ Resigned with notice ☐ Terminated ☐ Position eliminated ☐ Quit without notice ☐ Counseled to resign ☐ Other (specify)			

Employer No. 2	Dates Employed		Describe work performed
	From	To	
Address			
Telephone Number(s)	Hourly Rate/Salary		
Starting/Present Job Title	Starting	Ending	
Immediate Supervisor Reason for Leaving (check one): ☐ Resigned with notice ☐ Terminated ☐ Position eliminated ☐ Quit without notice ☐ Counseled to resign ☐ Other (specify)			

Employer No. 3	Dates Employed		Describe work performed
	From	To	
Address			
Telephone Number(s)	Hourly Rate/Salary		
Starting/Present Job Title	Starting	Ending	
Immediate Supervisor			

Reason for Leaving (check one):		☐ Resigned with notice	☐ Terminated	☐ Position eliminated
		☐ Quit without notice	☐ Counseled to resign	☐ Other (specify)
Employer No. 4	Dates Employed		Describe work performed	
	From	To		
Address				
Telephone Number(s)	Hourly Rate/Salary			
Starting/Present Job Title	Starting	Ending		
Immediate Supervisor				
Reason for Leaving (check one):		☐ Resigned with notice	☐ Terminated	☐ Position eliminated
		☐ Quit without notice	☐ Counseled to resign	☐ Other (specify)

Have you ever been terminated or dismissed from employment or asked/counseled to resign by **any** employer, whether or not listed above? ☐ Yes ☐ No

If yes, please provide employer(s), location(s), dates and describe circumstances.

Professional and Technical Qualifications

Please list all licenses and certifications held: _____

Have you ever had a license or certification denied, revoked, or terminated? ☐ Yes ☐ No

If yes, please provide employer(s), location(s), dates, and describe circumstances.

References The information obtained from references will be considered by the Conference in making a decision on your application.

Please provide three work references (no family or friends).

Name	Telephone Number	Address	Relationship to You
1.			
2.			
3.			

Please provide three personal references. (No family)

Name	Telephone Number	Address	Relationship to You
1.			
2.			
3.			

Motor Vehicle Record

Please complete this section only if the position for which you are applying would include driving a Conference or personal vehicle for work purposes.

Driver's License No. _____ Issuing State: _____ Expiration Date _____

Has your driver's license ever been denied, suspended, or revoked? ☐ Yes ☐ No

If yes, provide complete information on action(s), date(s), location(s) and current status: _____

List all violations (other than parking tickets) for which you have been convicted, pled guilty or no contest, or forfeited bond in the past 5 years: _____

Do you have automobile liability insurance? ☐ Yes ☐ No If yes, expiration date: _____

This application will be actively considered for the positions you have requested for 3 months after submission to the Conference. Applicants desiring to be considered for other positions, or after the 3-month time period has expired, must submit a new application. The Conference may not interview all applicants for a vacant position. Those applicants to be interviewed will be contacted by the Conference.

Applicant's Verification - Read carefully before signing

I certify that the information on this application and any résumés or other attachments is true, correct, and complete. I understand that false, misleading, incomplete, or omitted information on this application or in resumes, attachments or interviews will make me ineligible for employment or subject to discharge from employment, whenever discovered.

I understand that this employment application is not an offer of employment or a contract between the Conference and me. I understand and acknowledge that employment with the Conference is based on mutual consent, and that if hired, I will be an at-will employee. Either the Conference or I may cease the employment relationship at any time without prior notice or requirement of cause. I understand that no unauthorized representative may enter into any agreement for other than at-will employment.

I understand that, if employed, I will be required to complete a federal I-9 Form and provide documents verifying my identity and right to work in the United States.

I authorize the Conference to confirm the information supplied on this application and any curriculum vitae or résumé and to investigate my suitability for employment. I agree to furnish additional information if requested by the Conference. I release all parties and persons from any claims, liabilities and damages that may result from requesting or furnishing information about me to the Conference and from the Conference using such information in considering my employment application. I understand that this authorization does not include a consumer report under the federal Fair Credit Reporting Act. If the Conference conducts a consumer report about me under the federal Fair Credit Reporting Act, I understand that I will receive a separate notice and authorization.

If employed, I understand that I must comply with all policies, rules, and procedures of the _____ Early Childhood Development Center and the Conference.

Applicant's Signature

Date

Early Childhood Education and Care Employment Process

When an individual requests to apply for employment, several steps need to be followed to complete the employment process.

- ☐ Complete Part I of the NAD HR Locally Funded Hiring Process Form and submit it to the Conference. You must obtain approval from the Conference for the position prior to posting the position, recruiting or offering employment.
- ☐ Job openings must be posted prior to interviewing candidates.
- ☐ Request applicant complete application form and information verification form.
- ☐ Interview candidate(s).
- ☐ Talk with at least 3 references who know candidate professionally and personally.
- ☐ Take Board action to recommend that the local conference hire the candidate. Action should specify pay, hours authorized to work per week, and a future effective date of employment.
- ☐ Complete "Local Staff New Hire" form, including a description of the essential functions of the job.

At least two (2) weeks prior to employment:

- ☐ Complete Employment Checklist forms.
- ☐ Submit Employment Checklist and forms to local conference Human Resources Department.

When the Human Resources Department receives the documentation, an electronic background check will be performed. Upon initial clearance, a letter of employment will be sent to the new employee and employing entity welcoming the employee to employment and providing the employee with information about the employment relationship (rate of pay, benefit information as applicable, etc.).

Upon initial hire:

- ☐ Require applicant complete the background process including finger-printing/Livescan.
- ☐ If not yet completed, require applicant to provide identification verification and complete I-9 documentation. I-9 documentation must be completed within 3 days after employment begins.
- ☐ Request applicant completes the Records to be Maintained Packet.
- ☐ Provide applicant with a job description.
- ☐ Complete the Orientation process and Checklist.

☐ Send Orientation Checklist to local conference office of education's ECEC liaison.

Please remember to promptly notify the Human Resources Department if there are any employment changes (hours worked per week, pay increases, etc.) or if the employee is injured while at work.

Please direct questions to:

1. Conference ECEC Liaison/Associate/Coordinator.
2. Union Assistant Director for ECEC.

Contact your liaison for the conference first. If further information is needed, then contact the Union Assistant Director for ECEC.

STATEMENTS TO AVOID DURING THE EMPLOYMENT SELECTION PROCESS

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
NAME	“State your name.” “Have you ever worked for this organization under another name?” “Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work records?” “Do you prefer to be addressed as Mr., Mrs., Miss, or Ms.?”	“State your maiden name.” “Have you ever used another name?” Inquiries about the name that would indicate applicant’s lineage, ancestry, national origin, or descent.
RESIDENCE	Asking for applicant’s place of residence.	Specific inquiries into foreign residence. Inquiries regarding whether the applicant owns or rents his or her residence. Inquiries regarding who lives with the applicant at his or her residence.
AGE	Statement that employment is subject to verification that applicant meets legal age requirements.	“State your age.” “State your date of birth.” “Would you have problems reporting to someone who is younger than you?” Requesting dates of attendance at or completion of school or college. (May be needed for verification of academic credentials after employment is offered to the applicant) Questions regarding plans for or timing of retirement.
MARITAL AND FAMILY STATUS	“Can you meet the attendance requirements of this job?” “Can you work overtime and/or travel extensively? (only if applicable)”	“Are you married, single, divorced, or separated?” “What are the names and ages of your children?” “What provisions will you make for child care?”

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
		Asking about future plans for marriage or children. Asking whether the applicant is the caregiver for a parent or other family member. Asking for name or other information about applicant's spouse. (After hire, this question is permissible to obtain a contact in case of emergency.)
RELATIVES	Statement of organization policy about work assignment of employees who are related. Asking names of applicant's relatives already employed by the organization.	Asking for name or address of any relative of applicant. Questions eliciting the health history of family members.
SEX	Inquiries regarding the persons sex must be based only on a bona fide occupational qualification.	"Are you expecting?" or "Are you pregnant?" Asking applicant about future childbearing plans. "How do you feel about working in a male-dominated industry?" "We typically don't hire male secretaries. Will it make you uncomfortable to be the only male secretary?" Asking applicant out on a date or otherwise propositioning applicant.
RACE OR COLOR	Statement that photograph may be required after hire.	Requiring applicant to submit a photograph at any time prior to hire, or requesting that applicant, at his or her option, submit a photograph. Asking the race or color of applicant. Inquiries about applicant's complexion or color of skin.

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
BIRTHPLACE, NATIONAL ORIGIN, ANCESTRY	“Are you authorized to work and remain in the United States?” Asking applicant about foreign languages applicant reads, speaks, or writes, if job related.	Asking for birthplace of applicant. Asking for birthplace of applicant’s parents, spouse or other close relatives. “What is your mother (or native) tongue?” Inquiries into how applicant acquired ability to read, write, or speak a foreign language.
ORGANIZATIONS	Inquiries into membership in organizations that applicant considers relevant to his or her ability to perform the job for which applied.	“List all clubs, societies, and organizations to which you belong.”
PERSONAL FINANCES	Asking whether applicant has use of a reliable car, if car travel is required by the job.	Questions about personal bankruptcy. Questions about home or car ownership.
PHYSICAL CONDITION, HANDICAP, DISABILITY ¹	“Are you able to perform the duties of the position that you have applied for with or without reasonable accommodations?” “Do you use illegal drugs?” “Can you meet the attendance requirements of this job?” “How well do you handle stress?” “Do you work better or worse under pressure?”	“Do you have any physical disabilities or handicaps?” “Do you have now, or have you ever had, a drug or alcohol problem?” “Have you ever sought treatment for your inability to handle stress?” “Have you ever been treated for mental health problems?” Questions regarding the applicant’s general medical condition, state of health, or illness.

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

<i>Subject</i>	<i>Acceptable</i>	<i>Avoid</i>
WORKERS' COMPENSATION	"How many days were you absent last year?" "Can you perform the essential functions of the job with or without reasonable accommodations?"	Questions regarding receipt of workers' compensation. "Have you ever filed for workers' compensation?" Have you ever been injured on the job?"
CITIZENSHIP	"Do you have the legal right to work and remain in the United States?" "Are you currently authorized to work for all employers in the United States on a full-time basis or only for your current employer?" Statement that applicant will be required to submit proof regarding his or her identity and employment eligibility upon hire, in accordance with applicable immigration requirements.	"Of what country are you a citizen?" Asking whether applicant or applicant's spouse or parents are naturalized or native-born U.S. citizens. Asking for date when applicant, parents, or spouse acquired U.S. citizenship.
ARREST, CRIMINAL RECORD	"Have you ever been convicted of a crime?" (In most jurisdictions, this question must be accompanied by a statement on the employment application that a conviction will not necessarily disqualify applicant from the job applied for.)	Asking about applicant's arrest record. "Have you ever been arrested?"

Permitted and Prohibited Applicant/Candidate Inquiries

A. Name

The Conference is entitled to obtain the applicant's or candidate's name. However, even with respect to this basic information care should be taken:

1. The Conference may ask:
 - Have you ever used another name? If yes, what is it.
 - Is there any additional information relative to a change of name or use of another name necessary for us to check your work and education record? If yes, please explain.
2. The Conference should not ask:
 - Questions regarding any title which would indicate a protected class.
 - Question regarding maiden name.

B. Race/Color

1. Questions concerning an individual's race or color are presumptively prohibited because they generally have no legitimate purpose in the hiring process.
2. An employer is entitled to collect statistical information regarding applicants and its work force to comply with federal regulations which require the reporting of such information (such as the EEO-1 report). However, such information cannot be considered as part of the applicant's qualifications and must be maintained separate from the application. The information should not be requested by managers in the pre-hire process.

C. Age

Questions concerning an individual's age are presumptively prohibited because they generally have no legitimate purpose in the hiring process. There is no reason to ask such questions and therefore they should not be included in telephonic or personal interviews.

1. The Conference may ask:

- Are you at least _____ years of age? (If you are applying for a job with a minimum age requirement you may be required to submit proof of age.)
- Statement that a photograph may be required after the applicant is hired.

2. The Conference should not ask:

- Question concerning age, generally. Federal law prohibits discrimination against individuals age 40 and above.
- Question as to birth date.
- Question regarding dates of attendance and/or completion of a particular school.
- Any other question which might indicate that the applicant is at least 40 years of age.
- Request submission of a photograph before hire.

D. Own Home/Rent/Board or Other Questions Concerning Financial Status

These are generally prohibited inquiries. Inquiries into an applicant's financial status, such as bankruptcy, car ownership, rental or ownership of a house, length of residence at that address, or past garnishment of wages, if utilized to make employment decisions, may violate federal law.

1. The Conference may ask:

- Question regarding place of residence and previous residences.

2. The Conference may not ask:

- Question regarding whether applicant owns or rents home.
- Question regarding length of residence at current or previous addresses.

- Question concerning applicant's bankruptcy or garnishment.

E. Height/Weight

The EEOC and many courts have ruled that minimum height and weight requirements are illegal if they screen out a disproportionate number of minority group individuals (e.g., Hispanic surnamed or Asian-Americans) or women and the Conference cannot show that height/weight standards are essential to the safe performance of the job in question.

F. Marital Status/Number of Children/Number of Dependents/Family

Questions about marital status, pregnancy, future child-bearing plans, and number and ages of children may be used to discriminate against women and may violate Title VII or state laws if used to deny or limit employment opportunities for female applicants. If such information is needed for tax, insurance or social security purposes, it should be obtained by the Conference after commencement of employment.

1. The Conference may make:

Statement regarding any nepotism policy concerning work assignment of employees who are related by blood or marriage.

2. The Conference should not ask:

- Question which concerns marital status.
- Question concerning number and age of children or dependents.
- Questions regarding pregnancy, childbearing or birth control.
- Question regarding arrangements for child care.
- Question regarding names and addresses of spouse or children of adult applicant.
- Question regarding with whom applicant lives.
- Questions directed to one sex, but not the other.

G. Citizenship/National Origin

It can be illegal under federal law to refuse to hire an applicant because he or she is not a citizen of the United States. However, under the Immigration Reform and Control Act of 1986, 8 U.S.C. § 1101, et seq. ("IRCA"), it is illegal to knowingly hire (i) aliens who do not have any authorization to work in the United States, or (ii) any individual without complying with specific verification procedures.

Under IRCA, an Immigration and Naturalization Service I-9 form must be completed by both the employee and the employer within 72 hours after hire. Employers must also examine documentation for all individuals, whether the individual is a United States citizen or an alien, to verify that the individual is authorized to work in the United States. In addition, both the applicant and the employer must attest under penalty of perjury that the required documents were examined. The I-9 form must be maintained by the employer for a minimum of three years after the hire date or one year after termination, whichever is later.

Title VII prohibits discrimination on the basis of national origin. Any questions regarding the applicant's national or ethnic origin would be presumptively prohibited.

1. The Conference may ask:

You will be required to submit proof of identity and work authorization upon hiring in compliance with the Immigration Reform and Control Act.

- Question regarding languages the applicant reads, speaks, or writes.

2. The Conference should not ask:

- Question regarding whether the applicant, applicant's parents, or spouse are native born or naturalized citizens.
- Questions regarding birthplace of the applicant, applicant's spouse or parents.
- Questions regarding nationality of the applicant, applicant's spouse or parents.

- Declaration that proof of citizenship or authorized alien status is required before selection for employment.
- Question regarding the submission of a photograph before hire.

H. Contact With Current Employer/Reference Checks

So long as the Conference treats all applicants consistently, it can check references or talk to previous employers and base a decision, in part, on the information received so long as it is job related and not tainted by discrimination.

However, it should be recognized that it is unlikely an applicant will receive a bad reference from previous employers. Many employers refuse to talk about prior employees because of fear of being sued for defamation and limit information to confirming employment, the job position and the dates of employment. The question, "Is the employee eligible for rehire?" will sometimes be answered, but many employers will not even respond to that question.

I. Education

There is no prohibition against asking an applicant information about his/her educational background. However, asking the applicant to provide the dates of attendance or completion of high school is an indirect but impermissible inquiry into the applicant's age.

1. The Conference may ask:
 - Question regarding nature and scope of academic, professional and vocational training.
2. The Conference should not ask:
 - Question that would indicate nationality or religious affiliation of a school.
 - Question that would reveal an applicant's age.

J. Driver's License

A driver's license is certainly a necessary requirement for any position that involves the operation of a motor vehicle, or where the position requires the employee to be "on call" with independent means of transportation. Thus, such a question would be legitimate for this purpose. However, a requirement that an

employee possess a valid driver's license would be difficult to sustain with respect to positions where a driver's license is not necessary for job performance and the applicant has other reliable means of transportation.

K. Arrest and/or Conviction of a Crime

1. Arrests

- Federal regulations and most courts state that because members of some minority groups are arrested statistically more often than whites in proportion to their numbers in the population, making hiring decisions on the basis of arrest records may have a disproportionate effect on these groups. State laws may also limit inquiries regarding an applicant's criminal history.

2. Convictions

- EEOC regulations and guidance to employers provide that a conviction for a felony or a misdemeanor may not by itself lawfully constitute an absolute bar to employment. However, an employer may give fair consideration to the relationship between a conviction and the applicant's fitness for a particular job.
- A conviction record should result in rejection if the number, nature and recentness of the convictions cause the applicant to be unsuitable for that position. Factors such as (i) the age of the offense, (ii) seriousness of the crime, (iii) nature of the violation, and (iv) rehabilitation should be taken into account.

L. Discharge from Military Service

The Conference should not, as a matter of policy, reject applicants with less than honorable discharges from military service. Minority service members have a higher proportion of general and undesirable discharges than non-minority members of similar aptitude and education. A requirement that to be eligible for employment, ex-members of the armed services must have been honorably discharged may have a disproportionate effect on minorities and may be a violation of Title VII.

1. The Conference may ask:
 - Information about military service.
 - Questions concerning training or relevant skills acquired in military service.
 - Questions regarding military service duties/responsibilities.
2. The Conference should not ask:
 - Question regarding type of discharge.
 - Question concerning service in the military of a foreign country.

M. Availability to Work on Weekends or Holidays

The Conference has an obligation to reasonably accommodate the exercise of employees' religious beliefs unless to do so would cause undue hardship. The religious exemption does not excuse the Conference from its obligation to reasonably accommodate the exercise of an employee's religious beliefs and religious practices.

1. The Conference may ask:
 - Statement of regular work days, hours or shifts.
 - Statement that shift, rotation and weekend work may be required.
 - Question concerning the applicant's availability to work required days, hours or shifts.
2. The Conference should not:
 - Refuse to consider an applicant who requests accommodation of religious practices or beliefs.

**Retention Requirements for Interview Notes
and Hiring Documents
EEOC Regulations on Hiring Documentation**

- a. The organization is required by EEOC regulations to retain “documents and materials reviewed, prepared or considered in the hiring process” (as well as documents generated during employment).
- b. Documents relating to the hiring process include applications, resumes, interview notes, questionnaires, tests, requests for accommodation during the application process and any other documents that the organization makes or generates during the hiring process.
- c. Such documents must be retained by the organization for a period of one (1) year from the date of the making of the record or the personnel action involved, whichever occurs later.
- d. Where a charge of discrimination is filed or a lawsuit brought against the organization, it is required to preserve all personnel records relevant to the charge or action until final disposition of the charge or the action.
 - (1) The term “personnel records relevant to the charge” includes personnel or employment records relating to the aggrieved person and to all other employees holding positions similar to that held or sought by the aggrieved person and application forms or test papers completed by an unsuccessful applicant and by all other candidates for the same position as that for which the aggrieved person applied and was rejected.
 - (2) The date of final disposition of the charge or the action means the date of expiration of the statutory period within which the aggrieved person may bring an action in a U.S. District Court or, where an action is brought against an organization either by the aggrieved person, the Commission;, the date on which such litigation is terminated. 29 C.F.R. § 1602.14.

Records Retention

Set out below is schedule of records that must be retained under federal laws. Certain retention periods have evolved over time as “best practices”, and do not originate under federal laws. These best practices are set out in brackets in the middle column.

RECORD	RETENTION PERIOD	REASON
Personnel Records		
Benefits descriptions per employee	4 years	Best Practice
Collective bargaining agreements	3 years	29 C.F.R. §516.5
Donor records and acknowledgement letters	7 years	Best Practice (and 26 C.F.R. §1.170A-13)
EEO-1 Reports	Permanent	ADA; Title VII
Employee applications and resumes of unsuccessful candidates	1 Year	ADA; Title VII; ADEA
Employee benefit plans subject to ERISA (includes plans regarding health and dental insurance, 401K, long-term disability and Form 5500)	6 years from when the record was required to be disclosed	29 U.S.C. §1027
Employee offer letters (and other documentation regarding hiring, promotion, demotion, transfer, lay-off, termination or selection for training)	1 year from the date of the record or the action involved, whichever is later, or 1 year from date of involuntary termination	29 C.F.R. § 1602.14
Employment contracts; employment and termination agreements	3 years from their last effective date	29 C.F.R. § 516.5
Employee records with information on pay rate or weekly compensation	3 years	29 C.F.R. §1627.3
Hazardous material exposures	Duration of employment	29 C.F.R. § 1910.1020

RECORD	RETENTION PERIOD	REASON
	+ 30 years	
I-9 Forms	3 years after date of hire or 1 year after employment is terminated, whichever is later	8 U.S.C. § 1324a(b); 8 C.F.R. § 274a.2(b)(2)
Injury and Illness Incident Reports (OSHA Form 301) and related Annual Summaries (OSHA Form 300A); Logs of work-related injuries and illnesses (OSHA Form 300)	5 years following the end of the calendar year covered by the record	29 U.S.C. § 657; 29 C.F.R. §1904.33
Supplemental record for each occupational injury or illness (OSHA Form 101); Log and Summary of Occupational Injuries and Illnesses (OSHA Form 200)	5 years following the year to which they relate	29 U.S.C. §657; 29 C.F.R. §1904.44
Job descriptions, performance goals and reviews	Termination + 7 years	29 C.F.R. § 1602.32
Garnishment records	2 years	29 C.F.R. § 1602.32
Employee polygraph test records	3 years	29 U.S.C. § 2005
Employee tax records	4 years from the date tax is due or paid	26 U.S.C. §3101-3128
Medical exams required by law	Duration of employment + 30 years	29 C.F.R. § 1910.1020
Pension plan and retirement records	Permanent	Best Practice
Pre-employment tests and test results	1 year from date of personnel action	29 C.F.R. §1627.3
Salary schedules; ranges for each job description	2 years	29 C.F.R. §1620.32

RECORD	RETENTION PERIOD	REASON
Hours worked time reports	Termination + 3 years	Best Practice
Training agreements, summaries of applicants' qualifications, job criteria, interview records and identification of minority and female applicants	Duration of training + 4 years	29 U.S.C. §206(d)
Workers' compensation records	[4 years]	29 C.F.R. §1910.1020
Payroll Records		
Payroll registers (gross and net)	[3 years + 30 days from the last date of entry]	29 C.F.R. §516.5
Time cards; wage rate tables; pay rates; work and time schedules; earnings records; records of additions to or deductions from wages; records on which wage computations are based	2 years	Equal Pay Act, FLSA; 29 C.F.R. §516.6
W-2 and W-4 Forms and Statements	Termination + 7 years	26 C.F.R. §31.6001

Atlantic Union Conference Early Childhood Education and Care Interview Questions

These questions provide a sample of the types of questions that may be asked during a job interview for various positions for an Early Childhood Education and Care program. Use them as a guideline, but feel free to adapt them to meet the needs of your program and the position for which you are interviewing.

1. Have you ever worked with children before?
2. In what capacity and for how long?
3. What have you enjoyed most in previous positions?
4. What major challenges and problems did you face and how did you handle them?
5. Describe what you think the ideal co-workers/supervisors would be.
6. Describe your ideal job.
7. What things have you done that have given you the greatest/least satisfaction and why?
8. How do you handle stress and pressure? Please provide an example or two.
9. Why are you interested in working for this particular early childhood education program?
10. What applicable attributes/experience do you have that you would bring to this job?
11. How would you describe your work habits?
12. Do you have a personal mission? If so, what would it be?

13. Thinking back, what are the most significant decisions you have made in your life and how do you feel about them?
14. What kind of supervision do you prefer? Please provide an example or two.
15. What are your hourly wage/salary expectations?
16. How do you respond to correction, directions, suggestions? Please provide an example or two.
17. What do you like best about yourself?
18. What would you like to improve?
19. How would you describe yourself?
20. What are you looking for in your next job? What is important to you?
21. What are your goals for the next five years?
22. Is there anything I/we haven't told you about the job or company that you would like to know? Do you have any questions for me/us?

Early Childhood Education and Care EMPLOYMENT INFORMATION VERIFICATION

Some states have time limits and substantive limitations on general criminal history questions. Before using this form, have it reviewed by Employment Legal Counsel. Modify this form to meet state-law requirements. Questions regarding offenses against vulnerable populations may be asked with no time limitation.

EMPLOYMENT INFORMATION VERIFICATION

The _____ Conference conducts background checks to protect our employees, customers, children, and visitors from operational problems and injuries and to ensure a safe working environment.

Name (please print)

Street address

City

State

Zip

Date of Birth

Social Security Number

This verification form asks you about your criminal history. These questions DO NOT apply to criminal offenses that are sealed, expunged, or annulled. Answer these questions without disclosing any sealed, expunged, or annulled criminal history records.

There is no time limit to the questions regarding criminal history. Unless a time limit is stated in a question, provide information on ALL convictions, pleas and alternative sentencing or disposition programs that have occurred during your lifetime. Records of offenses by minors (under age 18) are not automatically sealed and should be disclosed, except where non-disclosure is required under state law.

You should disclose any criminal offense that may appear on your record, even if you are uncertain of the exact date or how a criminal offense was classified (except where prohibited by state law). Give the approximate date, your understanding of the criminal offense, and note that you are unsure of any more specific information.

Have you ever pled guilty to any criminal offense (misdemeanor or felony)? ☐ Yes ☐ No

Have you ever pled nolo contendere (no contest) to any criminal offense (misdemeanor or felony)? ☐ Yes ☐ No

Have you ever been convicted of any criminal offense (misdemeanor or felony)? ☐ Yes ☐ No

If you answered yes to any of these questions, provide complete information on all criminal offense(s), date(s), location(s) (city/county and state) and disposition.

(use additional sheets if necessary)

Have you ever served or participated in any form of alternative sentencing or disposition program (for example: probation, pretrial diversion, or deferred adjudication) for any criminal offense(s)? ☐ Yes ☐ No

If you answered yes, please disclose any form of alternative sentencing or disposition program location (city/county and state), date(s), criminal offense(s) and outcome(s).

(use additional sheets if necessary)

Have you ever pled guilty to, pled nolo contendere to, or been convicted of any criminal offense against a member of a vulnerable population (children, the elderly, or the disabled)? ☐ Yes ☐ No

If you answered yes, please disclose any form of alternative sentencing or disposition program location (city/county and state), date(s), criminal offense(s) and outcome(s).

(use additional sheets if necessary)

Conviction of a crime is not an automatic bar to employment with the Conference except where state law prohibits employment. Factors such as the nature and gravity of the crime, the length of time that has passed since the conviction and/or completion of any sentence, and the nature of the job for which you have applied will be considered.

I certify that the information on this form is true and complete. I understand that false, misleading, incomplete, or omitted information on this form or in other employment documents will make me ineligible for employment or subject to discharge from employment, whenever discovered.

I understand that this document is not an offer of employment or a contract between the Conference, any local church or school, and me. I understand and acknowledge that my status, if I am hired, will be that of an at-will employee, which means that I may resign at any time and the Employer may discharge me at any time with or without cause. I understand that no unauthorized representative may enter into any agreement for employment or make any agreement contrary to the foregoing.

I authorize investigation of all statements contained in this form and my application for employment as may be necessary in making employment decisions, and for obtaining criminal background check information. If hired, I understand that criminal background checks may be done periodically during my employment, and I authorize such checks. I agree that my prior employer(s) and current employer may be contacted for the purpose of investigating my background, and I understand that information regarding my prior and current employment(s) may be used in considering my employment status.

Applicant's Signature

Date

Declaration of Seventh-day Adventist Membership
Declaration of Adherence to Seventh-day Adventist Values
Acceptance of _____ Conference Policies

I, _____, (name printed) recognize that the mission of the _____ Conference of Seventh-day Adventists is: "to proclaim, to continue, and to finish the work that Jesus started, with special responsibility for reaching each person in the _____ Conference."

I further understand and accept that the philosophy of the _____ Conference of Seventh-day Adventists is embodied in the following statement:

"God might have committed the message of the gospel, and all the work of living ministry, to the heavenly angels. He might have employed other means to accomplishing His purpose. But in His infinite love He chose to make us co-workers with Himself, with Christ and the angels that we might share the blessings, the joy, and the spiritual uplifting, which results from the unselfish ministry." Steps to Christ, p. 79.

Therefore I commit myself to this philosophy. I accept the responsibility of properly representing the Seventh-day Adventist Church in attitude, philosophy and conduct. As evidence of this commitment and acceptance, I submit the following information and accept and acknowledge the following:

CHURCH MEMBERSHIP: I am a member in regular standing of the Seventh-day Adventist Church. My membership is at the local church indicated below and I authorize the _____ Conference of Seventh-day Adventists to contact my church to verify my membership standing.

Church Name

City, State

Conference

ADHERENCE TO SEVENTH-DAY ADVENTIST VALUES: I understand that my offer of employment and my continued employment is conditioned upon my adherence to the practices, standards, beliefs and precepts held by the Seventh-day Adventist Church.

ACCEPTANCE OF Conference POLICIES: In order for the _____ Conference of Seventh-day Adventists to function efficiently and effectively, in addition to the above, I also agree to follow the policies of the _____ Conference of Seventh-day Adventists.

Signature

Printed Name

Date

**Early Childhood Education & Care
HEALTH SCREENING REPORT**

Instructions to Individual Conditionally Offered Employment: This report is to be completed after you have received a conditional offer of employment. The _____ Conference ("Conference") will use the information provided on this report to assess whether there are any health issues relevant to the position offered and for guidance on any special requirements you may have during employment. The Conference complies with the Americans with Disabilities Act ("ADA") and will provide reasonable accommodations according to the ADA and applicable state and local laws.

Please fill out the blanks below. Take this authorization and the enclosed instructions and job description to your health care provider to provide a health screening report regarding your ability to perform the essential functions of the position for which you have received a conditional job offer. It is very important that you give your health care provider the enclosed document entitled "Instructions for Health Care Provider."

This facility will retain the report in a confidential file separate from your personnel record.

NAME _____ POSITION OFFERED: _____
(LAST) (FIRST)

SEX _____ AGE _____ DATE OF BIRTH _____

PERSONAL PHYSICIAN _____

AUTHORIZATION

I give permission for the Conference to communicate with my physician, Dr. _____. I also give permission for my physician to assess my present medical status and prepare a report on my ability to perform the essential job of the designated position duties and any medical limitations on my job performance. I request that results of the assessment and a copy of the report be furnished to me and to _____ (Name/Title) at the Conference.

Date

Name of Employee

Instructions to Health Care Provider:

[Employee] has received a conditional offer of employment with the _____ Conference ("Conference") in the [full-time/part-time] position of [job title]. Enclosed is a job description that sets forth the essential functions of this position. [Employee] has consented for the Conference to send you this letter, request that you review [his/her] ability to perform the essential job duties of [his/her] [job title] and provide a written assessment to the Conference.

Please examine [Employee] and assess [Employee's] current medical ability to perform [his/her] job duties and provide the Conference with a written statement that includes: (i) any limitations or restrictions relating to [Employee's] job performance and attendance at work, (ii) [Employee's] present ability to perform [his/her] job functions, and (iii) any health condition of [Employee] that would create a hazard to [Employee], clients, children, or other personnel. Please note any communicable diseases that [Employee], through working at the Conference, could pass to others. The Conference will **[CONFIRM: reimburse you for the reasonable expenses of preparing the report up to a maximum of \$____, OR will pay any charges in excess of standard medical plan coverage for preparing the report.]** Please provide copies of your assessment to my attention (marked "Confidential") and to [Employee].

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Both [Employee] and the Conference are interested in completing this assessment and obtaining your report as soon as possible. Please provide your report not later than _____, 20____. If you have any questions, please feel free to contact me at _____. Thank you very much for your assistance.

Sincerely,

Name: _____

Title: _____

Address: _____

Fax Number: _____

Photos/Stories for Newsworthy Use

If a center will be using pictures of the children, families, or staff members, the following rules should be followed carefully. There must be no intrusion into anyone's solitude, seclusion or private property without permission.

1. Private information, whether by photo or story, must not be published without permission.
2. Photographs or stories that present the subject in a false or negative light, even if true, must not be published.
3. Photos must not be appropriated for commercial use without permission.

In addition, ECEC directors/administrators should ensure that photos for public distribution using full-frontal shots of the children should not use the child's full name.

Photos/Stories for Commercial Use

If a particular picture is not newsworthy, publication may be considered an invasion of privacy.

Including anyone's picture in an advertisement or brochure without their permission, or the permission of their guardian in the case of minors, may be considered to be a misappropriation of the name or likeness of a living person for purposes of trade or advertising without that person's consent, and therefore illegal.

Each center must include a Photo Release form for clientele as a means for children and their families to safeguard their privacy rights.

(Name of Minor)

Photo Release Form

(Conference name)

I hereby grant to _____ the absolute and irrevocable right and unrestricted permission in respect of photographic portraits, editorial or any pictures _____ had taken of me or in which I may be included with others, to copyright the same; to re-use, publish and republish the same in whole or in part, individually or in conjunction with other photographs, and in conjunction with any printed matter, in any and all media now or hereafter known, and for any other purpose whatsoever, for illustration, promotion, art, editorial, advertising and trade, or any other purpose whatsoever with restriction as to alteration; from time to time, or reproductions thereof in color, black and white or otherwise made through any media.

I hereby waive any right that I may have to inspect or approve the finished products or the advertising copy or printed matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to save harmless _____ its legal representatives or assigns and all persons acting under its permission or authority, from any liability in connection with the use of the photographs as aforesaid or by virtue of any alteration, processing or use thereof in composite form, whether intentional or otherwise, as well as any publication thereof.

I understand that the photographs taken by will be included into stock files. I agree that the photographs, the transparencies thereof and the rights to copyright the same, shall be the sole property of _____, with full right of lawful disposition in any manner, including the right to seek and obtain federal copyright registration.

I hereby grant permission to _____, to photograph _____ during activities to use the photographs in audio-visual and printed materials without compensation or approval rights.

Signature of Adult

Date

Printed Name of Adult

Address

City

State

Zip

Confidentiality Statement

I hereby acknowledge, as an employee of the _____ Conference of Seventh-day Adventists assigned to work at the [Center Name] ("Center"), I understand that I have access to Confidential Information as part of my employment. Confidential Information includes any information relating to specific individuals and situations, including but not limited to the identities of recipients or applicants for services and/or employment, social background information pertaining to specific individuals or families, budgetary items, tuition and/or other methods of financial support, discussion items, and voted actions. Confidential Information also includes documents, in any form, that depict confidential subjects. Confidential Information includes any information that I or others may create, learn, have access to or obtain, whether in tangible form or memorized. Confidential Information includes all financial information of the Center but does not include my rate of pay.

Confidential Information must to be held in the strictest confidence and may not be released, discussed, or used for any purpose not specifically authorized by the state licensing agency, local conference Office of Education, and _____ Conference Office of Education.

My personal social networking media posts may not include photos, names or stories that identify specific children, which is Confidential Information.

I understand that at any time upon request of the _____ or the Conference, or upon cessation my employment, I must immediately return all materials created, received, or used by me in my employment and maintain the confidentiality of all Confidential Information previously entrusted to me.

I further understand that any such breach of confidentiality may be a violation of law and may be a liability to the facility and the local conference.

Employee's Signature

Date

Director's Signature

Date

Early Childhood Education and Care Volunteer & Academic Intern Clearance

Role:

The person selected for a volunteer or academic intern position will assist with supervision and group management under the direct supervision of a fully qualified/lead teacher.

Purpose:

Volunteers and academic interns are expected to be a model, demonstrating the kinds of values, attitudes, expectations, beliefs, and choices that make our organization excellent.

Qualifications:

Minimum age requirements for a volunteer or academic intern are: 16 years of age or older.

Volunteers and academic interns who are 18 years of age and older must have a criminal record clearance from the state (List appropriate Agency) , Federal Bureau of Investigation, and the state (List appropriate Agency) .

Prior to being assigned class work, all volunteers and academic interns must have completed a physical examination and must submit a form indicating that they are free of communicable diseases.

Prior to being assigned to duties, all volunteers and academic interns must submit a minimum of three references.

Academic interns must be completing college-level Early Childhood Education and/or Child Development courses and laboratory requirements. Academic interns must have completed the necessary prerequisites to receive course credit rather than remuneration for hours worked in the ECEC program.

Responsibilities include but are not limited to the following:

Volunteers and academic interns report to the Director and may not be left alone with children at any time.

Prior to work, the director will conduct an orientation session. All volunteers/academic interns are required to participate in each session. Failure to participate will result in elimination from the volunteer/academic intern list. The orientation will include at least the following topics:

- Child care program philosophy, goals, and objectives
- Care of young children
- Record keeping procedures and confidentiality
- Emergency procedures

Volunteers and academic interns receive a staff directory and an introduction to staff members. The director will discuss the organizational structure of the child care program.

Volunteers and interns over the age of 18 years may assist with daily program activities, except the feeding or toileting of children.

Volunteers and interns can assist in fund raising and program promotion.

Volunteers and interns will be dismissed from services if they violate any policies, rules, and/or procedures of the child care program.

Professionalism:

The program builds its reputation by providing a professional attitude in conversations with other employees, parents, or agencies. Volunteers and academic interns are expected to speak professionally about their own program or staff. If there is a grievance or concern, the proper channels should be followed to resolve the situation.

**CONFERENCE OF SEVENTH-DAY
ADVENTISTS
VOLUNTEER INFORMATION FORM**

All questions on this form should be answered clearly and completely in your own handwriting. Do not type. If you cannot answer all questions on this form, you will be ineligible to serve as a volunteer. This form should be submitted to _____.

Name _____ Date _____

Mailing Address _____
Street City State Zip

Telephone () _____ Social Security No. _____
Residence Other

Have you ever used any other name(s) for work, school or other reasons? *If yes, list name(s) and dates/locations used and circumstances.* _____

Person to Notify in Case of Emergency _____
Name Telephone

List the functions you are willing to perform as a volunteer:

1) _____ 3) _____
2) _____ 4) _____

Dates and times available for volunteering: _____

Current Church Membership (if less than one year, also provide prior Church membership): _____

LANGUAGE(S)

Please list all languages (including English) that you speak, read or write proficiently:

Language	Speak	Read	Write	Comments
English	☐	☐	☐	_____
_____	☐	☐	☐	_____
_____	☐	☐	☐	_____

VOLUNTEER EXPERIENCE

Please list examples of volunteer service/experience

Type of experience	Organization	Dates of Volunteer Service
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

(use additional sheets if necessary)

WORK EXPERIENCE

Have you ever been employed by the _____ Conference? ☐ Yes ☐ No *If yes, provide dates and position(s) held:* _____

Provide information regarding your employment experiences (types, positions held, skills and any certifications):

Have you ever been discharged or counseled to resign by any employer? ☐ Yes ☐ No

If yes, provide information on employer, date, action and explanation _____

Please list below three individuals (excluding family members) who have known you for at least one year and can verify that you are qualified to perform services as a volunteer.

1. Current Pastor _____ Telephone _____
Address _____
2. Name _____ Telephone _____
Address _____
Relationship to Reference: _____
3. Name _____ Telephone _____
Address _____
Relationship to Reference: _____

CRIMINAL HISTORY INFORMATION

You are not obligated to disclose sealed or expunged records of convictions or arrests in response to the questions on this application. Do not disclose sealed or expunged records.

Unless a time limit is stated in a question, please provide information on **ALL** convictions, pleas and alternative sentencing or disposition programs that have occurred during your lifetime. Records of offenses by minors (under age 18) are not automatically sealed and should be disclosed, except where non-disclosure is required by state law.

You should disclose any criminal offense that may appear on your record. If you are uncertain of the exact date or how a criminal offense was classified, give the approximate date, your understanding of the criminal offense, and note that you are unsure of any more specific information.

Have you **EVER** pled guilty to any criminal offense (misdemeanor or felony)? ☐ Yes ☐ No

Have you **EVER** pled *nolo contendere* (no contest) to any criminal offense (misdemeanor or felony)?

☐ Yes ☐ No

Have you **EVER** been convicted of any criminal offense (misdemeanor or felony)? ☐ Yes ☐ No

Have you **EVER** served or participated in any form of alternative sentencing or disposition program (for example, probation, pretrial diversion, or deferred adjudication) for any criminal offense?

☐ Yes ☐ No

Have you ever been charged, convicted, pled guilty, pled no contest or received any form of alternative sentence for any crime involving child or elder abuse or sexual abuse? ☐ Yes ☐ No

If you answered "Yes," to any of these criminal record questions, please provide details in the space provided below:

Date of Offense _____
City/County/State _____
Nature of Offense _____

Disposition _____

(use additional sheets if necessary)

Answering "yes" will not automatically disqualify you from serving as a volunteer. The _____ Conference will consider the nature of the volunteer services to be performed, as well as the nature of the criminal offense and the length of time since the criminal offense occurred.

MOTOR VEHICLE RECORD

Please complete this section only if your volunteer services would include driving a Conference or personal vehicle.

Driver's License No. _____ Issuing State: _____ Expiration Date _____

Has your driver's license ever been denied, suspended or revoked? ☐ Yes ☐ No

If yes, provide complete information on action(s), date(s), location(s) and current status: _____

List all violations (other than parking tickets) for which you have been convicted, pled guilty or no contest, or served any alternative sentencing or disposition program within the past 5 years: _____

Do you have automobile liability insurance? ☐ Yes ☐ No If yes, expiration date: _____

CONFIRMATION OF VOLUNTEER STATUS

You acknowledge that you have requested to volunteer your services for your individual purposes with no promise or expectation of compensation. You acknowledge that you are not an employee, contractor, or agent of the _____ Conference and will not receive any wages or benefits in exchange for your volunteer service.

You may cease to volunteer with the _____ Conference at any time. The _____ Conference may at any time, with or without prior notice, request that you cease volunteering or that you not participate in specific activities.

Your volunteer services to the _____ Conference does not make you eligible for employment. Your volunteer activities will not replace employees of the _____ Conference. If you become interested in employment with the _____ Conference, you must fulfill the Conference's standard hiring requirements and procedures.

VERIFICATION

I acknowledge that I have read and understand this volunteer application form. I verify that the information I have provided on this form is true, correct and complete and contains no omissions. I authorize the _____ Conference to review and use information about me that is available on the Internet. I understand that false, incorrect, misleading or incomplete information on this form will result in my being ineligible to serve as a volunteer.

I authorize the _____ Conference to confirm information supplied on this volunteer information form. I authorize the _____ Conference to review and use information about me that is available on the Internet. I agree to furnish additional information if requested by the _____ Conference. I release the _____ Conference and all parties and persons from any claims, liabilities and damages that may result from requesting or furnishing information about me and using such information in considering me as a volunteer. This authorization to obtain background information does not include a consumer report under the federal Fair Credit Reporting Act. If the _____ Conference conducts a consumer report or background check about me under the federal Fair Credit Reporting Act, I understand that I will receive a separate notice and authorization for that consumer report.

Volunteer Signature

Date

FACILITIES STAFF WORK SCHEDULE

INSTRUCTIONS: This form is to be completed by the licensing evaluator and reviewed by the licensing supervisor.

The purpose of this form is to review staff coverage during a three-week period to ensure sufficient staff coverage. CAREFULLY review split shifts, and irregular days off to ensure sufficient staff coverage.

[illegible]

FACILITY STAFF WORK SCHEDULE (continued)

4535230.2

Conference of Seventh-day Adventists

NON-EXEMPT EMPLOYEE TIME SHEET

INSTRUCTIONS: Non-exempt employees must record all of their time worked for each working day, including their actual starting and stopping times and the times of any meal breaks. If special circumstances require an employee to work during an unpaid meal break, or a meal break is interrupted by work, the employee must record the actual time worked during the meal break and have that entry initialed by their supervisor. If non-exempt employees' working time is substantially interrupted by partial-day or full work day absences, such as for illness, doctor's appointments or other absences from work, employees should record the actual time he/she leaves and returns to work.

EMPLOYEE: _____

DATE	START TIME	MEAL BREAK OUT	MEAL BREAK RETURN	END TIME	HOLIDAY	VACATION	OTHER ABSENCES	Total Work Time
Example	8:15 a.m.	12:10 p.m.	12:40 p.m.	5:35 p.m.				
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
31.								

EMPLOYEE CERTIFICATION: I certify that this time sheet fully and accurately records all of my hours worked during the covered time period. I have included on this time sheet all working time, including any overtime during any work week. I have not omitted any time worked from this time sheet. I understand that false, incomplete, misleading or omitted information on this time sheet will result in disciplinary action, up to and including dismissal from employment.

EMPLOYEE SIGNATURE: _____

SUPERVISOR SIGNATURE: _____

Sample Pre-Kindergarten Schedule

8:30-9:30	Worship, Circle Time, Restroom, and Water
9:30-10:15	Experiential Learning Activities
10:15-10:45	Outdoor Activities
10:45-11:15	Art/Music/Centers
11:15-11:30	Preparation for Lunch
11:30-12:00	Lunch
12:00-12:30	Outside Free Play/Recess
12:30-1:00	Restroom, Water, and Story Time
1:00-2:30	Rest Time
2:30-2:45	Restroom and Water
2:45-3:05	Outdoor Activities or Centers
3:05-3:15	Clean-up and Dismissal

