Introduction

Dear Colleague,

Juggling work and family responsibilities is not an easy matter. The degree to which each of us finds a healthy balance between the two affects our sense of satisfaction and fulfillment both on and off the job, and affects our performance in our professional and personal roles alike.

Mount Sinai has created this booklet to help you strike that balance with as much confidence and as little stress as possible. Here, you will find guidance in areas like choosing a trustworthy childcare situation and understanding children's basic needs, at different stages of their development. We have included a reference section where you can find Human Resources Policies and Employee Rights related to family and parenting issues. Our second guide, entitled “Child Care Resource Directory,” provides a comprehensive list of child care resources to support those outlined in this booklet.

While balancing work and family can be challenging under the best of circumstances we recognize that life’s challenges can sometimes pose additional stress. For new parents and for parents facing difficult stressors, bear in mind that Mount Sinai's Employee Assistance Program (EAP), a short-term counseling and referral service, is available to help with specific problems you and your family may face. The service is strictly voluntary and confidential and no reference will be made on your personnel records. The EAP is located at 19 East 98th Street, Suite 3A, extension 48937. Office hours are 9:00 am– 5:00 pm, Monday through Friday. Call for an appointment.

Mount Sinai is committed to providing a sensitive, caring environment for working parents. We hope that, in helping you to take good care of your family, this guide will also help you to take good care of your career and, above all, to take good care of yourself.

Sincerely,

Jane Maksoud
Senior Vice President for Human Resources and Labor Relations
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Notes
In this section, we list the most widely available options for child care to help familiarize you with your options. We have included some child care resources available within Mount Sinai and through outside agencies. These can be found in the Childcare Resource Directory which accompanies this brochure.

**Live-Out Child Care**
A baby sitter or live-out nanny is someone who cares for your children for hourly wages, but does not live with the family.

**Live-In Child Care**
Live-in child care providers, sometimes referred to as “nannies” or “au pairs,” provide child care in the home while living with the family.

**Day Care Centers/Group Day Care**
In a licensed year-round day care center, children are cared for by certified teachers and aides. Preschoolers from two to six years old can attend full-time from 8:00 a.m. to as late as 6:00 p.m., every weekday. Hours vary from setting to setting. (See section on How To Choose A Day Care Center.)

**Community Programs**
These programs are offered in a community agency, often in a non-school facility, offering early morning or extended day care. Community centers, YM/YWCA’s and YM/YWHA’s are examples of such agencies. Some day care centers for preschoolers also offer extended-day care for elementary school children. Community programs may provide an escort or bus service to transport children to and from school, sometimes at additional cost.

**Day Care Centers/Group Day Care**
In a licensed year-round day care center, children are cared for by certified teachers and aides. Preschoolers from two to six years old can attend full-time from 8:00 am to as late as 6:00 pm, every weekday. Hours vary from setting to setting. (See section on How To Choose A Day Care Center.)
**Educational and Enrichment Programs**

Some schools and community agencies offer specific educational and enrichment activities - such as dramatics, music, art, or sports - before or after school. These activities are usually supervised only by the specialized teacher, and are usually specific to one subject area.

**Family Day Care**

This type of care, which takes place in the home of the child care provider, is the most common type of care for infants and toddlers. The family day care provider may be a friend, a neighbor, someone you have located to care for your child, or someone to whom you were referred by a child care referral service. A provider may take care of a small group of children (usually fewer than five), or a larger group (usually a maximum of twelve) with an assistant. The providers and the child care setting must meet legal requirements which vary from state to state.

**Self-Care/“Latch Key” Kids**

For some parents, having a child come home alone may be the only option-- either because no other alternatives are feasible, or because the child is older and wants nothing to do with programs for “little kids.” In settling on this option, however, you should consider your child’s maturity and ability to supervise himself or herself. You must also consider how comfortable you feel, how comfortable your child feels, how safe your neighborhood is and what kind of support system is available to you and your child.

**Summer Camps and Recreation Programs**

Many private and public schools, social agencies, religious institutions, community centers and youth organizations offer summer camps and recreation programs for school-age children. Based on the program, children attend either part-time or full-time. Camps are either day camps or sleep-away camps. Transportation to and from these summer programs may or may not be provided; if provided they may be at an additional cost.

**Vacation Programs**

Similar to summer camps and recreation programs, vacation programs operate during typical school vacations and closings, such as Christmas, winter break and spring break.
The Basics

When you have identified programs that might meet your’s and your child’s needs you can begin to narrow your search when calling to gather basic information. You will probably want to ask the following:

• What days and hours of care are available?

• Is the program open all day on days when school is closed, such as vacation and snow days? On school half-days? In summer?

• How many children are in the program?

• What is the staff-child ratio?

• Are the children divided into separate groups? By what criteria? How many children are in each group? Is the division flexible?

• How many staff supervise the children?

• What are the qualifications and credentials of those who supervise the children? Are they certified teachers? College students? High school students?

• What education and training have staff members received? What training and supervision do they receive on an on-going basis?

Checking the Quality of the Day Care Environment

• Is it safe for babies, regardless of their stage of development?

• Does it have enough space, indoors and outdoors, for activities and exploration?

• Is it clean and well-organized (especially diapering and food areas)?

• Does it provide equipment and toys that are clean, safe, in good repair and age-appropriate?

• Does it have space for quiet time and napping?
Quality Care Givers: Attitudes And Skills

- A warm, positive and friendly personality; genuinely enjoys being with babies and young children.
- Attentive to smiles as well as to cries.
- Gets down on the floor to interact with children.
- Flexible, patient, and understanding.
- Does not direct anger towards children.
- Responds quickly to a child’s physical and emotional needs.
- Values parents as experts about their children.
- Has a style and attitude that fosters each child’s individual development.
- Can organize and implement a program that is appropriate to your baby’s age and developmental stage.
- Has a discipline philosophy that is consistent with that of the parents.

Your Rights As A Parent In A Day Care Center

All parents have the right to:
- Visit and observe their children’s program at any time.
- Be treated with courtesy and respect by all members of the center’s staff.
- Take part in meaningful parent-teacher conferences.
- Receive child care services without discrimination on the basis of race, religion, gender, sexual orientation, national origin, or disability.
- Be informed of the center’s policies.
- Reasonable protection for their children while in the center.
- Help in furthering their children's development, including counseling, education, and referrals, if needed.
- Have their confidentiality honored.
- Participate in parent organizations.
- Change child care services for any reason.
Checklists For Choosing A Day Care Center

Checklist: The Care Providers

Use this checklist to help you evaluate the staff in a day care center.

Yes  No

m  m  Are there enough adults for the number and age of children?

m  m  Do the children receive the individual attention, warmth, and understanding that you would like for your child?

m  m  Are the children encouraged by staff to make friends with other children?

m  m  Do care givers recognize when a child is sad or upset or excited?

m  m  Do care givers refrain from embarrassing any child?

m  m  Is an effort made to listen to and answer children's questions in ways they can understand?

m  m  Is discipline handled in a positive manner, which is consistent with yours?

m  m  Do adults supervise the children at all times during nap time? If a child does not fall asleep, is the child engaged in a quiet activity?

m  m  Do you sense that the care giver feels good about being with children, and has a sense of humor and enthusiasm?

m  m  Does the care giver participate in training opportunities in child care/child development?
Checklist: Health and Safety

Use this checklist to help you evaluate the health and safety of a day care center.

Yes No

m m Is there a current license for operating a family day care home or day care center conspicuously posted?

m m Are sanitary arrangements made for diapering activities?

m m Is the area for program activities well lit and ventilated?

m m Are the indoor and outdoor spaces for children safe and free of hazards? For example: radiators covered; stairways protected; windows protected; electrical outlets covered with safety caps; walkways free of ice and snow; outdoor space fenced and free from debris, broken glass, etc.

m m Are heavy pieces of furniture, such as storage shelves and bookcases, secure and stable so that they cannot tip over?

m m Are detergents, household cleaners and medicines kept in locked storage cabinets?

m m Are smoke detectors and fire extinguishers provided?

m m Are emergency fire drill and evacuation procedures posted in a conspicuous place in each room; and are emergency telephone numbers on each phone?

m m Are toys and equipment clean and in good repair (for example, free from sharp edges, splinters, paint chips and loose parts)?

m m Do care givers get annual physical examinations?

m m Is a written health record kept for each child?

m m Are there written procedures for securing background checks on new care givers?

m m Are first aid supplies readily available and does at least one person have a current Red Cross first aid certificate?
Yes No

Does a registered nurse visit at least weekly in programs for children under three years old?

Are there written procedures for reporting suspected cases of child abuse and neglect by parents or staff?

Is there an adult responsible for receiving children when they arrive each day?

At the end of the day, will your child be released to another person only if you have given written permission for this?

Are there written procedures to follow when a child becomes sick?

Is there a clearly written financial policy regarding a child’s absence due to sickness or other causes?

Are the meals and snacks prepared by the care giver:
  • sufficient to meet the needs of your work schedule?
  • nutritious, attractive, and planned for the children served?
  • inclusive of food items reflecting the children's age and cultural background?
  • planned so that the children can be involved in meal and/or snack preparation and clean-up?
  • suitable to meet the needs of children on special diets?

Is the area that is used for food preparation and eating clean?
Checklist: Environment

Use this checklist to help you evaluate the overall environment of a day care center.

Yes  No

Do the care givers respect the children’s rights to engage in activities by themselves and with other children?

Is the space arranged so that children can freely select materials according to their own interests and abilities, and return them when they have finished?

Do you hear adults in the program giving praise and encouragement to children to enhance their self-confidence?

As you see children participating in the program, do they seem to be enjoying the activities?

Is the program well supplied with equipment and supplies such as blocks, books, games, toys, and creative art materials?

Is the space neat, clean, and attractively decorated?

Is there space for active play and for quiet play?

Is there a place for each child’s personal belongings?

Is there a special place away from the busy activities for a sick child to rest and yet allow for the care giver to care for him/her?

Can children reach the toilet and sink easily and safely?
Checklist: Parental Involvement

Use this checklist to help you evaluate the opportunity for parental involvement at a day care center.

Yes  No

Did the care giver adequately explain the program to you?

Did the care giver ask you about your family’s cultural and language background so that activities can be planned which recognize each child’s culture?

Will the care giver provide you with information on a regular basis about your child’s activities and progress?

Will opportunities be provided for you to be involved in making decisions about the program and your child’s education?

Were you encouraged to visit and observe the program at any time while your child is participating?

Does the program give community resource information to parents and invite them to participate in educational activities?

Is there a copy of the plans for children’s daily activities available for parents?

Will trips to local stores, building sites, parks, libraries, etc. be adequately supervised? Will your written permission be obtained for each trip?
Staff-Child Ratios And Maximum Group Size
for Licensed Child Care Settings In New York State*

When a child day care center is in operation, an adequate number of qualified staff must be on duty to insure
the health and safety of the children in care. The minimum ratios of staff to children are as follows:

<table>
<thead>
<tr>
<th>Child’s Age</th>
<th>Child: Staff Ratio*</th>
<th>Maximum Group Size**</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 weeks to 18 months</td>
<td>1:4</td>
<td>8</td>
</tr>
<tr>
<td>18 months–36 years</td>
<td>1:5</td>
<td>12</td>
</tr>
<tr>
<td>3 years</td>
<td>1:7</td>
<td>18</td>
</tr>
<tr>
<td>4 years</td>
<td>1:8</td>
<td>21</td>
</tr>
<tr>
<td>5 years</td>
<td>1:9</td>
<td>24</td>
</tr>
<tr>
<td>6–9 years</td>
<td>1:10</td>
<td>20</td>
</tr>
</tbody>
</table>

* Staff to child ratio refers to the maximum number of children per staff person.

** Group size refers to the number of children cared for together as a unit.
   Group size is used to determine the minimum staff:child ratio based upon the age of the children in the group.

*Taken from New York State Office of Children and Family Services, Bureau of Early Childhood Services,
state regulation 418-1.8: Supervision of Children, 2006.  www.ocfs.state.ny.us
As parents, you are always looking for the best possible ways to care and provide for your children. Making arrangements for child care is not just a matter of a convenient location, or trusting a provider simply because they are in the business. Children have different needs and are faced with different challenges at each stage of their development. Quality child care addresses this reality, helping the child to grow by stimulating creativity, fostering curiosity and the natural desire to learn, reinforcing motor and verbal skills, and encouraging social interaction.

Before you make any arrangements for child care, study the following section. It is important to understand what your child needs at his or her age, and to consider certain factors when choosing a center, or a family day care setting.

**Understanding Your Child’s Physical and Emotional Development**

**Infants: Birth through Twelve Months**

**Skills Child Is Working On:**
- Forming trust and attachment with adults

**What Factors To Consider:**

**In a Center:** How many adults are caring for each child? Are the same people caring for the baby at the same time each day? Does the baby feel safe from distractions, confusion, and over-stimulation? Are staff trained and/or experienced in infant care?

**In a Family Day Care Home:** Is the provider’s style similar to yours as a parent? What are the other demands on the care giver’s attention? Will the provider be able to respond as the parent would like?
Skills Child Is Working On:
Exploring the environment in a limited way.

What Factors To Consider:

In a Center: Are there safe and appropriate materials for the baby to handle? Are babies moved from place to place?

In A Family Day Care Home: Is the baby allowed to change rooms, places, etc.? Are there appropriate, interesting safe things to look at and to handle? Where will the child spend most of his/her time?

Skills Child Is Working On:
Working at getting physical needs met (feeding, sleeping, etc.).

What Factors To Consider:

In a Center: Is the schedule for feeding and sleeping based on the child's needs? Will the child be held while taking a bottle? Will the center cooperate with a nursing mother?

In A Family Day Care Home: Will the provider have time to respond quickly to the baby's needs? Is there a quiet place for the baby to sleep when he/she needs to?

Toddlers: Thirteen Months through Two Years

Skills Child Is Working On:
Increasing and improving motor skills.

What Factors To Consider:

In a Center: Are there opportunities for active physical play and free exploration? Are toys at the child’s level? Are teacher’s materials out of reach?

In a Family Day Care Home: Are there opportunities for crawling, climbing and exploring? Is the home child-proof?
Skills Child Is Working On:
  Developing a sense of independence and well-being, and testing the limits of his/her environment.  
  Also, learning rules and behavior control.

What Factors To Consider:

**In a Center:**  
Is the environment geared for children?  Are the rules for behavior clear?  Do adults intervene calmly to settle disputes or re-direct the child's interest?  Are teachers directly involved with all the children?  Are the children allowed to watch or plunge into activities, depending on individual style?

**In a Family Day Care Home:**  
Are there safe materials for the child to explore on his/her own?  How does the provider allow for the child’s independence?  Is he/she tolerant of regressions?  What is the provider’s style of discipline?  How does he/she restrict undesirable behavior?  Do you feel comfortable with that style?

Skills Child Is Working On:
  Developing interest in others, beginning social skills.

What Factors To Consider:

**In a Center:**  
How do teachers supervise play?  Do they help children to avoid problems?  Is the room large enough to allow children adequate space?

**In a Family Day Care Home:**  
Does the provider take time to help the children to learn appropriate behavior towards others, or does he/she just “keep the peace”?  Are there chances for the child to play alone?

Skills Child Is Working On:
  Beginning to use words to communicate thoughts and feelings.

What Factors To Consider:

**In a Center:**  
Do adults listen and talk with children, not just direct them?

**In a Family Day Care Home:**  
Does the provider like to talk with and listen to children?
Preschoolers: Ages Three through Five

Skills Child Is Working On

Learning social skills and values. Discovering where they stand with others and the world around them.

What Factors To Consider:

**In a Center:** Are the children encouraged to play together? Are teachers clear about rules and limits to enable children to learn about how to play together? Do teachers talk about and respect children with different interests, strengths, and weaknesses?

**In a Family Day Care Home:** Are the children encouraged to play with and help one another? Does the provider help children to understand the limits and capabilities of both younger and older children in the home?

Skills Child Is Working On

Testing and trying new skills.

What Factors To Consider:

**In a Center:** Are activities provided that allow children to experiment with new materials and try new experiences? Is there time allowed each day for active outdoor play?

**In a Family Day Care Home:** Are there toys around that challenge a child’s skills, such as books or puzzles? Is there room for active play? Does the provider accompany children outside to a yard or playground?

Skills Child Is Working On

Developing interest in the world around them, and beginning to organize new ideas.

What Factors To Consider:

**In a Center:** Do children have opportunities for trips and/or exposure to new people and experiences?

**In a Family Day Care Home:** Does the provider share experiences with children, such as cooking, walks, visiting neighbors, or performing interesting household chores?
School-Aged Children: Child Care After School Hours

The Child’s Experience
The child has been in school all day.

What Factors To Consider:
After a full day of regimentation (in most schools), can the child choose/control his or her own schedule? Can the child choose time to do homework? Does the program replicate school, or does it extend learning in an informal setting? Does the transportation plan leave the child enough “play time”? Are there opportunities for after-school staff and school teachers to communicate?

The Child’s Experience
The child is likely to have strong age identification. Yet the program may include children from a broad age range.

What Factors To Consider:
How do the environment and activities fit the needs of different ages (e.g., a younger child may need quiet restful time, while an older child may need the opportunity for in-depth activity, interest clubs, etc.)?

The Child’s Experience
The child has a heightened sense of autonomy and independence.

What Factors To Consider:
The program must not be perceived by children as a “baby program”. Are there physically freeing activities?

The Child’s Experience
The child’s need for industry is more product than process-oriented.

What Factors To Consider:
Are there daily activities with “take-home” products?
Single Parenting

While some individuals consciously decide to embark on their journey towards parenting as “single parents by choice,” others become single parents without originally intending to be. While both scenarios share common aspects, becoming a single parent later on means many changes - and the changes are not always easy. When a separation, divorce or death of a parenting partner has affected a family, single parents and their children may go through a range of accompanying experiences.

In Your Family

- The family is and feels different in terms of size and composition.
- Former support for parenting may no longer be there. New sources of family support need to be identified.
- Special events, like holidays and birthdays, may be celebrated differently.
- Sadness, anger, grief, disappointment, and other powerful emotions may be experienced.
- The pace of family life may be more hectic.
- Relationships between family members may be different and continue to change.
- Single parents must adapt to a new identity that has more responsibility.

In Your Working Life

- The paycheck may take on new meaning - and have to go farther.
- Stress may make it difficult to concentrate at work and performance may suffer.
- Increased stress at home may make single parents reluctant to take on new projects/challenges.
- Work-related social functions may be difficult or awkward to attend.
- Work may become an escape from the emotional aspects of single parenting.

In Your Social Life

- There may be awkwardness with mutual friends of the former spouse.
- Social life may become more child-centered or include the child(ren) more often.
- There may be less money and time to spend on social activities.
- Awkward and uncomfortable moments with acquaintances may be common especially in the period immediately following a separation.
- Learning to socialize alone and/or to “date” may be difficult and take time.
The Emotional Impact of Change

- All kinds of emotions may be felt: sadness, relief, anger, ambivalence, loneliness, a sense of freedom.
- Unpredictability may be the norm for a period for both parents and children.
- Emotions are likely to be intense and to surface often.
- In some cases, there may be a delayed reaction in the expression of feelings.
- Behavior may change as a result of feelings (e.g., more or less crying, emotional outbursts, changes in eating and sleeping patterns, use of drugs, alcohol or other substances).
- Single parents may feel they have to be all things to all people - especially their children. Often the parent may feel an obligation to make up for the loss of the other parent.
- Both parents and children need to find new sources of emotional support.

Financial Changes

- Worry about income and expense may grow and become a daily burden.
- Often the family will have to manage with fewer resources than previously - and this may contribute to stress.
- Having sole financial responsibility for children may be an emotional as well as a financial burden.
- Concern about money/income/child support may become all-important and overwhelming.

Other Changes

- Finding time for relaxation, exercise, and fun may be difficult.
- Often symptoms such as headaches, back and neck problems, or digestive disorders may develop as a result of stress and/or fatigue.
- Time management becomes even more difficult and may lead to exhaustion.
Making it Work as a Single Parent

Acknowledge The Value Of Feelings

• Accept your feelings, both positive and negative, as well as those of your children. Encourage children to express their feelings.
• Don’t blame all of your child’s problems (or your own) on single parenthood.
• Try not to involve the children in your conflicts and issues with the other parent. Share only what is appropriate. Do not say negative things about your child’s other parent.
• Try to express yourself in an open and honest manner, both with your children and with others who are close to you.
• Avoid putting your child into the role of adult or confidant. Seek sources of emotional support for you and for your child(ren).

Deal with The Changes

• Allow yourself time to adjust to being a single parent. Take one day at a time.
• Continue to set limits with your children. Be firm.
• Recognize and accept that there will be a period of disorganization, chaos, and adjustment.
• This will change gradually as you adapt to the new role.
• Postpone unnecessary changes in your child’s life, and yours, if that is possible.
• Be prepared for uncomfortable moments with your children, with relatives and friends, and with others.
• Try to keep new commitments and additional responsibilities to a minimum.
  Learn to say “no.”
• Try to remember that becoming a single parent is an ongoing process, not a simple or quick transition
Provide Support For Your Children

• Inform teachers of separation/divorce/death of spouse.
• Encourage interaction between your child and other adults, particularly those of the same sex as the other parent.
• Respond to your child’s fears about living arrangements, money, and other concerns, in age appropriate terms.
• If you are divorced, assure your child that he or she is not responsible. Children often believe that they caused the break-up, or that they have the power to effect a reconciliation.
• Don’t expect or allow your child to take the place of the absent parent. Boys may try to become the “man of the house”, while girls may try to “mother” the custodial parent.

Get Support For Yourself

• Consider single parent support groups or counseling.
• Get help when you need it - buy, borrow, or barter.
• Learn to accept and even welcome help from those who are willing to provide it.
• You will want and need a break from your children at times. Allow yourself time away from them.
• Tune into your own needs. Don’t neglect yourself. Looking after your own needs helps you to be there for your children, and allows you to perform better on the job.
• Seek the support of a professional therapist if you need assistance in understanding your feelings and in managing the challenges in your life.
Develop New Roles

- Try not to make your child your whole life. You need a life of your own.
- Assign responsibilities to your child, just as you did previously. Expect and appreciate his or her contribution.
- Let go of the super-parent myth. Children aren’t perfect and they don’t need you to be perfect either.
- Don’t try to be both mom and dad — you can’t!

Stay Positive

- Acknowledge all that you are doing. Give yourself credit on a regular basis.
- Remember, you are doing the best that you can and considering what you are up against, it is pretty good!
- Accept support and encouragement from other single parents.
- Give yourself time to grow. Try to see your experience as an opportunity to learn about yourself and your strengths and abilities.
The following Human Resources policies are designed to help you manage work and family life. For further explanation, consult your Human Resources manual, in your office or posted on the Mount Sinai homepage, or call the office of Human Resources at extension 48381.

**Family/Childcare Leave: Human Resources Policy 3.18**

Effective August 5, 1993, employees who have been actively employed for at least twelve (12) months and work at least 1,250 hours during the twelve (12) months preceding the leave may be eligible for a Family/Medical Leave of Absence up to a maximum of twelve (12) weeks per year (for purposes of this policy, a year begins with the first day of a leave which could be counted toward a Family/Medical Leave of Absence).

Employees may be granted a leave for the purpose of a birth, adoption, caring for a newborn or placement of a child into the home and assisting the child in adjustment after placement. (Must be taken within twelve (12) months after the birth or placement.)

When foreseeable, employees must provide thirty (30) days written notice to their immediate supervisor explaining the reason for the leave and the leave’s anticipated duration.

Employees will be required to use any accrued vacation, holidays or free days during this leave. Employees eligible for PTO (policy # 3.21) will be required to use all earned PTO days, plus unearned PTO days if agreed by the employee’s department manager or designee. Therefore, this leave may be both a paid and/or unpaid leave. Exceptions may be made on a case by case basis for employees on Leave of Absence related to maternity, with Labor Relations approval.

**Length of Leave and Return to Work**

The length of time an employee's position will be available to him/her should be specified prior to the leave of absence. If, due to the significant operational impact on the department, the employee’s position cannot be held open for their return, the employee should be so informed. Upon readiness to return to work, the employee should report to Recruitment and Staffing/Nursing Recruitment to assess the availability of another position commensurate with their skills and the essential functions of the position.
Adoption Day: Human Resources Policy 3.12

A. After 30 days of employment, a regular full-time or part-time employee who works more than 1/5 of the regular full-time work week for his/her job classification is eligible to receive one day off upon the adoption of a child.

An adoption day should be taken within a reasonable time following the adoption of a child.

B. Regular and temporary part-time employees who work 1/5 or less of the work week are not eligible for an adoption day.

Note: Please refer to relevant bargaining unit agreements for details regarding adoption days for bargaining unit employees.

Parental Day: Human Resources Policy 3.11

A. After 30 days of employment, a regular full-time or part-time employee who is scheduled to work more than 1/5 of the regular full time work week for his/her job classification (exclusive of an employee on a paid or unpaid leave of absence), is eligible to receive one day off with pay upon the birth of his/her child.

B. A parental day should be taken on the day the child is born or within a reasonable time following the day of birth (30 Days).
Acknowledgement

Our thanks to Sylvia Anserian and Danielle Fairbairn, graduate students from the Hunter College School of Social Work, for their assistance in the research and compilation of the information used in this booklet.
Juggling work and family responsibilities is not an easy matter. The degree to which each of us finds a healthy balance between the two affects our sense of satisfaction and fulfillment both on and off the job, and affects our performance in our professional and personal roles alike.

This booklet will help you to strike that balance with as much confidence and as little stress as possible.