

# Employee Handbook

## The Christian Academy



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The Christian Academy Center does not discriminate against any person because of his/her race, color, religious creed, national origin, sex, sexual orientation, age, ancestry, disability, marital status, cultural heritage, or political beliefs. In the provision of or access to services, employment or activities.

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This handbook was compiled in an effort to help employees understand The Christian Academy Center's policies. This handbook does not attempt to cover every imaginable situation, and therefore, will reserve the right to make amendments and/or policy changes when none are written or they are in need of change. Employees will be notified in writing of any amendment or policy changes. Policy changes and amendments can occur with or without prior notice. All employees will receive this handbook upon employment and are expected to read and familiarize themselves with the contents. Should an employee find that he/she cannot support the handbook policies, purposes, and objections that are set forth, then it is the employee's duty to resign from their position. Employees of the center are "at will" employees and either the employee or the center can terminate the employment relationship at any time, for any reason, or without reason. The director will assume all employees are adhering to the handbook policies on a daily basis and if not, will take the appropriate actions to enforce the policies or terminate the employee.

## Philosophy

The Christian Academy believes that the purpose of a Christian early childhood education should be a loving child-centered experience. We will provide opportunities for your child to welcome Jesus Christ into their day as well as discover and release his/her potential. We strive to ignite strong Christian family values, nurture every child's natural curiosity and interest in the world around him/her. We strive to develop the *whole Christian* child by providing a Christ centered warm environment that is both supportive and stimulating. We understand that children need rich and diverse experiences in order to fully and joyfully engage the world around them.

Our children learn and process their world through play. A nurturing environment that provides age-appropriate activities and experiences will promote growth and discovery in each child. Our children will be cared for in an orderly, healthy and positive environment, with Christ like kindness and a high level of understanding and responsiveness to developmental stages and needs. Our teachers will interact with children using methods that promote self-concept and creative thinking.

It is our belief that children learn best in a Christ centered inspiring environment with dedicated teacher who nurture the imagination. The spaces at The Christian Academy are designed to feel warm, inviting, and cozy — like home. We offer colorful, richly textured and vibrant spaces for children to play and think in. Creative crafts and lively artwork cover our walls. Clear baskets, wood furnishings, and loose parts create a welcoming and exciting environment. Spaces for learning are also spaces of reflection, spaces to build in, to share in, and to dream in. Photos of our children and staff decorate every room. The Christian Academy is a family that strives to celebrate and acknowledge each and every child.

Children need opportunities to make choices, set limits, and learn consequences through play. Our teachers gently guide the children through curricula that help them develop socially, emotionally, physically and cognitively. Each teacher embraces his or her role as facilitator, gatherer, nurturer, and guide. Every child has unique strengths and it is the role of the teacher to nurture and develop these strengths. We believe that when children learn together in environments that support uniqueness, all children benefit. The teachers at The Christian Academy create classroom community environment that is caring, flexible, friendly, and fulfilled to the needs of all our children. The role of the teacher is diverse: the teacher must model positive behavior and empathy towards others; the teacher should inspire creativity, imagination, and curiosity; the teacher should be patient, loving, and understanding of the children in her care. We believe that teachers should allow opportunities for the children to express themselves and make decisions regarding their learning. The Christian Academy believes that teachers are the most successful when they are patient and loving towards the children they interact with. It is the teacher's role to model positive behavior and to teach children the importance of empathy, self-regulation and problem solving.

The teachers at The Christian Academy learn from children every day. They bring life and warmth to our spaces. They fill our rooms with laughter, joy and an inspiration. Their ideas are fresh and inspired daily. We reciprocally love teaching the children, introducing them to new fun, new ideas, and new experiences. But the learning environment is said to be the third teacher, and we strive to provide the children with an environment that stimulates and encourages them to thrive and grow. The classroom is arranged to appropriately allow children to develop skills at their individual pace. Children are the breath of life in our future — at The Christian Academy, we love to watch them grow into that future.

## Goals & Mission

Our mission is to support and compliment the family in order to promote the healthy development of the children and parents. The Christian Academy offers an age-appropriate and developmentally stimulating environment, while preparing children for kindergarten and promoting an eagerness to learn.

Staff at The Christian Academy are expected to provide activities that respect all cultures. Teachers are expected to plan activities that allow children of many cultures to find their lifestyles included in the center. Teachers' responsibilities include planning flexible Activities should allow for full enrichment within the classroom and should meet the needs of all children. Parent communication strategies used by teachers must allow parents to be fully informed of center and classroom activities. Teachers are required to communicate with parents parent boards, documentation boards, and phone calls.

Our primary goal is to build a trusting and loving relationship with your child that fosters their unique creativity and independence. Furthermore, The Christian Academy strives to instill a respect for diversity, a love for education and a strong sense of positive self worth with in each child.

The Christian Academy delivers quality child care services based upon the standard of excellence recommended by the National Association of Early Childhood Education. The Christian Academy staff are expected to uphold the highest ethical standards of early childhood practice. All staff are expected to follow the Code of Ethics of the National Association for the Education of Young Children (found on pg.31) when dealing with children, their parents, and other staff members. All staff are expected to participate in quality improvement plans related to curriculum, parent relationships, infection control, and professional development/education and implementation and understanding of a developmentally appropriate curriculum. The Christian Academy staff is required to assist the center in creating a learning environment for students, teachers and staff.

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**LEARNING ADVENTURES**

The goals of The Christian Academy include providing a high quality early childhood program that equally promotes physical, social, emotional, and cognitive development in a safe and caring environment. The philosophy of the center supports the theory that young children learn from interactions with other children and from interactions with the environment, as well as from interaction with adults. We base our learning program on the recommendations of developmentally appropriate practice as defined by the National Association for the Education of Young Children (NAEYC). The following statements are taken from *Developmentally Appropriate Practice in Early Childhood Programs* by Sue Bredekamp (NAEYC, 1988).

These statements serve as the framework for the activities and policies of The Christian Academy. Developmental appropriateness has two parts that are equally important:

## 1. Age appropriateness

The universally accepted norms of human development—the "ages and stages" of childhood. These changes are the typical and predictable phases that occur as children grow.

## 2. Individual appropriateness

The individual's unique needs, personality, family background and experiences.

The following principles are used in planning for learning experiences in this center:

## I. Curriculum

## II. Adult Child Interactions

## III. Relations between the Home and Program

## IV. Development Evaluation of Children

**I. Curriculum**

- A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach.
- B. Appropriate curriculum planning is based on teachers' observations and recording of each child's special interests and developmental progress.
- C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.
- D. Learning activities and materials are concrete, real and relevant to the lives of young children.
- E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.
- F. Teachers provide a variety of activities and materials; teachers increase the difficulty, the complexity and the challenge of an activity as children are involved with it and as children develop understanding and skills.
- G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.
- H. Adults provide multicultural, differing abilities, non-stereotypical role models, materials, and equipment
- I. Adults provide a balance of rest and active movement for children throughout the program day.
- J. Outdoor experiences are provided for children of all ages.
- K. Teachers use multiple sources (observations, assessment, children's questions, children's interests, etc) to support self-initiated learning.

**II. Adult Child Interactions**

- A. Adults respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities.
- B. Adults provide many varied opportunities for children to communicate.
- C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.
- D. Teachers are alert to signs of undue stress in children's behavior, and are aware of appropriate stress-reducing activities and techniques.
- E. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.
- F. Adults facilitate the development of self-control in children.
- G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

### III. Relations Between the Home and Program

- A. Parents have both the right and the responsibility to share in decisions about their children's care and education. Parents are encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families.
- B. Teachers share child development knowledge, insights, and resources as part of regular communications and conferences with family members. Teachers establish intentional two-way ongoing communication with families.

### IV. Development Evaluation of Children

- A. Decisions that have a major impact on children such as enrollment and group placement are based on developmental assessment or screening along with other relevant information, including observations by teachers and parents' reports.
- B. Developmental assessment of children's progress and achievements is used to adapt curriculum to match the developmental needs of children, to communicate with the child's family, and to evaluate the program's effectiveness.
- C. Developmental assessments and observations are used to identify children who have special needs and/or who are at risk and to plan appropriate curriculum for them.
- D. Developmental expectations are based on standardized measurements and norms. The norms used, (Denver II) and (ASQ) are age-matched, gender, culture, and socio-economically appropriate. These tools are provided via outreach services from PAT of Riverview and surrounding school districts, First Steps and CDCA inclusion specialist. Teaching staff will work with consultant, parents, and program administration in utilizing developmental evaluations to support children's growth and development.
- E. Parents will work with The Christian Academy to identify sources for payment of consultant services if necessary. The Christian Academy will assist families in working with IEP's for school districts, health insurance and private funding to obtain adequate support services.

### Daily Classroom Activity

Development of daily classroom activity schedules is the responsibility of the Director and Assistant Director in consultation with Teachers. Schedules are posted in each classroom. Teachers are responsible for following these schedules as nearly as possible, allowing flexibility to accommodate unforeseen circumstances.

### Lesson Plans

Lesson and activity plans are to be developed by those having responsibility for each group of children. Teachers are expected to work together in the development of weekly plans. Whenever possible, the weekly planning meeting should include all teaching staff. The Teacher participates with each planning group in the age grouping. Lead teachers are responsible for providing leadership in the implementation of developmentally appropriate practice and the Creative Curriculum. **Lesson plans for the coming week** should be submitted to the Director on the **Wednesday** previous to planned implementation. Requests for materials and assistance must accompany the lesson plans. The Director will indicate approval by the Friday previous to implementation. After approval has been given Teachers will post plans for the coming week no later than the Friday previous to implementation. All lesson and activity plans are expected to be consistent with developmentally appropriate practice. Teachers are expected to actually implement the plan as posted. If a change or substitution is made teachers are expected to make a notation on the posted schedule.

### Supply Requests

Teacher requests for educational supplies should be attached to lesson plans that are turned in to the Director each week. Requests for other supplies and materials must be presented in writing to the Director. The Christian Academy assumes no responsibility for reimbursement to staff for supplies purchased for use at the center. Reimbursement for materials purchased by staff members for use at the center may be provided, when previous approval is granted by the Director.

### Field Trips

From time to time the children over three years of age will participate in trips away from the Center.

These trips will be related to some aspect of the curriculum. Children will be transported in The Christian Academy van. Children over 40 pounds will use standard safety seats. Parents must leave car seats at the center for use on field trips. Teachers are responsible for installing the seats and for insuring that children are appropriately restrained. If transportation service other than The Christian Academy vans is used, it must be appropriately licensed and insured. Under no circumstances will children be transported in staff vehicles or the vehicles of adults other than the child's parent or legal guardian.

Children cannot participate in field trips, unless the parents have signed a Field Trip Permission form for that particular trip. Teachers are responsible for obtaining the signed forms. Children without a signed permission form must remain in the center. When teachers decide on a field trip, they must request permission on a field trip request form. This form asks for the destination, educational purpose, departure and arrival times, date of the trip, and emergency plan (nearest hospital, plan for notification of parents, etc.) Van driver and additional staff must be identified. This information is used by the Director in arranging for van lease and/or additional

staffing necessary for the trip. When the Director has approved the trip and confirmed the van lease, the teacher will be notified. Teachers are responsible for notifying parents and obtaining signed permission forms. Parent notification must include the same information as the request for field trip approval. Before each field trip, teachers must review safety rules with the children in terms appropriate to their age and stage of development. Whenever children leave the grounds of the day care center they must wear the approved The Christian Academy t-shirts.

### Transportation

1. At least two staff members must be in the van at any time three or more children are being transported.
2. The van driver must be a The Christian Academy employee, must be 18 years or older, must have a valid Missouri Class E drivers' license, must have current first aid and CPR certification.
3. A first aid kit must be carried in the van whenever children are present.
4. No staff may drive the van without authorization of the Director.
5. No unscheduled stops may be made.
6. When transporting children, a transportation log must be used. Children must be checked and counted when entering and leaving the van.
7. During transportation, children are NEVER to be left unattended in or around the vehicle.
8. The van driver is responsible for parking in a location that allows the children to exit or enter the van without having to cross in front of traffic.
9. The van driver is responsible for making certain that each child is secured with the appropriate restraint.

### Outdoor Play Background

Outdoor play is essential for providing adequate opportunities for the large motor activities important for physical development. In addition, some evidence suggests that outdoor play encourages make-believe play particularly for boys. The outdoor setting allows freedom of movement and expression that are inappropriate for most indoor settings. Finally, play outdoors, particularly during the winter months, allows children to breathe fresh air, virtually free of airborne infectious agents. Opportunity for play outdoors is, therefore, an important component of a developmentally appropriate child care program.

### Policy

At The Christian Academy children play outside every day, unless it is raining, the wind chill is below 32 degrees F, the temperature is above 95 degrees, or poor air quality, allergens, or pollutants are a concern. Children are to wear protective sunscreen as needed and clothing that is dry and layered for warmth as needed. Outdoor playtime will be shortened, and possibly eliminated on these days. When children are playing outdoors, classroom windows will be opened to air the rooms unless the AC is on. The schedule of class outdoor time is determined by the administrative team in consultation with classroom teachers. Each group, including infants, is scheduled for a minimum of 60 minutes each day. Teachers are reminded that preparation for going outside (putting on jackets, hats, sweaters, sunscreen, etc.) provides opportunities for learning self-help and social abilities. Staff need to be mindful of insects and must apply insect repellent to children when recommended by public health authorities. Although getting ready to go out and getting settled coming in may be hectic, the work involved can be meaningful for the children and the benefit of being outdoors outweighs any inconvenience for adults. In the infant groups, where children eat and sleep according to their own personal schedules, going outdoors presents additional challenges. It is the responsibility of teachers to address these challenges in ways that allow infants regular opportunities to experience the outdoors. Infant groups will plan daily outdoor time. Individual children in the infant groups should have the opportunity for outdoor time at least three times each week, weather permitting. The Director may assign an additional planning time or swap outdoor times with another group to help infant teachers implement outdoor time. It is the responsibility of infant teachers to request assistance in meeting the responsibility of providing outdoors times for infants.

### Implementation

The following principles must be observed during outdoor time:

1. Teachers must be actively involved when children are outdoors. Outdoor time is not to be considered "break time", and is not an appropriate time for teachers to stand together and visit. This activity requires the full attention of those in charge of the children.
2. Teachers need to move around the play area and be alert and watchful.
3. Stand so that you do not have children behind you. Remember, it is your responsibility to be certain that no child is unattended.
  4. Be particularly watchful of children playing climbers.
5. Whenever you observe children exhibiting unsafe play behavior, stop the behavior.
6. Encourage children to participate in a variety of outdoor activities, but do not force their participation.
7. Each teacher is responsible for a daily playground safety check, before children come into the playground. This check includes removal of litter, animal waste or other debris, noting puddles, insects, or other hazards.
8. Teachers are responsible for making sure playground is clean and toys and materials are put away prior to coming in from playground.

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**Taken From Staff Handbook****Mealtime**

Mealtime and snack time are part of the learning component of The Christian Academy. Lifelong eating habits are developed during the early childhood years. Children learn to eat a well-balanced and healthy diet by being offered a wide variety of nutritious foods. They learn table manners, healthy attitudes, and social conventions by observing appropriate models and having opportunities to practice. The following principles are observed:

1. At The Christian Academy children are encouraged, but not forced to eat the foods that are offered. Teachers sit at the tables and eat with the children during all snacks and meals, setting an example for desirable social conduct and providing information about nutrition and eating habits.
2. Whenever possible, children will serve themselves (with teacher assistance when necessary). Meals will be served to the group at set times. Teachers will assist the children in serving themselves in modified family style, according to the ability levels of the group. Serving plates over the heads of the children is inappropriate for all ages. Serving plates with all food already on the plate is inappropriate for all but the very youngest children (infants).
3. Seconds will be made available to all children, whether or not they have eaten all food on their plates.
4. Children will be encouraged to wipe the table before and after meals, set the table, scrape the plates and otherwise participate in meal service.
5. Beginning with children approximately 30 months of age, snacks will be set out at appropriate times, and children will serve themselves at their convenience. This practice is consistent with our curriculum goals related to self care, independence, autonomy and self-esteem.
6. Snacks may be served as a cooking activity.
7. Because of choking hazards, children under four years of age will not be served any foods that are round, hard, small, thick and sticky, smooth or slippery. Examples of such foods include: hot dogs (sliced into rounds), whole grapes, hard candy, nuts, seeds, raw peas, dried fruit, pretzels, chips, peanuts, popcorn, marshmallows, spoonfuls of peanut butter, and chunks of meat larger than can be swallowed whole.
8. Without exception, tables will be wiped with dilute bleach solution (1/4 cup to 1 gallon of water) before and after serving food.
9. Without exception, children and teachers will wash their hands before eating or serving food.
10. Without exception, children's food will be served on plates or other disinfected areas.
11. Teacher will ensure that children do not eat when walking, running, playing, lying down, or riding in vehicles.
12. Teachers will never use food (or withholding of food) as either reward or punishment.

**Taken from Staff Handbook****Infants and Toddlers**

While many of the general principles for mealtime also apply to infants and toddlers, feeding the youngest children requires attention to many additional details.

1. Infants will be held or fed sitting up for bottle feeding. Infants and toddlers may not have bottles or cups in cribs or on cots at any time. Bottle propping and carrying of bottles by young children throughout the day and/or night is not permitted.
2. Only cleaned and disinfected bottles and nipples will be used. Any contents remaining after a feeding will be discarded.
3. Under no circumstances can formula or breast milk be offered to any child other than the one for which it was intended.
4. Bottles of formula and breast milk will be marked with the current date and stored in the refrigerator as soon as the child arrives in the center. Unused bottles of breast milk can be kept for 48 hours before being discarded.
5. Frozen breast milk can be thawed in the refrigerator or under cold running water.
6. Breast milk or formula can be warmed only in a pan of hot (not boiling) water. After warming, the bottle must be shaken well and the temperature tested before offering it to the baby.
7. Any bottles, bottle caps, and nipples filled at the center must be cleaned and disinfected by boiling water for 5 minutes just before filling.
8. For children requiring bottles, but no longer on formula, milk must be poured from the original container into cleaned, disinfected and labeled bottles or disposable, sterile bottle liners.
9. Only whole, pasteurized milk or formula provided by the parents can be served to children younger than 24 months, unless a written direction from the child's parent and health care provider is on file at the center.

10. Commercial baby food must be served from a bowl or cup-not directly from the original container. Solid food can be offered only with a spoon. Uneaten baby food in dishes will be discarded immediately. Uneaten food in opened original containers will be discarded at the end of the day, if not removed by parents.
11. Teachers will be encouraged to self-feed as soon as they show interest.
12. Teachers and families will work together to encourage the use of cups as soon as the child appears developmentally ready.
13. Infants approximately 6 months and older will be fed in a feeding chair, and allowed to feed themselves with an adult supervising. The adult must be seated, and cannot supervise more than four children at the same time.
14. Infants and toddlers should wear bibs when eating. Bibs must be removed immediately after eating and before the child is placed in the crib or on a cot.

### Naptime

Most preschool children benefit from scheduled rest periods. The need for sleep varies among individual children. The Christian Academy provides opportunity for rest, but does not require children to sleep.

1. Children who do not sleep will be encouraged to rest quietly for 45 minutes. Children who do not fall asleep after this time will be offered quiet alternative activities such as looking at books. Children older than 5 years may be offered quiet alternative activities instead of rest time.
2. Teachers are expected to assist children who have difficulty in falling asleep by rubbing their backs, humming, singing, or talking quietly to them.
3. Sleeping children must be supervised at all times. Teacher may engage in quiet conversation, participate in planning meetings, or ready materials for afternoon activities during naptime, as long as children can be supervised at the same time.
4. Cribs (when occupied by children) and cots should be spaced at least 3 feet apart. Whenever possible they should be arranged alternately head to foot. All children will use only the crib and cot assigned for their use.
5. Cot and crib mattresses are to be wiped with dilute bleach solution (1/4 cup to one gallon water) weekly, or more frequently whenever soiled.
6. Infants crib sheets will be changed weekly, or more frequently whenever soiled.
7. Cot sheets and blankets will be changed weekly, or more frequently when soiled.
8. Each item of sleep equipment (cots, cot sheets, blankets) will be assigned to one child and used only by that child, unless it is freshly laundered. Bedding will not be shared.
9. INFANTS: (1) Infants will be placed on their backs when placed in the crib for naps. No pillows or stuffed animals will be used in the crib with infants. All bibs will be removed from infants and toddlers before placing in crib or cot for nap. Propping infants in cribs or placing them in car seats, bouncy seats inside a crib is prohibited. Infants heads must remain uncovered(2) Teaching staff will supervise infants and toddlers/twos by sight and sound at all times, even while sleeping. (3) Sides of cribs are checked to ensure they are up and locked. (Effective Dec 2012 only fixed sided cribs will be used for infants)
10. Each crib or cot will be cleaned and sanitized with dilute bleach (1/4 cup to one gallon water) solution before being assigned to another child. All bedding will be laundered before being used by another child.
11. Pre-k children may be supervised by sound for short intervals as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet, etc)

### Portfolios

Teachers are expected to implement the use of portfolios for children in their classroom. This portfolio should contain the following: sample drawings, sample writings, paintings, copies of the Curriculum Development Checklist and Individual Child Profiles, pictures with descriptions. Other items that should be present are: anecdotal records, journal entries, conference documentation with parents, any other copies of assessments. (Other assessments may be required by the administrative team according to age group and need.)

### HEALTH & SAFETY

#### Attendance/ Food Forms

A Daily Attendance Record form is kept in each classroom along with meal recording sheets.. Each teacher is responsible for keeping accurate records of attendance and meals/snacks served for his/her respective room. In addition, each classroom has an official roll which includes the child's name, parents' names and phone numbers, name and phone numbers of persons authorized to pick up the child, and emergency contact

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information for each child as well as permission and release for field trips and photo. Teachers must take this file with them on the playground, field trips, fire drills, and during any emergency procedure.

**Supervision**

The Christan Academy will assign each group of children primary teaching staff who will be responsible for that group of children at all time. Such staffing is encouraged to promote continuity among teaching staff and child relationships. We encourage the use NAEYC DAP ratios when possible and utilize state ratios only when extremely necessary. We have intentionally staffed each group of children to reduce the number of transitions that occur throughout the day. Combining age groups during overlap periods and during drop off and pick up are permissible but not encouraged and must comply with State licensing rules regarding teacher to child ratios. Leaving children alone is strictly forbidden. Preschool children do not have the ability to exercise safe judgment and they are very vulnerable to harm from themselves, other children and the environment. Ratios should be maintained at all hours of operation including, outdoors, transitions, and field trips.

The first responsibility of teachers at all times is to protect the children in their care. If you are alone and need assistance, use your walkie talkie or call from a doorway to a neighboring classroom. DO NOT leave children unattended for any reason. According to the Missouri Department of Health and Senior Services the Teacher to Child ratios per age group are as follows:

Birth-Two Years..... 1:4                      Twos..... 1:8                      3-5.....1:10

**Release of Children**

Children will not be released except to persons authorized by the parents or guardians. Authorized persons are noted in the teacher's official roll. If an unauthorized adult comes to pick up a child, it is the teacher's responsibility to notify the Director or Asst. Director. If an unfamiliar adult comes to pick a child up, teachers will refer this adult to the Asst. Director or Director who will request identification.

**Parent Access**

Parents are permitted access at any time their child is in attendance in the center, unless child custody has been determined by court order. If custody of the child has been determined by court order, parents must provide the center with notarized copy of this order at the time of enrollment or at any subsequent time that the order becomes effective. In the case of court ordered custody, non-custodial parents are not allowed access, unless the custodial parent lists the non-custodial parent as authorized. Custody information and persons authorized to pick up the child are listed on the official class roll. Teachers are responsible for checking the official classroom roll, before releasing children. Teachers and parents are encouraged to interact informally, to share information about the child, and to build a trusting relationship. When staff are in the classroom, the first responsibility is the supervision and interaction with the children. When either teacher or parent needs the other's full attention, making an appointment is recommended.

**Alarm System**

The building has an alarm system that is tied in to fire system as well. If the building is left open the alarm will trip and the St. Louis County Police will be notified by the alarm company. Teachers are responsible for closing doors when the class leaves the room. When children play outdoors, windows may be opened or left open to air the room, but they should be closed at the end of the day. It is the responsibility of the closing teacher to ensure that the building is locked, secured and the alarm is set before leaving the building.

**Clock In and Out**

Each staff member and each child are required to clock in at the computer that is used to check in and out. Under no circumstances can any staff member use another person's check in or out. Checking in or out for another staff member constitutes falsification of payroll records. Parents or other adults with written authorization is required to check children in and out. Checking a child in or out for a parent compromises the security system designed to protect the child, and may be considered falsification of attendance records used for determination of parents financial obligations.

**General Security**

All staff are asked to be alert to possible security difficulties Staff are expected to report any suspicious circumstances or persons to the Director or Assistant Director.

### Closing the Building at Night/Closing Checklist

The person responsible for closing the building at night is responsible for checking the following:

1. All CD and tape players turned off
2. Coffee maker turned off and unplugged
3. All doors closed and locked
4. All windows closed
5. Fence gates properly locked.
6. Kitchen stove and oven turned off; other small appliances unplugged.
7. Outdoor toys properly stored and put away.
8. All trash cans have proper liners
9. All trash has been disposed of
10. All floors are mopped
11. All classrooms are ready for the next day

### Maintenance

Problems with appliances, equipment, alarm systems, cleaning service, grounds maintenance, dumpster pick up, plumbing, building repairs, and any other similar services should be reported as soon as noticed to the Director or Assistant Director.

### Laundry

Bedding and towels that are not thoroughly cleaned pose a health threat. Any soiled items should be immediately removed and placed in the appropriate receptacle. Laundry is to be done by staff weekly. Crib sheets are to be changed each day. When children soil their clothing and it does not need to be laundered in the center, teachers will put the clothing in a plastic bag, knot the bag and place it in the child's cubby to be picked up by the parents.

### Diapering

Diapering is one of the most critical times of the day in infant and toddler care. On one hand, this is a time that allows for intense one-to-one social interactions between child and adult. Diapering time is an excellent opportunity for language development activities, for nurturing, and for building bonds with the child. On the other hand, improper diapering procedures can be a source for the spread of disease. Gastrointestinal disease caused by bacteria, viruses, parasites, and hepatitis A virus infection of the liver are spread from infected persons through fecal contamination of objects in the environment and hands of caregivers and children. The following diapering and personal hygiene procedures are followed to reduce fecal contamination and control the spread of these diseases.

1. Disposable paper diapers are the only diapers that can be used in the center unless child has a medical authorization that states they may only use cloth diapers. Parents are responsible for providing an adequate supply of these diapers that are absorbent enough and fit snugly enough to contain urine and stool.
2. Teachers of children in diapers will check for wetness at least every two hours, whenever the child indicates discomfort, or when the child has awakens from nap. Diapers will be changed whenever they are found to be wet or soiled.
3. Diapering must not occur on any surface (including the floor) used for any other purpose but diapering. In an emergency, a child can be changed in his/her own crib. If this is done, the crib sheet must be changed.
4. The diapering area must not be used for any other purpose than diapering. Children should be discouraged from entering the area for any other reason other than diapering.
5. Before beginning, make sure that the needed supplies are within reach and put on a pair of disposable plastic gloves.
6. Lay the child on the diapering surface. If the diaper is soiled, be sure to handle the child with your hands only, so that your clothes will not become contaminated.
7. While the child is on the diapering table, you must keep your hand on the child at all times.
8. Remove the soiled diaper and clothes. Put the diaper in a plastic bag. If urine or feces soil clothes, put soiled clothes in a separate plastic bag (with out rinsing or handling ) to be taken home for laundering.
9. Clean the baby's perennial (urinary and anal) area with a disposable wipe. Place the used wipe in the plastic bag with the diaper.
10. Diaper the child. Now, you can hold him/her close to you.
11. Wash the child's hands and return him/her to his crib or group. The child's hands will be washed after every diaper change regardless of the presence or absence of perennial fecal material or irritation. Children's hands often stray into the area covered by the diaper, and can then transfer fecal organisms into the environment. Infectious organisms are present on the skin and diaper even though they are not seen.
12. **WASH YOUR HANDS!!!!**
13. Clean and disinfect the diapering areas and any equipment (sink faucets, handle of towel dispenser, etc.) or supplies you touched using dilute bleach solution (1/4 cup to 1 gallon water).
14. Begin the process again for the next child.

### Hand washing

The importance of hand washing cannot be over-emphasized. Studies by the Centers for Disease Control (CDC) have revealed that proper hand washing is the single most effective means for preventing the spread of disease in child care centers! Proper hand washing is the best way to protect yourself and the children in your care from colds, flu, diarrhea, and other diseases. The following hand washing procedure must be used:

1. Stand slightly back away from the sink, turn on the water to a gentle stream and adjust it to the desired temperature. Water should be warm (not cold, not extremely hot).
2. Wet hands and wrists thoroughly. Take a generous portion of soap from the dispenser. Spread soap over the entire areas of hands and wrists. Add water gradually to make plenty of lather.
3. Rub hands together vigorously to form suds; work lather over hands and wrists. Rub one lathered hand against the other. Friction removes more surface organisms than either soap or water, so always scrub briskly for a minimum of 20 seconds.
4. Work suds between fingers and high up on wrists. Keep rubbing and working the lather over every part of your hands.
5. Rub finger tips in palm of other hand to push sudsy solution under nails. Repeat with other hand.
6. Continue scrubbing action for a minimum of twenty seconds.
7. Rinse hands thoroughly under running water.
8. Dry hands with paper towels. Turn off water with the paper towel so that clean hands do not come in contact with the faucet. Discard used towels in the waste container.
9. Apply hand lotion, if desired.
10. Any employee who discovers that a lavatory or soap dispenser is not working or that the proper supplies are not provided should promptly remedy the situation or report the problem to the Director.

### When to Wash Your Hands

- When you report to the center in the morning
- Before and after preparing or serving food
- Before and after administering medication
- After diapering a child
- After assisting a child with toileting
- After wiping a nose
- After cleaning up messes
- After handling soiled diapers or soiled linen
- After you have been to the bathroom, either with a child or by yourself
- Before and after preparing baby food or bottles
- Before and after feeding a child
- After disinfecting toys or equipment, cleaning up toilet accidents, or cleaning toilets
- After sneezing or coughing
- After playing in water that is shared by two or more people
- After handling garbage or cleaning
- After handling pets and other animals or materials such as sand and dirt
- Upon re-entering the classroom
- Before and after administering medication

### General Infection Control and Sanitation

**Sprays and Deodorizers** Ventilation and sanitation, rather than sprays, air fresheners, or deodorizers, are used to control odors.

**Nose blowing.** Noses will be blown or wiped with disposable, one-use tissues that are discarded in a plastic-lined and covered garbage container. Hands must be washed following nose blowing or wiping. When wiping noses of more than one child, hands must be washed after each child.

**Cuts and sores.** Cuts and sores will be covered whenever possible.

**Toys.** Toys are to be washed and disinfected whenever mouthed by children.

**Toileting.** In addition to proper hand washing, teachers will supervise toileting activities to assure that hygienic practices are followed. For example: (1) children should not sit bare-bottomed on the floor of the toilet area. This practice can result in fecal contamination and the spread of germs. (2) Children will not play in toilet areas or remain in the area any longer than necessary. Toys in the rooms with diapered children are to be cleaned and disinfected daily. Toys in rooms with non-diapered children are to be cleaned weekly **and** whenever noticeably soiled. Rooms with diapered children are equipped with a "germ bucket" for placement of contaminated toys. Children who mouth a toy are encouraged to deposit the toy in the "germ

### When to See that Children's Hands are Washed

If children are too young to wash their hands, you wash them. Remember to set a good example. Children learn from your model. If children are washing their hands incorrectly, show them the proper way. Remind children frequently that washing hands will help keep them from getting sick.

- When they arrive in the classroom
- Before and after they eat or drink
- Before any food service activity (setting the table, etc.)
- Before they participate in an activity involving food or cooking
- After they use the toilet or have their diapers changed
- After they touch a child who may be sick
- After they cough or sneeze into their hands
- After they wipe their nose
- After handling pets or other animals or materials such as sand and dirt
- After playing in water that is shared by two or more people
- When visiting another classroom

bucket". Children are told that the toy must be cleaned before another child may use it. Several times throughout the day, teachers will wash toys in soapy water and place a dish pan containing dilute bleach solutions (1/4 cup to 1 gallon water). Then the toys can be removed to a dish pan with clean water, and finally dried, and placed back on the shelves. This process should continue throughout the day.

**Surfaces** surfaces that may come into contact with potentially infectious bodily fluids are disposable or made of material that can be sanitized  
**Carpets and rugs** Housekeeping services will be provided for daily general cleaning. Be aware that you should avoid exposure of open skin sores or mucous membranes to any body fluid discharge. Blotting, and spot cleaning with a detergent disinfectant is used and then the standard 3 step cleaning solution all rugs and carpets. **Vomit, urine or feces.** Wearing gloves, first use paper towels to absorb as much as much as possible. Next using soap and water, scrub the area for at least three minutes using carpet shampooer or scrub brush. Finally spray the area with dilute bleach solution (1/4 cup to 1 gallon water) and wipe (if smooth surface) or work into rug with brush. **WASH HANDS. Blood or blood containing body fluid, injury or tissue discharge.** Wearing gloves, use the same procedure as for vomit, urine, or feces. **WASH HANDS. Disposal** Please dispose of contaminated materials, including diapers, in a plastic bag with a secure tie that is then placed in a closed trash receptacle. **Mops.** Wear gloves when mopping. Whenever used, mops will be cleaned, rinsed in dilute bleach solution (1/4 cup to 1 gallon water), wrung as dry as possible and hung to dry. Mops are never to be left sitting in a bucket of water. **Bathing** Staff do not use hand washing sinks for removing smeared fecal material or for bathing children.

### Daily Health Assessment

The teacher who receives the child when he/she enters the classroom must check the child for the following:

- changes appearance or behavior
- severe coughing
- breathing difficulties
- yellowish skin or eyes
- pinkeye (tears, redness of eyelid lining, irritation, swelling, discharge of pus, etc)
- infected skin patches
- feverish appearance or feeling warm to touch
- unusual activity level or crying
- unusual or unexplained body odor

If any of these indications are noted, the teacher should fill out a Daily Form and bring both the child and the form to the Director or Asst. Director.

### Exclusion from care due to illness

Teachers are expected to bring a child to the office and notify the Director or Asst. Director whenever any of the following are present in a child. Child must be apart from other children and wait in the office/waiting area for parents to arrive: FEVER 99.0 auxiliary, 100.0 oral or by ear

**VOMITTING** After the second time, if no other symptoms are present. After the first time, if other symptoms occur with vomiting

**DIARRHEA** After the second abnormally loose stool

**PINKEYE** Tearing, redness of eyelid lining, irritation, swelling or discharge of pus

### LABORED BREATHING, EARACHE, PRESENCE OF SYMPTOMS, OF KNOWN CONTAGIOUS

DISEASE For example, chicken pox, impetigo, lice, etc, even in an absence of fever

Children who show any symptoms listed above should not remain in the group. Teachers are responsible for bringing the child to the office and to the attention of the Director, Assistant Director, or Lead Teacher. Children who do not appear to be fully recovered from an illness cannot be readmitted to the center without a statement from a physician stating that the child is able to return and participate in the activities of the center or is no longer infectious. The Director, Assistant Director, or Lead Teacher will determine whether children appear to be fully recovered. Teachers should refer parents to the Director, Assistant Director, or Lead Teacher, if problems arise. The Christian Academy reserves the right to refuse care due to illness.

**Prescription Medication:** Requires both written physician and parent permission. Plan for administering medication : Prescription medication will be administered by appropriate staff after permission form is filled out completely and signed by parent(s). All medication must be in its original container and labeled with the child's name. Any unused portion will be returned to the parent. The staff person will sign the medication form at the time the medication is administered. The form will then be filed in the child's folder. A medical permission form signed by a parent(s) will be posted on the communication clipboard board. Documentation of drug administration will be filled out at the time of dosing by staff administering same.

**Non-Prescription Medication :** Requires both written physician and parent permission. If authorization statement from physician includes medication, dosage, criteria for administration, and is signed and dated by the physician for an open span of time, it can be valid for one year. Parent

permission for this medication may also be for the open time span, as directed by physician. When using this open permission the Center will notify parents in writing each time the medication was administered to the child.

**Topical Non-Prescription Medication** : Requires statement from the parents, listing the specific medications (topical only) and criteria for administering, and is valid for one year from date of signature. In the event of non-prescription (topical) such as petroleum jelly, sunscreen or other ointments a parent permission is required and will be effective for one year from date of form signing. Medications must be labeled in original container, with the child's name, name of drug, directions for administration and storage. Written records of administration must be in the child's file. medication must be stored properly and unused portions returned.

### **Biting**

Biting is one of the most distressing behaviors of young preschool children. While biting is painful and dangerous behavior, it is important for parents and teachers to realize that it is not an abnormal behavior. Children who bite are not "bad" or "disturbed". Biting is most often found among children younger than three years of age. Children may bite for a variety of reasons including over stimulation, boredom, hunger, and frustration over the inability to communicate needs or wants.

When biting occurs, the following procedure is used:

1. The child who was bitten receives immediate attention. Appropriate care is provided for the bite (washing, cold compress, application of Neosporin ointment, etc.), and the child is comforted.
2. Closely following the biting incident, teachers explain to the biter that biting hurts and is not acceptable. Teachers may suggest an alternative behavior to relieve frustration or stress (stamping feet, squeezing a "nerf" ball, etc.). Teachers will stress the pain and discomfort felt by the child who was bitten.
3. Teachers are required to fill out a detailed "Incident Report". The purpose of this report is to help analyze the factors that may have contributed to the incident. Such factors may include having to wait for a prolonged period, being aggravated by another child, over stimulation without relief, anger, hunger, tiredness, etc. Teachers are expected to use the information gathered to correct contributing factors whenever possible. The Director/ Assistant Director may observe the classroom and suggest specific management techniques for the Teachers to use in order to prevent biting incidents.
4. Information from the "Incident Report" will be shared at the end of the day with parents of both children. Parents of the child who was bitten will not receive the name of the biter.
5. If the measures implemented after analysis of the biting incidents do not stop the behavior, the center reserves the right to ask parents of the child who bites to remove the child from the center until the behavior is under control. It is the responsibility of the Director to make this decision using input from the Teachers and Assistant Director.

### **Health Consultant**

The Christian Academy policies are reviewed annually by our health consultant. The consultant is a Registered Nurse with experience in childcare issues. Any changes in Center policies or procedures related to health issues are reviewed by the consultant before they are implemented. The health consultant visits our center four times a year to address the physical, social-emotional, nutritional, and oral health of the children enrolled. The consultant also helps to review our food program policies. Staff are trained by the consultant on the practice of administering medication by ensuring that the right dose is given to the right child at the right time by the right method and then signing and dating the medication forms. The consultant also reviews staff annually on the medication 5-step administration process.

## **EMERGENCY PLANS**

### **Disaster Plan**

A disaster is any event which seriously disrupts the normal functions of the The Christian Academy, regardless of the cause. Special detailed plans are included which address such scenarios as fire, bomb threat, loss of electrical power, and severe weather.

### **Emergency Notification**

In the event of a disaster, the St. Louis County Police will be contacted at "911". The Police will then initiate the Critical Incident/Emergency Call List. If evacuation is required parent will be notified of the emergency and asked to pick up their children.

### **Command Post**

When possible, the Child Care Center director's office will be used as a command center to monitor

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communications such as the weather radio, contact the St. Louis County Police, St. Louis County Fire and Rescue. All operations needed to return the Child Care Center to normal operation will be coordinated through the command center. If telephone lines are lost, cellular phones will be used to maintain communications outside the Center.

## Evacuation

Evacuation of staff, children, and visitors will be carried out in a timely and orderly manner and will occur as follows:

1. The Child Care Center Director or designee will give the order to evacuate.
2. The Child Care Center staff should escort all occupants to the nearest exit, move away from the building and assemble further up the street on the sidewalk. This location will provide a quick and easy way to account for all occupants, and will allow the fire department clean and unobstructed access to the building
  - A. Infants  
Each class will be loaded into the crib equipped with the EVAC KIT. The EVAC crib has large wheels and a reinforced bottom. Teachers will push the crib along the appropriate route.
  - B. Toddlers  
The Director, Assistant Director, Lead Teacher, Cook and Food Service Aide will assist the teachers in these classes in walking the children along the appropriate route.
  - C. Pre-K  
Teachers and children will walk along the appropriate route. Teachers must take the official roll with them when leaving the building. Teachers are responsible for counting children before leaving the room and again as soon as children are safely up the street.

## Provisions for Individuals with Disabilities

In the event that the Child Care Center must be evacuated, individuals with disabilities should be escorted to the nearest exit, away from the building and to the fenced apartment parking lot located directly across the street from the center. Children with disabilities will be evacuated with their regular class.

## Fire

### A. General Procedures for ALL Areas

If you detect FIRE or SMOKE, no matter how minor it may appear to be, do this at once:

1. STAY CALM and use common sense. The well-being of the children will depend on your actions.
2. If possible, close the door to CONFINE the fire and smoke.
3. ACTIVATE THE FIRE ALARM, a small red box located on the wall near each exit. Follow the instructions on the alarm.
4. REPORT THE FIRE. Call St. Louis County Police at 911, identify yourself and tell the dispatcher the exact location of the fire or smoke and what is burning.
5. Notify the Child Care Center Director or designee immediately.
6. EVACUATE the children and any visitors.

### B. Fighting Small Fires

If you are certain that a small or contained fire does not pose an immediate threat to the children, you, your co-workers, building occupants, or the surrounding areas, you may be able to put it out with the appropriate fire extinguisher. There are many varieties of fire extinguishers, but each is rated according to the types or types of fires it can put out. Before using an extinguisher, check to see if it is rated for the type of fire you are confronting. (This information must be prominently listed on the extinguisher itself.)

**Don't wait for a fire to learn where fire extinguishers are located and what ratings they carry.**

### Four Types of Fires:

Type A: Wood, paper, cloth, rubbish, etc.

Type C: Electrical fires

Type B: Flammable gas/liquids (like oil, grease, paint)

Type D: Combustible metals

The majority of fire extinguishers located in the Child Care Center are the ABC type dry chemical and may be used on any type of fire that would normally be encountered.

### C. Fire Drills

In an actual fire, there will be a great deal of excitement and confusion. The confusion may be compounded by thick smoke and toxic gases. A normally well marked exit route may appear unfamiliar and disorienting. For this reason, it is essential that fire response procedures be practiced on a regular basis.

The training of personnel to respond effectively to a fire emergency is the heart of any fire safety



program. Each person must know exactly what to do and must have enough practice to be able to perform quickly and efficiently.

Fire drills will be conducted as follows:

1. Drills will be conducted in such a way to ensure that all personnel participate at least semiannually.
2. Drills are to be conducted by the Director or a designee.
3. Drills are to be initiated through verbal notification of an employee or by activating a pull station. If a pull station is used, St. Louis County Police MUST be called in advance and Director should be on hand to reset the alarm.
4. The Director or designee will monitor and evaluate the fire drill response. Training will be held at that time if an employee is found to be unfamiliar with procedures.

### **Bomb Threat**

It is the responsibility of St. Louis County Police Department to investigate all suspected bombs and reports of bombs being placed on The Christian Academy property and to coordinate evacuation, searches, and removal of suspected explosive devices.

1. If you receive a bomb threat gather all pertinent information.
2. Report the bomb threat and all available information to the Child Care Center Director or designee immediately and wait for further instructions.
3. The Child Care Center Director or designee will notify St. Louis County Police and obtain instructions.
4. Do not advise the public. Allow business as usual until directed otherwise.
5. If evacuation is necessary, the Child Care Center Director or designee will give the order to do so.

### **Loss of Electrical Power**

1. Upon loss of power, Ameren UE should be called to determine cause.
2. Where available, the emergency generator will transfer power immediately upon loss of electricity.
3. All non-essential equipment should be turned off until power has been restored.

### **Loss of Communications**

1. If the telephone system is lost, avoid attempting to use the phone.
2. The Child Care Center Director or designee will appoint one individual to periodically check the phone.
3. The Teacher's and Director's cell phones will be used to report the problem to Ameren UE and the Executive Director.

### **Severe Weather**

The Child Care Center Director or designee will be responsible for monitoring the weather for changes that may require an upgrade in preparedness.

- A. Heavy Rain and Flooding
  1. Center prepared to handle sewer backup and other problems associated with flooding.
  2. Building Services will be responsible for monitoring floors, keeping them clean, dry and serviceable.
- B. Severe Lightning/Electrical Storms

While it is unlikely that such storms will result in serious damage to the Child Care Center as a result of electrical activity, it is advisable to curtail certain activities that may present risks, such as outdoor activity, rooftop maintenance, or the use of any equipment that could cause injury or be damaged by interruptions in the power supply (television, VCR).
- C. Tornado Watch
  1. A tornado watch means conditions are favorable for the development of tornadoes or very intense straight-line winds capable of causing severe damage. The watch will be issued by the National Weather Service or a specified period of time. The Child Care Center Director or designee will notify all staff of the watch.
  2. No specific action should be taken by Child Care Center personnel during a watch except to stay alert to weather conditions and updates.
  3. When the watch has been lifted and no other severe weather conditions exist, the Child Care Center Director or designee will notify all staff.
- D. Tornado Warning

1. A tornado warning means a tornado has been spotted in or near St. Louis County. Personnel must stay alert to any sudden changes in weather conditions or weather announcements and be prepared to seek shelter immediately in the lower level along the interior walls
2. Personnel should stay away from the windows as much as possible.
3. The Child Care Center Director or designee will monitor conditions closely for any changes.
4. If a tornado has been spotted in close proximity during normal operations, all building occupants should move away from all windows and take shelter immediately in the innermost sections of the building. Innermost sections of the child care center include the kitchen and bathrooms. All nonessential activities will stop until the danger has passed and all clear has been announced. Teachers must pay special attention to keeping the children calm and relieving their fears. Singing songs, telling favorite participatory stories, talking softly, slowly, and calmly are important techniques to use at this time.

### Minor Injuries

Center staff are currently certified in first aid may administer simple first aid for skinned knees, splinters, etc., and parents will be given an accident report at the end of the day. No one should administer first aid unless he/she has current first aid certification. Classroom teachers are responsible for completing the accident report and turning it in to the Director, Assistant Director, or Administrative Specialist. The form will be signed by the Director. A copy will be placed in the child's file and a second copy will be offered to the child's parent.

### Major Injuries

In case of a major emergency involving injury to a child or staff member, the following procedures are to be followed:

1. An adult present who is first aid certified will lend assistance.
2. Call 911 and pull the child's permanent file
3. Call the child's parent. Emergency phone numbers are on the official roll and available in the office.
4. Director or Assistant Director will accompany child to the nearest hospital (Christian Northeast) unless otherwise stated in each child's emergency plan. Please, bringing the child's permanent file. Other administrative staff or a teacher continue trying to notify parent. 5. Other administrative personnel or a teacher will notify the office of the Executive Director immediately.
6. If the emergency occurs during the evening or weekend, the Executive Director will be notified at home. Emergency numbers are posted in the office.
7. Written notification of the incident will be provided to the Executive Director within 48 hours.

### General Safety Rules

While in attendance at the center, children are not allowed to:

- Sit or climb on tables, cabinets, bookshelves, etc.
- Run in the classroom
- Place small objects in their mouths, noses or ears
- Bite, hit or hurt another child
- Climb on the playground fence
- Throw toys or sand
- Go out of the classroom or on the playground without supervision
- Wear pacifiers (or other items) on strings around their necks
- Play with ropes on the climbing equipment

### **UNDER NO CIRCUMSTANCES WILL CHILDREN BE LEFT UNATTENDED AT ANY TIME!!!!**

All medicine, thermometers, cleaning supplies, or other hazards must be kept under lock and out of reach of children. Playground gates are closed and latched. These gates are to remain latched.

Teachers will remove jewelry, including pierced earrings, locket, rings, bracelets and other small items that may present choking hazards for children. The items are to be deposited in an envelope labeled with the child's name and placed in the child's cubby or diaper bag. A note to the parents explaining the reason for this action is available in the Director's office and will be placed in the envelope with the jewelry items.

The Christian Academy staff will protect children and adults from hazardous materials such as lead paint, asbestos, pesticides, electrical shock burns, scolding, tripping and falling. Staff must ensure that all rugs, furnishings, window and floor covering are in good repair and free from hazardous material. If staff notice that any of these are present they are to contact program administration to safely remove hazards and keep children from danger and harm.

## PERSONNEL POLICIES

### Hiring Procedures

The Christian Academy prides itself in being culturally diverse. When choosing staff we keep in mind that we want to provide a comfortable and familiar environment for children and their families. We are committed to providing equal employment opportunities for all, without regard to race, color, religion, national origin, age, sex, ability and or sexual orientation.

### Performance Evaluation

Each year staff will be given a self-evaluation as well as an evaluation by management. Staff will be evaluated in the classroom based on the core competencies of Missouri early care and education professionals. Their performance will also be evaluated based on attendance, attitude, time management, overall effort, training hours, and adherence to the philosophy of The Christian Academy.

### Training and Education

Each year as part of the annual performance evaluation, teachers must file a Professional Development Education Plan. This plan must contain a minimum of 12 clock hours of continuing education divided as follows:

9 hours - child development

3 hours - child health, safety and staff health

A portion of the performance evaluation will include determination of how well the plan was completed.

The Director or Assistant Director will assist in the development of the plan for the coming year during

the performance evaluation. The actual training planned and obtained should reflect the teacher's individual competency needs and career goals. Each staff member should utilize the Missouri early childhood competencies as a guide for developing the PDP. Training needs to be relevant and linked to the early childhood field. Trainings should include, but are not limited to topics such as: math, science, language development, arts, sensory, developing good communication skills, working with diverse families, special needs, Inclusion, DAP, handling difficult situations, first aid, CPR, ethical issues, creative curriculum, transition techniques, etc. Throughout the year the center will close for in-service training. The in-service days will consist of training and individual time for planning, goal setting, etc. Every staff member must attend in-service trainings. These meetings are **MANDATORY** for all staff.

College course work, community workshops, attendance at professional meeting, in-house workshops, special assignments approved by the Director and Assistant Director is required, before attendance at a training opportunity may be applied toward fulfillment of the Continuing Education Plan. From time to time the center may make training opportunities available to the staff at no charge. At other times, the Director or Assistant Director may announce training opportunities in the community that may be available at some cost to employees. However, it is the responsibility of teachers to receive approval to apply attendance at training toward fulfillment of the individual continuing education plan. It also is the responsibility of teachers to provide the Director or Assistant Director with documentation of successful completion of training. All full-time classroom staff must be certified in first aid and CPR. It is the responsibility of each person to maintain current certification and to provide documentation to the center. Approved first aid and CPR training, (includes re-certification), may be applied toward the continuing education plan.

### Center Events

Staff are required to attend major center events. The following events are **mandatory** for all staff to attend: **Fall Festival, Christmas Program, Preschool Graduation, Parent Teacher Conference and Parent Information Meetings.**

### Developmental Evaluations

Each child in the program will be formally evaluated using the Denver II Development Screening Instrument Or the ASQ twice each year in the fall and in the spring, or upon entering the program. The Center will work with the CDCA and Parents as Teachers in conducting these evaluations under the supervision and with the assistance of the Director. In addition to the screening the teaching staff will use the developmental checklist to evaluate each child's development. Teachers will be responsible for anecdotal notes, quick assessments and portfolios to document the learning process The Christian Academy. Teachers will share the information with parents. Divulging confidential information is a violation of The Christian Academy policy and may result in disciplinary action. Parents of the program will be informed of the methods used to assess children within the parent handbook.

### Planning Time

Teachers are provided space and time away from children for planning and implementing curriculum. Teachers receive one hour of planning time per week and must use it constructively to finish lesson plans, documentation boards, and portfolios. Teachers may also use nap times in the classroom to work on these items.

**Professional Organizations**

Teachers are encouraged to participate in professional organizations and attend conferences related to Early Childhood Education.

**Breaks**

Staff are provided 1 hour breaks each day when their shift consists of 8 hours or more. Part time staff who work more than 4 hours a day may take a 15 minute break. In addition, staff may request temporary relief when they are unable to perform their duties. All breaks must occur in the staff break room. Staff may not use classrooms as an alternative to break room. Staff must either exit the building or use break room when not on the clock.

**Resources**

The Christan Academy has access to resources we can provide for employees. If any staff member is in need of support in health & wellness, mental health, stress management, etc. please see Executive Director for a list of resources you can use. <http://medicalresources.tripod.com/stl-health.html> is also a great website that can link you to other health resource websites.

**Child Abuse****Reporting Suspected Child Abuse**

Missouri Child Abuse phone number is **1-800-392-3738**. Copies of this law are provided to staff when they begin employment and are available in the Director's Office. According to the law, professionals who work with children, including day care workers, are required to report suspected abuse or neglect, under penalty of a misdemeanor, fine or sentence. Teachers, or other staff of the The Christan Academy must immediately report any suspected abuse or neglect to the Director by use of the Child Abuse and Neglect Report Form. The Director will make the formal report to the Missouri Department of Health and Senior Services. The Director will follow up on any reports of Child Abuse and Neglect made to the Missouri Department Of Health and Senior Services within three days of the report. The purpose of the follow-up will be to ensure that the report has been received by the Department.

**Interacting with Parents Accused of Child Abuse**

If a parent of a child in The Christan Academy accuses a center employee of reporting them to the Missouri Department of Health and Senior Services for child abuse or neglect, an immediate report must be made to the Director. The Director will refer the parent to the Executive Director, if necessary. In every case, the Executive Director will be informed of the incident.

**Child Care Employees Accused of Child Abuse**

The policy of The Christan Academy is that any child care staff member accused of child abuse will refrain from discussing the case with anyone investigating the charge unless an The Christan Academy attorney is present in the interview. As soon as an employee of the The Christan Academy is aware or suspects that he or she is the subject of an abuse complaint or may play a part in an abuse investigation, he or she is required to report the circumstances to the Director. If the employee follows this requirement, The Christan Academy will make no automatic determination concerning guilt or innocence of the employee. In each case, The Christan Academy reserves the right to conduct its own internal investigation and reach its own decision of whether the charge is founded or unfounded or The Christan Academy policies have been violated. However, the decision of whether or not to conduct its own investigation shall be made solely at the discretion of The Christan Academy. Depending on the seriousness of the charge, the employee's past employment history, the length of the investigations, and the circumstances, The Christan Academy may take or allow one of the following actions while awaiting the results of any investigation:

- Administrative leave without pay pending the state's investigations
- Temporary change in duties to remove employee from circumstances under which charges arose

However, The Christan Academy North reserves the right to take other or additional actions which it feels are appropriate. The Christan Academy may accept and act on the determination made by the state in its investigation, but unless required by law or a court order The Christan Academy reserves the right to make independent determination and base actions on its own determinations. The Christan Academy may, but shall not be required to, afford privileges outlined herein to volunteers who work with the children.

**Smoking**

Smoking is prohibited in all areas of the The Christan Academy, including the parking lot, playground and doorways. Smokers must leave the building and grounds in order to smoke. Violation will cause disciplinary action up to termination. No staff may enter to building smelling of smoke on their clothing. If you enter the building smelling of smoke we have the right to ask you to change or send you home for the day without pay. You may not smell of smoke and work in the classroom. If you are a smoker you must remove your The Christan Academy apron and or possible change clothes prior to smoking and change back before returning to the classroom.

[Type text]

### Drugs and Alcohol

Drugs and Alcohol are prohibited on The Christan Academy property. The Christan Academy reserves the right to randomly administer drug test to all employees. The Christan Academy reserves the right to terminate the employment of any staff found under the influence of any illegal controlled

**Weapons** - Firearms, Knives and weapons of any kind are strictly prohibited on The Christan Academy property.

### Personal Items

Staff are allowed to bring small personal items into the center. Items such as purses, books, medicine etc...should be kept in your locker until your break. The Christan Academy is not responsible for lost or stolen personal items.

### Food and Drinks

Food and Drinks (other than water) are prohibited in the classrooms. This includes chips, soda, juice etc. may not be kept in the classroom or cabinet.

### Telephone Usage

When answering the phone at the center:

1. Identify the center (Thank you for calling The Christan Academy) and
2. Provide your name (This is Dr. Smith)
3. Ask the caller if you may help them (May I help you?)

Take written messages including the caller's name and contact information, the reason for their call, and your name.

Employees may make brief personal calls during their scheduled break times. Except in emergency situations, messages will be taken for incoming personal calls to employees. Cell phone use is not allowed in the classrooms at any time.

### Personal Visitors

Employees must clear with the Director in advance any personal visitors to the center. All visitors must sign in on the visitor's log located near the front computer.

### Dressing for Success

Dress appropriate for your work is very important. All clothing should be appropriate and respectful of the children and their families. Employees are expected to have a neat, clean, and professional appearance while at work or while representing The Christan Academy. All employees are expected to wear company attire whenever they are **in** the childcare center this **includes entering** the center. The Christan Academy has the right to send staff home without pay or ask staff to change clothes if not appropriately dressed. Excessive violation (3) of appropriate appearance will result in disciplinary action up to termination.

-A solid red polo or t-shirt or shirt with the The Christan Academy logo is to be worn

-Khakis pants, hiking shorts or capris (NO SWEAT PANTS OR SCRUBS!).

- The Christan Academy apron

- Sneakers (tennis shoes) or black or brown shoes.

- Only Red jackets or sweaters can be worn in the classroom.

No short shorts, skirts, tight jeans, halters, low-cut tops. No boots, flip flops or slip on shoes. **Absolutely no drugs, sex, alcohol, curse words, gang symbols, racist or sexist comments or jokes displayed on any item worn and/or brought into the facility.**

Wear jewelry at your own risk, young children will pull at it.

### Babysitting

Your job at The Christan Academy is expected to be your primary one, if you are a full-time employee. Outside employment is allowed, if it does not interfere with your job function and performance of your

The Christan Academy responsibilities, is limited in time and is compatible with the interests of The Christan Academy. The Christan Academy staff are prohibited from accepting employment from parents for babysitting.

[Type text]

### Trial Period

Upon being hired The Christian Academy staff will go through a 90 day trial period in which their performance will be evaluated. After the 90 day trial period management will decide if the employee is physically and psychologically competent to work with children. The employee will also be judged on attendance, attitude, and time management. After the 90 day trial period The Christian Academy reserves the right to terminate employment if employee is consider incompetent.

### Staff Health

Staff are required to have on file a statement from a physician stating that the person is free of health problems that would interfere with their ability to work with children in a child care setting. This statement also must attest to the person's freedom from contagious disease and must include the results of a tuberculin skin test (Mantoux) or chest x-ray. It is the responsibility of each staff member to insure that this information is provided to the center at least every two years.

### Criminal History Background Checks/Family Care Safety Registry (FSCR)

The Christian Academy employees hired must submit a background screening and be placed on the family care registry. This check is completed during the initial hiring period. Due to the fact the process takes anywhere from 2-4 weeks to receive a report, the employee is usually hired and working in the center. In the event, the center is notified that an employee's fingerprint report has indicated a criminal history that involves young children or any other offenses not acceptable by DHSS, the employee will be terminated immediately.

### Absences

**All employees are expected to be reliable and punctual in reporting for work. Our goal is to provide consistency and stability for children, families, and staff. Excellent attendance and punctuality are reflections of reliability and a positive work attitude. Both are an important part of performance evaluations. Recurring tardiness, excessive absence, and/or failure to provide adequate prior notice of absence without good cause are grounds for disciplinary action, including termination.**

### Calling In

If you are going to be absent due to an illness or other reason, please call **four hours** prior to your scheduled shift to notify the proper persons so arrangements can be made for a substitute. Calling the night before if you are certain you will not be in is also very helpful and appreciated. **You must talk to a member of management**, answering machine or text messages will not be accepted. Excessive calling in (3) will result in disciplinary action up to termination.

### Time off Requests

To be submitted, in writing, at least 2 weeks in advance (or more, to improve probability of approval). Requests will be returned with a response within 48 hours.

### Scheduled Time Off

Paid (using Paid Time Off already accrued) or Unpaid time away from work, scheduled, and approved by a Director at least two weeks in advance.

### Allowed Time Off

- When the center offers, and an employee accepts, time away from work.
- Employees required to report for jury duty or subpoenaed to appear as a witness in a trial or deposition may be granted leave without pay. Documentation must be provided to a Director. Employees are required to call the scheduling director when jury/witness duty is over each day to see if they are needed for work. It is expected that employees will return to work if time permits.
- When eligible employees are approved for FMLA time off
- In the event of a death in the employee's (or spouse's) immediate family (includes parents, child, spouse, sibling) an employee may be absent for up to 3 days (additional time may be allowed based on circumstances).

**Personal Absence**

When an employee fails to work his/her full assigned work schedule for any reason except **Scheduled Time Off**, or **Allowed Time Off**. Each continuous, uninterrupted period of such absence is considered one **Personal Absence**. A half day off is counted as one Personal Absence, just as three days in a row are counted as one **Personal Absence**. Personal absence time should be kept to a minimum. It is discouraged and should be discussed with a Director.

**Appointments**

If you need to schedule an appointment during regular work hours, please talk with the director or assistant director before finalizing it. Employees are not paid for time off for personal appointments, and therefore, should be scheduled on personal time.

**Excessive Absence**

More than three (3) **Personal Absences** in any ninety (90) day period or six (6) **Personal Absences** in any twelve (12) month period. Employees with Excessive Absence will receive disciplinary action up to termination.

**Be sure you have the contact information of the facility director and assistant director with you at all times so that you can contact the appropriate persons.**

Hourly employees must work at least twelve (12) months before any paid vacation time may be taken. Vacation is accrued and is available on the anniversary month of each year. You may be required to take vacation in a single block between May 1 and August 15.

Time off must be scheduled at least two weeks in advance with a Director, who will consider the needs of the center, ease of substitution, amount of time off requested, recent history of time off, and the employee's wishes. Only earned vacations shall be granted with pay.

**Snow Days and Unexpected Closings**

The Christian Academy does not typically close for inclement weather. In the event that school is closed due to weather or any other unexpected reason, a message will be left on the answering machine. In addition, the closing will be announced on the television channels KMOV 4 and KSDK 5.

**Discipline of Children**

Each staff, person and child at the center is special and will be treated with respect at all times. Any type of behavior to physically or emotionally hurt someone will not be tolerated at the center. The Christian Academy uses positive guidance as a learning tool to provide children with guidance and security necessary for emotional and social growth. Teachers shall never use threats or derogatory remarks and neither withholds nor threatens to withhold food as a form of discipline. **NO FORM OF CORPORAL PUNISHMENT IS ENFORCED OR TOLERATED.**

Positive guidance methods used in this learning process include: positive reinforcement, redirection, alternatives, and choices, problem solving techniques, limit settings and as a last resort, time away from the situation and group not as a punishment but rather a time to calm down, remember what behavior the teacher is asking for, and decide for him/her when he/she is ready to rejoin the group with appropriate behavior.

Teachers should notify the parents if frequent "time out" is needed. The Christian Academy reserves the right to exclude a child from the center when emotional and physical well being of the staff and other children are in danger when all other positive methods have been exhausted. This notice may come without warning depending on the circumstances.

Teachers and staff are not permitted to use physical force/punishment at any time.

**Discipline of Employees**

We prefer to treat all employees as adults. If we see a problem we will talk to you about it and make recommendations on how to correct the problem. Chronic lateness, absenteeism, non-performance, or disregarding the rules set for this facility will be dealt with by: 1) a verbal warning; 2) a letter of reprimand and an opportunity to correct the situation before further disciplinary actions are taken; 3) immediate dismissal.

**Language**

Since we are working with small children and modeling positive behavior for them, everyone needs to speak appropriately. No slang, curse words, racial names or jokes.

**Three Step Solution**

Each classroom and the child's bathroom are equipped with spray bottles marked "Soap Water," "Water," and "Bleach Water." To sanitize an area first spray the soapy water, then wipe up with a paper towel, spray the water and wipe, finally spray the bleach water and let it sit for at least a minute then wipe it up. Fresh bleach water is made every morning by an opening employee and each classroom's bleach water bottles are refilled. Please make sure if you are opening a classroom to check with the building opener to make sure they've made fresh bleach water. You will need to dump the soap water and water bottles out every morning and create fresh bottles for the day in your classroom.

**Involuntary Termination**

The following is a list of examples of situations or circumstances that could result in an employee's termination:

1. Incompetence or inefficiency in the performance of daily responsibilities and duties
2. Discourteous, offensive or abusive conduct or language toward a child, parent, or another employee.
3. Personal conduct unbecoming an employee as a role model for children
4. Repeated and unexcused tardiness and absences
5. Falsifying any information supplied to the Director including information on the employment application, employment records or any other facility records.
6. Persistent violation of, and/or refusal to obey, rules and regulations set forth by the director.
7. Abandonment of position.
8. Consistent ratings or evaluations below the standards set by the director
9. Physical or mental inability to perform the duties required as outlined in the employee's job description
10. Any other reason, not specified above, deemed sufficient by the director

**Grievance Policy**

1. The grievance shall be presented to The Christian Academy Director in written format. If the Staff member does not feel comfortable presenting that written grievance to the center director, it may be presented to the Executive Director.
2. The student shall be interviewed by Director/Executive Director to clarify all of the issues.
3. If necessary, all parties shall meet to discuss the grievance. An action plan will be developed and agreed upon by all parties.
4. If the complainant does not feel the action plan is working, then he/she shall document his/her rationale in writing and forward that to the Executive Director.
5. The Executive Director will interview the involved parties and determine what course of action to take.

**Employee Child Care**

Following the ninety (90) day new employee probationary period, full time employees may enroll their children at the center if an opening exists in the child's age group. Full time employees may opt to receive a twenty five percent (25%) discount off of regular monthly tuition.

**Code of Ethical Conduct**

A position statement of the National Association for the Education of Young Children

Revised April 2005

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care



**Preamble**

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at <http://www.naeyc.org/about/positions/ethics04.asp>.)

**Core Values**

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- \* Appreciate childhood as a unique and valuable stage of the human life cycle
- \* Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- \* Base our work on knowledge of how children develop and learn
- \* Respect diversity in children, families, and colleagues
- \* Appreciate and support the bond between the child and family
- \* Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
- \* Recognize that children are best understood and supported in the context of family, culture, community, and society

**Conceptual Framework**

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas.<sup>2</sup> Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often, "the right answer"-the best ethical course of action to take-is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

**Section I: Ethical responsibilities to children**

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

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*Ideals* - I-1.1-To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3-To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4-To appreciate the vulnerability of children and their dependence on adults.

I-1.5-To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6-To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7-To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8-To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9-To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10-To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11-To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12-To work with families to provide a safe and smooth transition as children and families move from one program to the next.

P-1.8-We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9-When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

## **Section II: Ethical responsibilities to families**

Families are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development *Ideals*

I-2.1-To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

## *Principles*

P-1.1-Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P-1.2-We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3-We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4-We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5-We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6-We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7-We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.10-When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

I-2.2-To develop relationships of mutual trust and create partnerships with the families we serve.

## STAFF HANDBOOK

## The Christian Academy 1/2018

I-2.3-To welcome all family members and encourage them to participate in

I-2.4-To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5-To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6-To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7-To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8-To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9-To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

### *Principles*

P-2.1-We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2-We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3-We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4-We shall involve the family in significant decisions affecting their child.

P-2.5-We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6-As families share information with us about their children and families, we shall consider this information to plan and implement the program.

### **Section III: Ethical responsibilities to colleagues**

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

#### A-Responsibilities to co-workers Ideals

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

the program.

P-2.7-We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8-We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9-We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10-Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11-We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12-We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and

consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13-We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14-In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15-We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

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*Principles* - P-3A.1-We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

### B-Responsibilities to employers Ideals

I-3B.1-To assist the program in providing the highest quality of service.

#### *Principle*

P-3B.1 - We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2-We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3-We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

### C-Responsibilities to employees

#### *Ideals*

I-3C.1-To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2-To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3-To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4-To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

#### *Principles*

P-3C.1-In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2-We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3-We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to all staff members and shall be available and easily accessible for review by all staff members.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

I-3B.2-To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

P-3B.4-If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5-When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

P-3C.4-We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5-We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6-In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7-We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8-We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9-We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

#### **Section IV: Ethical responsibilities to community and society**

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

##### *Ideals (Individual)*

1-4.1-To provide the community with high-quality early childhood care and education programs and services.

##### *Ideals (Collective)*

I-4.2-To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3-To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4-To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5-To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights  
*Principles (Individual)*

P-4.1-We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2-We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3-We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4-We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5-We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

and greater social acceptance of responsibility for the well-being of all children.

I-4.7-To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8-To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

P-4.6-We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8-We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9-When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10-When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

*Principles (Collective)*

P-4.11-When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12-When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we

***Glossary of Terms Related to Ethics***

Code of Ethics - Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Values - Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Core Values - Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

Morality - Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

Ethics - The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Professional Ethics - The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality

*Sources for Glossary Terms and Definitions*

Feeney, S., & N. Freeman. 1999. Ethics and the early childhood educator: Using the NAEYC code. Washington, DC: NAEYC.

Kidder, R.M. 1995. How good people make tough choices: Resolving the dilemmas of ethical living. New York: Fireside.

**Code of Ethical Conduct**

Adopted Spring 2004

Supplement for Early Childhood Adult Educators

A Joint Position Statement of the National Association for the Education of Young Children (NAEYC), the National Association of Early Childhood Teacher Educators (NAECTE), and American Associate Degree Early Childhood Teacher Educators (ACCESS)

Adopted by the National Association for Family Child Care (NAFCC)

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work.

acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13-When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

Ethical Responsibilities - Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

Ethical Dilemma - A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, ACCESS, and NAFCC hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide nondegree training and mentoring to adults in early childhood care and education settings.

### ***Purpose of the Supplement***

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. We embrace the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do in our role as educators of adults is intended to further this ultimate commitment.

Early childhood adult educators have ethical responsibilities beyond those spelled out in the NAEYC Code. They have responsibilities to adult students; institutions of higher learning and agencies that conduct training; the programs in which they place adult students and staff and clientele; professional colleagues; children and their families and community; and society and the field of early childhood care and education at large.

### ***Definitions***

Early Childhood Adult Educator

A professional who teaches early childhood educators in an institution of higher education (includes adjunct faculty) and those who conduct not-for-credit training for the early care and education workforce.

Adult Learners - Adult learners, both preservice and inservice, who work in or are preparing to work in settings that provide care and education for young children from birth through 8 years of age.

Student - An adult learner who is gaining preservice or advanced education in the field of early childhood education and care through an educational institution.

Colleague - A fellow early childhood educator who teaches, trains, or mentors adult students in an institution of higher learning or who conducts not-for-credit training for the early education workforce. (Note: There are specific responsibilities to colleagues employed by one's own institution.)

Mentor - An experienced early childhood professional who works directly with both young children and practicum students in an early childhood program and who, in collaboration with an early childhood teacher educator, guides and counsels the students.

Ethics Supplement - Material that has been added to NAEYC Code of Ethical Conduct to provide further information and guidance about the ethical responsibilities of early childhood adult educators.

### ***Core values***

In addition to adhering to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood adult educators commit themselves to the following two core values:

\* To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.

\* To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines

### ***Conceptual framework***

This document sets forth a conception of early childhood teacher educators' professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning

and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

### ***Ideals and principles***

This Supplement to the NAEYC Code identifies additional ideals (aspirations) and principles (guides for conduct: definitions of practices that are required, prohibited, and permitted) that address the unique ethical responsibilities of early childhood adult educators. These ideals and principles were developed by analyzing adult educators' descriptions of recurring ethical dilemmas in their work. The goals and principles included in this Supplement are designed to inspire and guide early childhood adult educators toward actions that reflect the field's current understandings of their ethical responsibilities.

(Note: There is not a one-to-one correspondence between ideals and principles.)

### **1. Ethical responsibilities to adult learners**

Our work is always guided by the core values of the field of early care and education, including our commitment to ensuring the welfare of children. From that perspective we prioritize the unique commitments of early childhood adult educators and acknowledge that our day-to-day responsibilities focus primarily on the professional development of adult learners.

*Ideals* I—1.1 To continually update our own knowledge of the field of early care and education so that we are able to present current, well-grounded information to those we teach.

I—1.2 To provide college students with a foundation in core content areas of early childhood education, including child development and its social contexts; child guidance; the design of safe, healthy learning environments; curriculum and assessment; work with families; work with children and families from diverse cultures; advocacy skills; and professionalism, including ethics.

I—1.3 To provide adult learners with learning experiences based on principles of adult learning and consistent with the core values of early care and education, current knowledge, and best practices in the field.

*Principles* - P—1.1 We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.

P—1.2 We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.

P—1.3 We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence.

P—1.4 We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.

P—1.5 We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.

P—1.6 We shall inform those seeking training in early childhood education of current economic and social conditions affecting the field so that they may make an educated decision about career choices.

I—1.4 To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.

I—1.5 To have high and reasonable expectations of learners.

I—1.6 To fairly and equitably assess what adult students know and are able to do.

I—1.7 To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ethnicity, and social class).

I—1.8 To ensure that our programs are accessible to those with diverse needs (as to the times, location, format, and language of training).

P—1.7 We shall provide information about disparities between best practice and commonly accepted practice to better prepare students to face ongoing challenges related to their work with children.

P—1.8 We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.

P—1.9 When it becomes apparent that a practicum placement is not supporting a student's professional development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.

P—1.10 When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.

P—1.11 We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.



P—1.12 We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this

only if the products or services are relevant and serve educational goal.

## 2. Ethical responsibilities to practicum sites

Some knowledge and skills needed by early childhood educators can only be acquired through direct experience in early childhood settings. Therefore, early childhood adult educators rely heavily on placements in programs (practicum sites) in which students can apply what they have learned, get feedback from children and adults, and reflect on what they have learned from their experience.

*Ideals* - I—2.1 To provide practicum experiences that will positively support the professional development of adult students.

I—2.3 To be respectful of the responsibilities, expertise, and perspective of practitioners who work with students in practicum settings.

I—2.2 To foster collegial and collaborative working relationships with educators who work in practicum settings.

I—2.4 To recognize the importance and contributions of practicum staff members in the professional development of our students.

*Principles* - P—2.1 We shall place students in settings where staff are qualified to work with young children, where mentors have experience and training in supporting adult learners, and which to the greatest extent possible reflect the diverse communities in which our students will be working.

program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.11 and P-4.9-12.)

P—2.2 We shall clearly state all parties' roles and responsibilities and prepare students, mentors, and administrators for practicum experiences. We shall provide appropriate support for all parties' efforts to fulfill their roles and meet program expectations.

P—2.4 We shall ensure that qualified personnel conduct regular supervision of practicum experiences in order to support professional development of adult students and monitor the welfare of children.

P—2.3 When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or

P—2.5 We shall honor confidentiality and guard the privacy of the programs (teachers and clientele) in which we place students.

P—2.6 We shall teach adult students that they have a professional obligation to honor confidentiality and shall make every effort to ensure that they guard the privacy of the program, its teachers, and clientele.

## 3. Ethical obligations to institutions of higher learning and agencies providing training

Our primary responsibility to our employers is the development of knowledge and skill in adult learners. This work is intended to further our ultimate commitment to the welfare and development of young children. (Section III-B of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

*Ideals* - I—3.1 To assist the institutions and agencies for whom we work in providing the highest quality of educational programs for adult learners. (NAEYC Code I-3B.1)

P—3.3 We shall offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise. (NAEYC Code P-4.2)

*Principles* - P—3.1 We shall respect the integrity of courses by following approved course descriptions.

P—3.4 We shall, when our involvement with a student involves more than one role (e.g., instructor, employer, supervisor), keep these roles separate. We shall make decisions, recommendations, and give feedback appropriate to the different context

P—3.2 We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.

## 4. Ethical responsibilities regarding colleagues

The work of the early childhood adult educator involves interaction and collaboration with colleagues. Our professional responsibility to colleagues is to maintain positive and productive working relationships. (Section III-A of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

*Ideals* - I—4.1 To be collegial to and supportive of early childhood coworkers in our own and other institutions. (NAEYC Code I-3A.1-4)

*Principles* - P—4.1 When an adult learner comes to us with concerns about a colleague's competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.

I—4.2 To serve as mentors to junior faculty and novice adult educators.

P—4.2 When we have concerns regarding a colleague's competence, fairness, ethics, or accuracy, we will first express our concerns to that colleague. (NAEYC Code P-3A.2.)

P—4.3 When a colleague appears unwilling or unable to address problems, we will express our opinions about his or her competence through official channels such as performance evaluation.

### **5. Ethical responsibilities to children and families**

Because those we train have a direct impact on children's lives, early childhood adult educators have some additional responsibilities to children and families above and beyond what is set forth in the NAEYC Code of Ethical Conduct.

*Ideals-* I—5.1 To support the development of competent and caring professionals to work with young children and their families.

*Principles* -P—5.1 We shall make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. This principle has precedence over all others in this Supplement. (NAEYC Code P-1.1)

P—5.2 We shall provide sound educational experiences for those we teach that enable them to understand and provide for the optimal development of children and support for their families.

P—5.3 We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well being.

P—5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of

### **6. Ethical responsibilities to community, society, and the field of early childhood education**

Early childhood adult educators have extensive knowledge, expertise, and education and often have a profound impact on the field of early childhood education in their communities. Because of this leadership role they have responsibilities to community, society, and the field of early childhood education above and beyond what is expected of those who work in programs serving young children.

*Ideals* - I—6.1 To train caring and competent teachers who will provide safe and nurturing care and education for young children and be supportive of their families.

I—6.2 To prepare students to work successfully in and to respect the culture of the communities in which they are placed.

I—6.3 To continue to grow and learn and to base practice on the best current knowledge available.

I—6.4 To encourage the developing professionalism of the adult learners with whom we work.

I—6.5 To make other professionals, the public, and policy makers aware of the importance of the early years and the positive impact on society of high-quality early childhood programs staffed by well-trained early childhood professionals.

P—4.4 We shall honor confidentiality and share information about colleagues in appropriate institutional settings. We shall not share information about colleagues in the community or with students.

I—5.2 To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic backgrounds of the children served in early childhood programs and their communities.

I—5.3 To speak out against practices that are unjust or harmful to young children and their families

knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.

P—5.5 We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.

P—5.6 When we have made a concerted effort to work with a student, and the student still does not demonstrate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.

P—5.7 We shall use the NAEYC Code of Ethical Conduct to assist adult learners in making sound decisions concerning their work with children and families.

I—6.6 To strengthen and expand the knowledge base of early childhood education.

I—6.7 To advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.

I—6.8 To conduct research that reflects the experiences of children from diverse language, racial/ethnic, cultural, and socioeconomic backgrounds.

*Principles* P—6.1 We shall be accurate and truthful when we provide recommendations and serve as references for individuals seeking admission to programs, applying for certification, or seeking employment.

P—6.2 In our role as early care and education experts, we shall base recommendations on our informed and unbiased professional opinion. We shall exercise caution before recommending commercial products or services.

P—6.3 When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on current child development and early childhood education research.

P—6.4 We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.

P—6.5 We shall ensure that research we conduct appropriately reflects the diversity of the population upon whom its results may have future impact.

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