

Staff Handbook 2016



Welcome

The Lindgren Child Care Center exists as St. Cloud State University understands that for many parents, child care is a necessity prior to enrolling in college coursework.

**AVAILABILITY AND
TOUR REQUEST**

Once enrolled at St. Cloud State, we become the critical resource you need to succeed as we have extensive experience working with pregnant and parenting students, and what it takes to be successful.

Nationally Accredited

Early childhood programs accredited by the National Academy of Early Childhood Programs have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the Academy's Criteria for High Quality, and have been found to be in substantial compliance. The Lindgren Child Care Center has completed the self-assessment, validation of re-accreditation and has received their [NAEYC](#) Accreditation through August 2019.

Mission

St. Cloud State University's Lindgren Child Care Center provides infant, toddler and preschool-aged care to the children of St. Cloud State students, staff and faculty. We are committed to ensuring your child's health and safety, helping children establish trust in their environment, strengthening their self-identity and igniting their curiosity through productive, satisfying activity. As a place where theory is put into practice, Lindgren Child Care Center is a training and laboratory resource to the entire campus and a model of excellence for the community of St. Cloud.

Philosophy

We believe children are entitled to receive loving care in a safe environment with an educational experience. At Lindgren Child Care Center children are challenged by age-appropriate environments and activities based on knowledge of child development and developmentally appropriate practices, implemented by professional staff. We are committed to ensuring children's health and safety, helping children establish trust in their environment, strengthening their self-identity and igniting their curiosity through productive, satisfying activity. Through an excellent blend of professional staff and arranged environment, the curriculum helps children know their individuality, understand their special worth, develop self-discipline and broaden their understanding of individuals different from themselves.

Purpose

Lindgren Child Care Center opened in September 1980 in response to a need expressed by the non-traditional student body for quality, on-campus child care services. It is one of the excellent student services administered by the Office of Student Life and Development at St. Cloud State, serving as an adjunct to the child's family by providing quality care for children while parents participate within the University.

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Disaster Preparedness and Emergency Evacuation Procedures Plan

The complete Lindgren Child Care Center Disaster Preparedness and Emergency Evacuation Procedures Plan is posted behind the emergency routes on each exit door and also behind the main office door.

- Disaster Preparedness and Emergency Evacuation Procedures Plan, Appendix VI-A

PLAN	DESIGNATED PERSON
<p>Shelter in place: <i>danger outside of the building or danger inside the building; lockdown.</i> All doors are locked, all shades are drawn, children and staff gather in safe places: preschool cubby areas, by toddler hand sink, in the staff room and store room, infants on the infant floor. We will admit no one until we get the all clear from authorities.</p>	<p>Associate Director and if both director and associate director are not on-site, lead teachers are the designated persons to assume authority.</p>
<p>Evacuate because of fire: fire evacuation routes are posted on all of the doorways, and have diagrams indicating which area of the center uses which exit. Age groups of children assemble as far away from the building as possible, then proceed as a group with their staff to either the parking lot N just west of the building, or to the Education Building. <i>In the event of fire in the center, direct exits lead from the infant, toddler, and preschool rooms to the outside. General guidelines include: follow the exit map on your classroom door; keep children in group and away from the building; take head counts and roll attendance when outside; hold children's hands when exiting. All classrooms are equipped with smoke detectors. [Staff Handbook p. 4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Evacuate because of tornado: tornado evacuation routes are posted on all of the doorways, and have diagrams indicating which area of the center uses which exit. Age groups of all children assemble in the ECC 123 conference room, crouching next to the walls and/or under the conference table. <i>When weather is threatening, keep children's play away from the windows. Monthly tornado drills are conducted April to September. When evacuation is deemed necessary, children exit out of the north door and walk down corridor to room ECC 123. Children should crouch near the walls in the 'tuck' position, and cover their heads with their arms. [Staff Handbook p. 4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Missing children: <i>The staff person in charge will constantly maintain a head count. If a child is missing, the staff person in charge will immediately notify SCSU Security, delegate another person to be in charge, and go in search of the child. If the child is not found in 10 minutes, the St. Cloud Police Department will be notified.</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated. If this should occur during transition, the assistant director would assume authority, and designate another staff person to be in charge.</p>
<p>Security Threats: <i>If we are advised to evacuate not only our current space but also the ECC building, we will go to the A120 lounge of the Education Building. Easy automobile access to this area is from N Parking Lot, or 4th Avenue. We will post this information on signs on our doors when we leave the ECC Building. When advised to shelter in place, we will lock all doors, pull blinds, and admit no one until we get the all clear from authorities.[Staff Handbook, p.5]</i></p> <p>St. Cloud State University maintains an Emergency Operations Plan and Procedure, and an easy-to-use flip chart of these procedures is</p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>

<p>located in the Lindgren Child Care Center office as well as in the classrooms. The overall plan is intended to be sufficiently flexible to accommodate contingencies of all types, magnitudes, and duration.</p>	
<p>Utility Failure: <i>The Lindgren Child Care Center will close as does the University when there is a power or other utility failure. In the event the current needs to be cut, the person in charge will notify the ECC Building Manager. [Staff Handbook, p.4]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Emergency transport and escort from the program: <i>If your child becomes seriously injured, we will call Gold Cross Ambulance Services for transport to the St. Cloud Hospital emergency room. You will be notified to go to the hospital; a staff person will accompany your child to ER and stay until you arrive. St. Cloud Hospital, 1406 6th Avenue N.; St. Cloud, MN 56303 320.251.2700. [Parent Handbook p., 13]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Practice and drill: <i>Fire and Tornado Procedures: The Center practices monthly fire drills and follows routine evacuation procedures. We practice monthly tornado drills April to September. Emergency evacuation routes are posted on all the exits. [Parent Handbook, p.13]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>
<p>Blizzard Procedure: <i>The Lindgren Child Care Center will follow the same schedule of weather-related closing as does the University. [Staff Handbook, p.4]</i> Weather Related Closings: <i>The center closes only on the rare circumstances that University classes are cancelled. Cancellation information is broadcast on KCLD-FM and WJON-AM as well as ECCO-AM radio. We encourage parents to use their best judgment in determining whether or not their child will attend on severe weather days without undue risk. [Parent Handbook, pp. 13 – 14]</i></p>	<p>Associate Director is the designated person to assume authority, and if both the director and associate director are not on-site, lead teachers are designated.</p>

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Serious Injury, Fire, or Death

All serious injuries, fire, or deaths will be reported to the appropriate county and state Department of Human Services personnel by the director.

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Closings

The Center will close only under two circumstances: when the University classes are closed, and when all lead teaching staff are absent to attend professional development, unless qualified, licensed substitutes are hired.

Cancellation of Classes due to Weather or Other Emergencies:

Any decision to cancel classes is made by the president or the president's designee, after consultation, as appropriate, with the highway patrol, MTC, MnDOT, MnSCU, the Weather Service, and SCSU Meteorologist. In the event of non-weather related situations, decisions are made after consultation with Student Health Services, Public Safety or others as appropriate. All employees are expected to report for work.

Campus Closing due to Weather or Other Emergencies:

The decision to close the university is made by the president or the president's designee after consultation, as appropriate.

Any decision to close the university or cancel classes or events will be announced, if at all possible, before 6 a.m. for day classes and events, and before 3 p.m. for evening classes and events.

Closing/cancellation decisions will be announced as follows:

Radio: WJON/WWJO, KCLD/KNSI/KZBK/KCML, WCCO 830 AM, KVSC, WYRQ/KFLM/KLTF, KWLM/Q102/K100/KRJB

Television: WCCO Channel 4, KSTP Channel 5, KMSP Channel 9, KARE- 11, KSTC Forty5, UTVS, UPN29

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Inside the Building Emergency - Evacuation

If the Center is advised to evacuate not only the current space but also the ECC building, everyone in the Center will go to the A120 lounge of the Education Building. Easy automobile access to this area is from N Parking Lot, or 4th Avenue. Staff members will post this information on signs on our doors when staff leave the ECC Building. The instruction to evacuate children to the Education Building are:

1. each teacher takes his/her sign in sheets, places them in their backpack, and readies children to leave building;
2. leave the center by the door furthest away from the danger;
3. on the back of the office door is a RED pocket folder with yellow laminated signs, stating where the Center is going. A staff member must tape one of these to all 3 external doors, 2 in the hallway, and one by the preschool lockers (There are 2 extra of these in the Preschool backpack);
4. in addition to each teacher's backpack, staff must also take along the crisis kit from the office;
5. all staff who have cellular phones should get them and bring them;
6. The Center will enter the Education Building from the doorway staff deem most safe. Children and staff will settle in the lounge, EB A120 immediately;
7. staff members will begin to call parents from the emergency contact sheets located in the brown envelopes in the backpacks;
8. other staff members will be stationed near the doors to spot parents;
9. have parents pick up and sign out their child ONE AT A TIME, to maintain order, and keep track of children
10. SCSU has an emergency procedures contract with the American Red Cross, who would come to campus eventually to provide support and conduct any necessary evacuation.

When accident or injury warrants, the child will receive First Aid as necessary, and if the emergency is immediate, 9-911 will be called and the parent will be notified.

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Authorized to Pick Up Children

Parents must pick up their own children. In certain instances, they ask others to pick up their children.

Authorized person

The parent will notify the Center when an individual they have designated as authorized on their registration form will be picking up their child. Children are only released to authorized persons. If a parent tells staff that someone else will be picking up their child staff must check to be sure that person is identified as authorized on the registration form. If they are not, staff must ask the parent to write in their name. Authorization is not done over the telephone.

When an authorized person comes to pick up a child, staff should:

1. Ask the name of the person attempting to pick up the child.
2. Ask to see a photo I.D. to verify their identity. Staff members must I.D. any person he or she does not know. This includes parents.
3. Check child's file in the office to see if that person is listed as authorized.
4. Release the child only after verifying the person's identity and with parent/guardian authorization.

Unauthorized person

If the person attempting to pick up the child is not listed or is listed as unauthorized, staff should call SCSU law enforcement immediately by dialing 9-911. Tell the unauthorized person that the Center cannot release children to anyone other than those listed as authorized, and that they are not listed.

Incapacitated person

If a parent or authorized person who is obviously incapacitated attempts to pick up a child, the following common sense procedures should be followed. Staff should:

1. Tell them he or she would prefer they not drive; his or her concern is for the family.
2. Offer to call them a cab or a friend to drive them.
3. Call the St. Cloud Police if they leave with the child.

Release of Children

Parents must designate at least two (2) individuals who are authorized to pick up their child in emergency situations. These two must be other than the parents. Only those persons authorized by the parent on the Authorization to Pick-Up form may sign-out, pick up, or visit a child. Parents must notify the center when persons other than themselves will be picking up and visiting children so we are prepared. Photo I.D. will be requested.

Verbal permission will be accepted over the phone ONLY if that person is already authorized. If the parent or authorized adults are unavailable or cannot be reached by 30 minutes after closing time, the center will contact the Child Protective Services to take custody of the child.

If you request that we deny access of any person to a child, or deny release of a child to a particular person, you must provide us with the court documents validating that request, and stipulating what law enforcement shall do in such an event. In families where parents are separated or divorced the custodial parent must have on file at the Center a copy of the legal documents stipulating custody and/or visitation, such as a Minnesota Voluntary Recognition of Parentage. Both front and back need to be copied. Consistent with Minnesota state law [MN Statute 257.541], sole custody of children born to parents who were not married to each other at the time of the child's birth resides with the mother. Only a parent with custody may pick up a child, and only a parent with custody may designate and authorize someone else to pick up a child.

Charge for Picking-Up Late Children

The center closes at 5:30 p.m. during fall and spring semesters and 5:00 p.m. summer. We expect children to be picked up by those times. Two things happen when you are late picking-up your child. First, your child becomes anxious about why you are late. Second, staff (who have lives outside of the center) are detained past their scheduled time and are late for their evening commitments. If children are picked up after 5:40 p.m. (or 5:10 p.m. summer) according to Center clock, a \$50.00 late fee will be applied per child. After 5:50 p.m. (or 5:20 p.m. summer) according to Center clock, an additional \$100.00 will be applied per child. At this time Child Protection will be notified to take custody of the children.

Child Picked-Up after Scheduled Hours

Parents sign a Contract for Services that designate specific hours of attendance. When a child that is in attendance past contracted hours;

- Parents will be called immediately unless prior approval has been granted.
- If parents cannot be reached staff will attempt to contact emergency contacts
- Staff will communicate with University Public Safety to attempt to reach parents if on campus
- If parents or emergency contacts unreachable staff must call Child Protection at 9-255-6000, and request an officer to come and take the child.

The center closes at 5:30 p.m. during fall and spring semesters and 5:00 p.m. summer.

- If children are picked up after 5:10 p.m. (or 4:30 p.m. summer) a \$50.00 late fee will be applied per child.
- After 5:30 p.m. (or 4:50 p.m. summer) an additional \$100.00 will be applied.
- The staff person in charge must fill out a Late Pick-Up form and the form must be signed by the parent when they arrive.
- When parents are late, begin calling their telephone numbers immediately.
- Also call the authorized persons to have them come and assume responsibility for the child.
- If by 6:00 p.m. (or 5:00 p.m. summer) children have not been picked-up, staff must call Child Protection at 9-255-6000, and request an officer to come and take the child. After doing so, staff must inform the director of the situation.

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Designated Authority

In the event the director is not on-site during an emergency, the lead teachers (and as appropriate the director's assistant) will assume authority and take necessary action.

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Hand Washing

How to wash hands:

- Rub hands together vigorously for at least 20 seconds using warm running water and liquid soap.
- Wash under fingernails, between fingers, back of hands, and wrists.
- Rinse hands.
- Dry hands with a single-use paper towel.
- For hand-held faucets, turn off water using a paper towel instead of bare hands to avoid recontamination of clean hands.

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
- Staff assists children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.
- If a situation may arise that a hand washing sink is not available, children over 24 months may be permitted to sanitize their hands using a hand sanitizer with 60-95% alcohol based product.

Children and adults wash their hands

- on arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit);
- before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and
- when moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wears gloves when contamination with blood may occur.
- Staff does not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

When accident or injury warrants, the child will receive First Aid as necessary, and if the emergency is immediate, 9-911 will be called and the parent will be notified.

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Cleaning and Disinfecting

The Center cleans and disinfects to effectively control germs by frequent and thorough hand washing and cleaning and disinfecting surfaces. The Center does it whether dirt is visible or not, knowing that germs are invisible. Disinfecting is the process of destroying harmful germs on surfaces using specific products, and in the child care industry household bleach is the product recommended by the Centers for Disease Control, American Academy of Pediatrics, and US Health Department.

The Center bleaches tables, changing tables, high chairs, and other hard-surface center items. Staff make bleach fresh each morning in the following proportions:

Type of Surface	Amount of Bleach ULTRA	Amount of Water
Hard Surfaces: Changing tables	1 ¼ tsp.	1 pint = 2 cups
Tables, high chairs, mouthed toys	¼ tsp.	1 pint = 2 cups

Each classroom maintains a Cleaning and Sanitizing Checklist (example in this folder) at least by task, and some also by named teaching staff responsible. Teaching staff perform these cleaning and sanitizing tasks daily. These Cleaning and Sanitizing Checklists are designed from the above-mentioned Cleaning and Sanitation Frequency Table adapted from Healthy Young Children, A Manual for Programs, NAEYC 2002, and maintains alignment with it.

Our custodian is responsible for toilets, mopping floors, vacuuming, carpet cleaning monthly, trashes, and these tasks are taken care of on a nightly basis.

We identify the following:

- Cleaning: washing dirt with soap and water
- Sanitizing: removing dirt and bacteria, i.e. bleach water

Depending on the classroom, we either sanitize hats after each wearing (toddler room) or we do not use hats in that dramatic play area (preschool and infant rooms).

- Floors, toilet seats, and changing table tops can all be sanitized, and we also use a disposable barrier on all changing tables. Additionally the custodian mops floors every day with disinfectant.
- Staff uses vinyl gloves when managing blood and bowel movements.
- Children with impetigo are asked to wear bandages over their lesions.
- Staff cleans blood with blood-born pathogen clean up kits supplied by St. Cloud State University.
- Toilet accidents are cleaned with soap and water.
- Vomit is cleaned up using special clean-up kits, followed by immediate shampooing of carpets if the vomit hits a carpeted area.
- Staff sanitizes nonporous surfaces using bleach water.
- Staff clean infant and toddler carpets of spit-up immediately by spot cleaning with detergent, and bleach water;
- Staff disposes of contaminated materials and diapers in closed plastic bags.
- All mouthed toys are washed in the dishwasher. There are containers in both the infant and toddler rooms where staff place mouthed toys, and these are washed in the dishwasher daily, and BEFORE they are again presented to children. Preschool toys that go into the mouth are removed from the children's area and washed and sanitized with spray, or are placed in the dishwasher.

All surfaces are cleaned using a 3 step process: 1)soapy water 2) clear water 3) diluted bleach solution sprayed and sit for 2 minutes.

All staff use gloves when changing BM diapers, or dealing with blood. Vomit and blood clean-up kits are kept in the center for use by staff. Immediate calls to custodial or hazardous waste pick-up staff is made when these substances are cleaned up, and the collected materials includes any paper towels and gloves used in the clean-up.

If vomit, feces, or urine gets onto carpeting, we also immediately call custodial staff to clean the area commercially. Until the clean-up occurs, the area is covered with cloth and a chair.

Small area rugs are laundered weekly, our carpets cleaned monthly by the custodian. When small 'urps' happen on the carpet in the infant room, they are cleaned with water and detergent, then clear water, then sprayed with diluted bleach solution.

All diapers are placed in closed hands-free diaper receptacles in their respective changing areas.

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Staff Illness

Staff members are scheduled to work according to a staff to child ratio dictated by state law. Therefore it is impossible for staff not to work when scheduled. The Center encourages staff to take good care of their health. If staff members should need to have a substitute, he or she will be required to find one his or herself, who is a member of the Center's current staff. Telephone and availability lists will be available, and staff must inform the center of their sub. Frequent substitutions may be cause for dismissal.

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Staff Room

Staff will keep all of their personal belongings in the staff room. Backpacks must be put in an overhead cubby. The area is to remain organized, that is the responsibility of all staff members.

Cell Phones

Cell phones must be turned off when in backroom. If staff are observed using their cell phone during work, they will be dismissed for the day.

Smoking

The facility and outdoor play areas are entirely smoke free. No smoking is permitted in the presence of children.

St. Cloud State University, as part of the State of Minnesota, prohibits smoking from all campus buildings. We prohibit smoking on our playground as well. When staff is made aware of others who might be smoking in the proximity of the child care center, we ask they extinguish their smoking material. We support the effort for the entire campus to become smoke-free.

In this folder please find a copy of the first 5 pages of the Awair Program policy, on 5.5 the statement of smoking prohibited in state buildings. Also please find a photo of the sign on the door leading to our playground, prohibiting smoking.

- St. Cloud State University [Smoking Policy](#)

Quit Smoking! The 3rd hand smoke on your clothes and breath contains cyanide and arsenic, among other things. Staff will not smoke before they come to work.

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Abuse Reporting -- Suspected Child Abuse and Neglect

Lindgren Child Care Center's staff are required by Minnesota state law to report suspected child abuse and/or neglect to the proper authorities. All staff are mandated reporters, and it is not allowed to pass off the obligation to report by telling a lead teacher or director. There are two important levels of child abuse and neglect reporting that must be understood when working at Lindgren Child Care Center:

1. **Reporting suspected abuse/neglect of a child by someone outside of the child care center.** Such incidents must be reported to Child Protection

Services (St. Cloud Phone 320-255-6000, ask for Child Protection) the local police (302-255-1200), or the county sheriff.

2. **Reporting of abuse/neglect events that occur within the center itself.** Such incidents must be reported to the Department of Human Services, Division of Licensing. Call 651-431-6600 to make the appropriate report. Any person who in good faith suspects abuse of a minor is obligated to report that suspicion.

3. If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes or Rules that govern the facility, you should call the department of Human Services, Licensing Division at (651) 431-6500.

4. If you know or suspect that a child is in immediate danger, call 911

Who Should Report Child Abuse and Neglect

- Any person may voluntarily report abuse or neglect.
- If a person works with children in a licensed facility, he or she are legally required or mandated to report and cannot shift the responsibility of reporting to his or her supervisor or to anyone else at his or her licensed facility. If someone knows or have reason to believe a child is being or has been neglected or physically abused within the preceding three years, he or she must immediately (within 24 hours) make a report to an outside agency.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.566).
- A report to any of the above agencies should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report was made.

The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliations have occurred

Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or reoccurring maltreatment may be disqualified from employment positions allowing direct contact with persons receiving services licensed by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

First Aid/ CPR Classes

Staff are required while employed at the Lindgren Child Care Center to maintain current certifications in Pediatric First Aid and Infant Child CPR. Staff will be required to obtain their First Aid and Infant/Child CPR certifications at a mandated center wide training. At least one staff member who has a certificate is always present with each group of children.

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Accident Reports

If a child receives a scrape, bump, or bite that requires First Aid and attention, staff must complete an Accident Report. Accident Reports are located on the receptionist's desk. The staff member must give an accurate description of what happened, and what he or she did via First Aid (washed with warm soapy water, boo boo bunny, etc.) Giving hugs and sympathy are important parts of treatment as well and can be noted. Staff should make sure the date, time, and place of accident are reported. The yellow copy goes into the child's cubby for the parent, and the white copy goes to the office. If an incident involves another child, it is important to not identify that child by name...it's confidential.

- Accident Report, Appendix V-A

Illness and Injury

Parents should notify the teacher when they drop their child off if the child did not eat well, did not sleep well, or seems to be out of sorts. Parents should also notify the teacher if their child has been diagnosed with pink eye, strep throat, chicken pox, measles, lice, scabies, etc. If a child becomes ill at the Center, parents will be notified to come and pick their child up immediately. For this reason, it is extremely important that parents are careful to inform the Center where they are each hour their child is in the Center. The Lindgren Child Care Center does not rely on cellular phones; parents must tell the Center where they are in class and where they study. If parents cannot be reached, the Center will call the persons authorized by parents to pick up the child. Until the parents come, ill children will be separated from the group.

The Center's policy is stringent: The Lindgren Child Care Center does not care for sick children. Therefore, each parent must make other arrangements for their child when they are sick. The Center keeps sick children out of the center so the healthy children remain healthy. The center has no facilities to care for sick children. Therefore, each parent must make other arrangements for children when they are ill. Teachers are required to have First Aid training, and will proceed accordingly.

Children should remain home when any of the following situations arise:

- The child is ill enough to require one to one attention in order to be comfortable;
- The child's temperature is 100°F or above (a temperature is the body's basic defense mechanism to battle illness so a temp is an indicator that a child is ill. Parents should not give their child acetaminophen to reduce fever and then bring them to the center).
- The child has any communicable infectious disease such as pink eye, measles, chicken pox, mumps, strep or bronchial infections;
- The child has profuse, thick, yellow or green nasal discharge or discharge from the eyes or ears. A profuse discharge is one which the nose needs to be wiped every 3-5 minutes;
- The child has any infectious skin disease or rash, such as active fever blisters, thrush, or impetigo;
- The child has persistent, non-productive, excessively forceful, or 'barking' cough that interferes with their program day;
- The child has an intestinal disorder accompanied by nausea, diarrhea, or vomiting. To prevent the outbreak of gastro-intestinal disease in the center, the center must exclude all children and staff with diarrhea from the facility. Parents must NOT bring their child to the center if their child has diarrhea regardless of the cause. Children shall be excluded from attending the center until the child is without nausea, diarrhea, or vomiting for 24 hours.
- With influenza or other illnesses with fever, children shall be excluded from attending the center until the child is without fever for 24 hours without the aid of acetaminophen.

Minor injuries will be treated with appropriate first aid and parents will be informed about them on an accident report.

- Accident Report, Appendix IV-I

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Taking the Child's Temperature

- Take the child's temperature with the Temporal Scanner, located in the pink basket above the cupboard above the receptionist's desk in the office, to determine the magnitude of the child's fever. Follow directions in the Temporal Scanner booklet.
- If the fever is above 100°F, notify parents, as child needs to go home.
- Make child comfortable... remove clothes if hot or cover with blankets if child has chills.
- Encourage water unless child is nauseated.

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Parental Notification

When a child becomes ill at the center, or has a serious accident, parents are notified according to their class schedule on file. The director or person in charge will call the department office where the student's class is and leave a message that the student/parent report to the child care center immediately. Parents will be notified verbally and by note of infectious diseases as they occur in the center.

In case of accident, procedure for emergency medical care will be to call 9-911.

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Administration of Drugs/Medications

Routine or “as needed” medications are not administered by the staff. This includes medications for asthma (inhaler or neb), pain, fever (Tylenol, Advil), antibiotics, cough syrup, and others. Parent(s) are welcome to stop by the center to administer medications they wish their child to have. It is up to the parent(s) to store and transport any medications. [Lockers are available throughout the campus]. Parent(s) of children with asthma are urged to consult their physician about an “asthma action plan” developed in regards to this medication policy. For example – having the parent administer an short-acting bronchodilator (Albuterol) inhaler prior to playing outside to avoid an asthma attack.

Staff will administer medications during a life-threatening event. For example an anaphylactic shock (epinephrine injection).

- The parent(s) needs to provide the director with a current physician order (within a year) indicating medication, dose, route, along with specific directions as to when (what symptoms) the child should receive this medication.
- The medication container must be clearly labeled from the pharmacy with the child’s name, dose, route, directions, and expiration date. The medication must be “current” and not “expired.” This medication will be stored in the center.
- Following administration of epinephrine the emergency services will be called and the parent notified.
- It is the responsibility of the parent to replenish the medication stored in the center and to ensure the medication is current (not expired).

Written parent permission is required for staff to use any diaper rash ointments, diaper wipes, and commercial sunscreen, Sunscreen will only be used on children over 6 months of age.

Health Consultant

Dr. Brenda Lenz, Chair of St. Cloud State's Nursing Sciences, has agreed to act as advisor to the Lindgren Child care Center on questions the staff may have regarding child health situations. Dr. Lenz confers monthly with LCCC along with annually reviewing all health care policies.

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Diapering

Infants, toddlers, and some preschoolers need diapering. Your teacher in each area has specific diapering instructions you must follow for each child. Cleanliness, health, and safety are the most important components of all these procedures.

For children who are unable to use the toilet consistently, the program makes sure that:

- For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
- Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff check children for signs that diapers or pull-ups are wet or contain feces (a) at least every two hours when children are awake and (b) when children awaken.
- Diapers are changed when wet or soiled.
- Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children. For kindergartners, the program may use an underclothing changing area designated for and used only by this age group. (This indicator only is an Emerging Practice.)
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.
- Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can).
- Containers are kept closed and are not accessible to children.

Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

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General Program

Children need to be cared for in a safe environment by loving caregivers, where they learn something. We foster children's self-esteem and encourage emotional development by promoting their social, emotional, motor, and cognitive development. We interact with them individually and value them daily

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Outings and Outside

When walking outdoors, the Center has one teacher in front, one in back, and children holding hands. A constant head count is maintained. Staff are generally aware of common safety such as no stone throwing or jabbing with sticks. Children with applicable will assist in looking both ways before crossing a road. Children will not be allowed to venture into parking lots or work areas. Each classroom also posts a note saying where they are when they leave for walks.

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Snack and Meal Time

- Tables must be washed and sprayed with bleach water.
- Hands must be washed before eating...staff and children.
- Playing with utensils is not permitted.
- Children will clean up their own eating place, putting food into receptacle and throwing paper and waste in garbage containers.
- There will be at least one adult at each table during all meals, eating with children, and interacting about the nutritious food.
- Meals and snacks are served family style.
- Wash faces and hands after eating.
- Wash the tables with soapy water and spray with bleach after eating.

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Quiet Time

- Each toddler and preschooler has their own cot.
- Cots are spread out throughout the room.
- Sit or lie next to children, rub their backs, comfort, help them fall asleep.
- All children must lay down for at least 30 minutes. A child who has napped or rested 30 minutes must NOT be required to remain on the cot. Have a quiet table for activities until other children get up.
- When children are up, attend to cots as directed by your lead teacher.

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Clothing

Children often become so involved in activities at the center that they forget about the types of clothing they are wearing. To meet the children's needs to fully participate in the program and be successful in dressing themselves, parents should keep the following in mind when dressing their children for the Center:

- Be simple enough so the child can put in on and take it off easily.
- Be loose enough to provide freedom of movement.
- Be durable and washable enough to permit vigorous play.
- Be inexpensive so that soiling, damage, or loss will not cause great concern.
- Be appropriate to present weather conditions.
- ALL clothing should be labeled with the child's name.

All children need a complete change of clothing at the center. Infants, toddlers, and those being toilet trained should have 3 complete sets of clothing in their lockers/cubbies. Parents must supply an adequate amount of disposable diapers for all children not toilet-trained. The Lindgren Child Care Center does not allow the use of cloth diapers for health reasons. Parents will incur a charge of \$1.00 per disposable diaper when there are not disposable diapers supplied for their child, which is added to the monthly bill.

Children's wet or dirty clothing needs to be changed immediately. Center staff members check the child's cubby for clean clothing. There is also extra clothing in each area. For older children, teaching staff encourage them to do their own changing. Dirty clothes are put in plastic bags, labeled with the child's name and placed in the cubby. For infants and toddlers, we put the bag in the "Soiled Clothes" locker and leave a note on the child's chart.

Clothing Suited to the Weather

Parents must be sure to have clothing appropriate to the weather each day their child attends. Children play outdoors every day. In Summer wide-brimmed sun hats, and in Spring and Fall a light jacket, hat, and gloves, is appropriate. In Winter, hats, mittens, boots, snow pants, and jackets are necessary. All clothing, including shoes and boots, must be marked with child's name.

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Accident Prevention

The environment is arranged to be safe.

- Hazardous and potentially toxic substances will be locked and kept out of the children's reach. Surfaces are covered with non-toxic substances, and all room furnishings are safety approved.
- Staff will be trained in keeping size of playthings age appropriate.
- Infant's bottles will not be propped-up.
- The kitchen area is an adult-only area.
- All electrical outlets are equipped with safety plugs.
- Traffic area and sidewalks are designated as high priority for snow removal.
- The director inspects the facility periodically for potential hazards and corrections.
- Twice a year the accident log is evaluated for hazardous areas.

Upon arrival each classrooms opening staff will conduct a daily inspection of potential hazards within their designated classrooms. Prior to children playing on the playground a staff member will conduct similar inspections to the outdoor area.

Where appropriate, proper accident prevention and safety procedures will be taught to the children. Environment regulations will prohibit climbing on furnishings other than designated climbers, and prohibit the putting of small objects in the mouth.

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Communication

Staff must treat parents and children with the utmost respect. They should take time to answer parents' questions, but never discuss a child in front of that child to the parents. Discussing children's behavior with parents is the job of the lead teacher. Communication among staff is essential however. Staff should share things about children without violating their self-respect. Staff members should work together with all staff to solve problems internally, keeping teachers informed.

If a parent or someone else asks a staff member a question he or she does not know the answer to, he or she must say so and assure the person that he or she will find out the answer or that someone who does know will get in touch with them. Staff must not make up answers that they think are correct; they should find out for sure.

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Confidentiality

Children are a huge source of enjoyment and provide a constant supply of great stories. As parents and their child attend LCCC they will become familiar with the other children and families, and may wish to share stories. Parents must maintain confidentiality of identity when talking about their child's activities and place of care. The Lindgren Child Care Center expects the same of parent users as LCCC staff; that conversations outside the center not identify children and families to others.

All staff are required to keep all knowledge about the children confidential, even if staff become friends with parents. This includes:

- All information obtained regarding any center family/child(ren) is considered confidential.
- Information obtained and collected by our program can be shared with other staff on a "need to know" basis. Please remember that practicum students and volunteers are not to be included in discussions of children and families, except for information which is relevant in order for them to complete their jobs. Sensitive information must not be shared with everyone, only those persons who are directly involved. No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made by administrative staff (lead teachers, director).
- All confidential materials must remain in a lockable filing cabinet in the center.
- If any materials appear to be missing, notify administrative staff immediately.
- Do not discuss families or children in the presence of other families or children.
- If a family begins discussing another family or child, quickly inform them you cannot do that, and it is not appropriate for them to do so, either.
- All information compiled during screenings and assessment will be used to promote the healthy developmental growth of the child. The lead staff along with the participation of parents will review the completed information and together make goals for the child or a referral in cases of developmental delay.
- No information can be shared with an outside agency without written consent from the legal guardian. The decision to share information will be made by administrative staff (lead teachers, director).
 - Informed Consent, Appendix III-J
 - Consent to Release Private Data, Appendix III-K
- On request, the Regulatory authorities (Minnesota Department of Human Services) of the Lindgren Child Care Center will have access to our confidential materials.

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Child Care Outside of Hours

It is not the mission of the Center to provide childcare for its clients in any location other than at the Center during regular operating hours. Any arrangement for childcare which does not take place at the Center is strictly a private arrangement between the parents and the individual staff member. No such private arrangements shall be made for childcare during the work shift of a staff member or interfere with the operation of the Center or the individual's job performance. Parents and staff should understand that such arrangements are not within the course and scope of the staff member's job duties and that staff members are free to either accept or reject such requests from parents.

Parents should register their desire to hire babysitters with the SCSU Student Employment Service, www.scsucareers.com.

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Chain of Command

Generally, all staff are under the supervision of the director. However, there are teacher positions where supervision is directly received. The Infant Teacher supervises the infant aides and assistants. The Toddler Teacher supervises the toddler aides and assistants, and the Preschool Teacher supervises the preschool aides and assistants. Inter-staff problems must be resolved within the center. Staff must talk it out. If that doesn't work, staff should arrange a mutual meeting with the director.

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Code of Ethical Conduct and Statement of Commitment

Revised April 2005

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

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 www.naeyc.org/about/positions/pdf/ethics04.pdf.)

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

* The term *culture* includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

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 by 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.* 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.

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.

* There is not necessarily a corresponding principle for each ideal.

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-1.8—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.

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.

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.

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

I-2.3—To welcome all family members and encourage them to participate in the program.

* The term *family* may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

- 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.
- 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.

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.
- 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.

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.
- 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.

B—Responsibilities to employers

Ideals

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

Principles

- 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.
- 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.

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 new staff members and shall be available and easily accessible for review by all staff members.

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."

Ideal (Individual)

I-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 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.

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.

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 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.

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 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.

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

The National Association for the Education of Young Children (NAEYC) is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct (Code) has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8.

An individual's or program's use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective

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NAEYC Code of Ethical Conduct Revisions Workgroup

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Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Dress

Customers (parents, students, families, guests, other University personnel) form impressions of the University and the department based on their experiences with services provided and how we present ourselves. An employee's dress or attire is an important part of these impressions. Clothing should be tasteful and appropriate for the position, the Lindgren Child Care Center will show Husky Pride by providing SCSU apparel for all staff, which is required by all..

- o Staff must dress neatly and appropriately for working with young children and for meeting parents.
- o Apparel promoting other universities should be avoided.
- o Shirts should be long enough to touch pants and have appropriate necklines. Underwear of all types should not be showing and visible cleavage is not acceptable.
- o Shorts and skirts need to be of appropriate length (when arms are resting at your side, fingers should not be able to touch bare skin).
- o Pajamas are not acceptable work attire.
- o Text or graphics must be appropriate with final approval by the direct supervisor.
- o Some people (parents, faculty, and co-workers) are allergic to chemicals in perfumes, colognes, and lotions so wear these substances with restraint.
- o Hats may not be appropriate in an office; however, may be required for certain positions. Head covers required for religious purposes or to honor cultural tradition are allowed.
- o Children go outdoors daily, so staff need to dress for outdoor weather appropriately. THIS MEANS WINTER TOO!
- o Staff must remember that they are a role model for the children in our care.

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Staff Meetings

There will be a teacher's and director staff meeting at a designated time every week. Individual age group teachers will schedule their own staffing and planning sessions according to availability of personnel. Each age group staff must meet at least once a month.

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Questions

If a parent or someone else asks you a question you do not know the answer to, say so and assure that person that you will find out the answer or that someone who does know will get in touch with them. Please do not make up answers that you think are correct. FIND OUT FOR SURE.

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Duty Hours

In order to maintain the legal and necessary adult to child ratio, it is essential that staff work the hours they are scheduled. The Center is open 5 days a week. When staff members are scheduled on Fridays, the Center expects them to work on Fridays. If staff are unable to work their hours (illness, etc.) it is their responsibility to find someone to work for them. Failure to find someone to cover their hours will result in disciplinary action. Each time staff will be required to fill out an absence report form, and give it their lead teacher. If a staff member needs to go to class immediately following his or her work here, and he or she leaves 10 minutes before the hour, he or she must have arrived at work 10 minutes before his or her hour started. Staff get paid to work full 60 minute hours. Staff should, however, remain in their area until their replacement has arrived.

If a staff member works for a period longer than four hours, staff are provided a 15 minute break for each four hour period.

- Absence Report Form, Appendix IX-A

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Procedures for Reassignment or Termination of Student Personnel

1. Lindgren Child Care Center Student Personnel are students employed under the University Work-Study Program and/or paid with Student Activities monies.
2. Conduct by Lindgren Child Care Center Student Personnel while performing as an employee of the Center which violates Lindgren Child Care Center policies, including the "Policy on the Use of Drug and Alcohol", MnSCU rules, State Law, and/or Federal law may serve as cause for reassignment or termination of that employee or volunteer's position at the center.
3. The Lindgren Child Care Center director may immediately reassign and/or terminate student personnel at the center if the action is necessary to insure the safety, health, and/or welfare of the children, parents, and/or other staff. Prohibited actions include;
 - a. Rough handling
 - b. Shoving
 - c. Hair pulling
 - d. Ear pulling
 - e. Shaking
 - f. Slapping
 - g. Kicking
 - h. Biting
 - i. Pinching
 - j. Hitting
 - k. Spanking

In addition, subjection of a child to emotional stress will result in dismissal. Examples include:

- a. Name calling
 - b. Ostracism
 - c. Shaming
 - d. Making derogatory remarks about a child or the child's family
 - e. Using language that threatens, humiliates, or frightens the child
4. Staff will not separate children from the group unless:
 1. Less intrusive methods (redirection, discussion) have been tried but ineffective
 2. The child's behavior threatens the well being of the child or other children in the program
 3. A child who requires separation from the group must
 1. Remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person
 2. The child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation
 3. The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops
 4. Children between six weeks and sixteen months will not be separated from the group as a means of behavior guidance.
 5. Any situations presenting a possible violation in #2 above should be reported to the Lindgren Child Care Center director as soon as possible.
 6. If a violation is substantiated by the director, the director will draft a written description of the incident(s) and the actions taken by the director.
 7. The director will file the Incident Report(s) with the designated official listed in the College Bulletin, Faculty/Staff Handbook, MnSCU Rules, or Minnesota Law.
 8. Any incidents of suspected child abuse, child sexual abuse, or child neglect by student personnel will be referred to the Vice President for Student Life and Development and the Stearns County Child Protection Officer in accordance with Minnesota statute.
 9. The Financial Aid Office will be given written notification of any Work-Study student personnel reassignment by the Lindgren Child Care Center director as soon as possible to minimize disruption of work-study payments and/or further efforts at reallocating such monies.
 10. Where appropriate, students may exercise all due process procedures relating to academic disciplinary appeals found in the Student Handbook.
 11. Assistant teachers will supervise aides in absence of lead teacher.
 12. The Lindgren Child Care Center will not tolerate any unexcused absences. Any such absences may result in termination of employment.
 13. Tardiness- excessive tardiness will be grounds for termination.

14. Inappropriate language/statements are not acceptable. Respect and good judgment towards parents, children, and staff need to be observed at all times.
15. It is unlawful for any staff member to treat a child in an abusing or neglectful manner. Persons suspected of child abuse and/or neglect will be reported by the director or lead teachers to the appropriate social service or police department representative.
16. Investigation of existing staff with regard to alleged child abuse and neglect shall be pursued by the director, Vice President for Student Life and Development, and the appropriate enforcement agencies.
17. Persons suspected of child abuse and/or neglect may be reassigned, suspended, or terminated from their employment at the Lindgren Child Care Center and the University.
It shall be the policy of the Lindgren Child Care Center to not hire a staff person convicted of or admitting to or been the subject of substantial evidence of an act of child battering, child abuse, child molestation, or crimes of moral turpitude or debasement. All staff will be required to submit information for criminal background checks before working directly with children.
18. Investigation of staff candidates with regard to alleged or proven child abuse, neglect, and/or moral turpitude will be done by the director and the Vice President for Student Life and Development.
19. If a student staff person encounters a situation where there is suspicion or concern, it might be helpful to discuss his or her concern with the lead teacher or Director. Conversing shall be done ONLY in the center, behind the closed doors of the director's office.
20. This follows the chain of command as written in the staff handbook. However, the law requires mandated reporters to personally make a report if they know or have reason to believe a child is being neglected or abused or has been within the past three years.
21. Staff must maintain confidentiality of information unless they are talking to teachers, social services personnel, or law enforcement personnel. This means keeping information about children to themselves. Finally, staff must never allow their concerns to color or affect the positive regard they must hold for each and every family the Center serves.

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Personnel Files

Several forms will be found in your staff materials. The following procedures apply:

1. Staff Emergency Form- fill out completely and return to the director,
2. W-4- fill out withholding allowance, sign and return it immediately to the director.
3. I-9- fill out and return to the director. This form needs to be completed once at SCSU.
4. Personnel Information Form- fill out both sides completely, sign and return to the director.
5. Background Study Form- fill out completely with black ink, and return it immediately to the director.
6. You must also provide a current copy of post-secondary transcripts.
7. Complete confidentiality statements and other paperwork as requested, and submit to the director.

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Opening and Closing

Opening: If a staff member “opens” in the morning, he or she has a key. He or she must be there no later than 7:00 a.m. summer or 7:30 a.m. fall and spring semesters to open the door. Specific opening duties are posted for each classroom. He or she must greet parents and children upon arrival.

Closing: If a staff member “closes” in the late afternoon, there are many things that need to be done. He or she is responsible for the children that are left in the center until closing. That staff member must greet parents when they come to pick up their children and assist them in getting the children’s things together. If he or she does not recognize someone picking up a child, he or she should ask him/her to identify him/herself, ask to see a picture I.D. and double check the information in the child’s file for Authorized Persons to Pick Up Child. Staff must stay in the center until all children in their area are picked up. Specific closing responsibilities are posted in each classroom.

Friends, “important others”, rides home, etc, are NOT ALLOWED to wait for staff in the center until they finish. They must wait outside of the center in the ECC building.

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Children's Files

The registration forms in the children's files in the Lindgren Child Care Center office file cabinet contain information staff may need to use when trying to locate parents or others in an emergency. Phone numbers, addresses, and places of employment are accessible to staff so they can implement the procedures regarding Child Not Picked-Up if necessary. The files need to remain in the Center and information needs to remain confidential. It may be beneficial for staff members to share ideas about an individual child with the teacher at times, but it MUST NOT be discussed outside the Center.

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Outdoor Rules

Staff should remember that when they are outside with the children, their main concern should be the children and their safety. Staff should be INTERACTING WITH and watching the children AT ALL TIMES. They must not abuse this time for rest and relaxation.

When on the playground, children are not allowed to throw rocks. Children should only throw balls in play.

Staff should use precaution when children are around strangers. Staff shall be sure they know where their entire group is at all times. STAFF MUST NOT INTERACT WITH STRANGERS. IF THEY ARE KNOWN TO STAFF, THEY ARE STILL STRANGERS TO THE CHILDREN.

Before leaving the center, staff must be sure to take a head count and write a note on the white message board in the classroom. Information should include the time leaving, anticipated return time, and route of walk or destination. One staff member must bring their cell phone with and leave their number with someone in the office. Children should be encouraged to use the restroom before leaving and wait for the group. Staff must bring the fanny pack which contains basic first aid supplies.

Children should walk on the sidewalk and not go into the street or on stairways. Everyone must use designated cross-walks. Children should never climb on sign posts, hydrants or trees, nor should they touch wild or seemingly domestic animals.

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Communication

E-mail is an official form of communication to students, faculty, and staff at St. Cloud State, so please check e-mail frequently to be sure you don't miss important announcements. Your SCSU generated e-mail, ending in @stcloudstate.edu, will be the only official e-mail used for communication. Non student parents may be added to a distribution list, but reliability of delivery cannot be guaranteed.

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