

Introduction

Program Description

The NKU Early Childhood Center is a not-for-profit organization serving a daily capacity of 54 children ages one through 12 years of NKU students, faculty, staff, alumni and members of the community. The ECC is located on the first floor of the Math Education Psychology Center (MEP). We are licensed and regulated by the Kentucky Cabinet for Families and Children and star rated through the Kentucky Cabinet for Families and Children. Programs provided are as follows:

Toddler program features:

- hours 7:00 AM to 6:00 PM
- available year around
- children ages 1-2
- bachelor degreed teacher and qualified assistants
- 1:6 adult to child ratio
- breakfast and snack
- private observation areas

Preschool Program features:

- hours 7:00 AM to 6:00 PM
- available year around
- children ages 2-5
- bachelor degreed teacher and qualified assistants
- 1:10 adult to child ratio
- breakfast and snack
- private observation areas

Summer program features:

- bachelor degreed teacher and several qualified assistants
- low teacher/child ratios
- hours 7:00 AM to 6:00 PM
- children ages 6-14
- breakfast, and snack

Vision

All NKU Student Parents Graduate

Mission Statement

To nurture the abilities of students through the delivery of high quality programs for children and families

Core Values:

Prepare:

- individuals to be self sufficient
- students for the workplace by providing a training site at NKU

Provide:

- opportunities for students to excel
- opportunities for kids and parents to excel
- high quality early care and education

Measure:

- contribution to the growth and graduation rates of student parents
- delivery of high quality early care and education

Philosophy

Excellent child care replicates many of the aspects of a *loving home environment*, where caring adults nurture children to grow and learn. We have a *basic respect* for the uniqueness of each child. The intent of our curriculum is to offer diverse opportunities for learning. We believe each child's cultural background is also relevant in the design of a curriculum that is age-appropriate for all children and individually appropriate for each child. We provide a variety of multicultural, nonstereotyping materials and experiences for children in order to enhance each child's self-concept and to broaden the experiences of all children. We believe multicultural curriculum experiences enrich the lives of children by fostering an appreciation of the differences and similarities among them.

We believe play is the primary vehicle for children's learning and development in the early years. We share the view of many eminent thinkers in the field of child development and early care and education including Bronfenbrenner, [Piaget](#), [Erikson](#), [Gardner and Vygotsky](#), additionally supported by The National Association for the Education of Young Children (NAEYC), that play provides a context for children to practice newly acquired skills, to function on the edge of their developing capacities to take on new social roles, attempt novel or challenging tasks, and solve complex problems that they would not (or could not) otherwise do. *We believe young children actively learn from observing and participating with other children and adults, including parents and teachers.* We believe children need to form their own hypotheses and keep trying them out through social interaction, physical manipulation, and their own thought processes -- observing what happens, reflecting on their findings, asking questions, and formulating answers. Furthermore, *we believe that each child needs to experience success through involvement in self-selected learning activities in which there is no single correct way of responding or interacting. Because of the nature of the learning process, a "product" outcome is not our goal for early learning.* The process of learning is recognized for it's

inherent value. We believe that finished products or “correct” solutions that conform to adult standards for a particular learning experience are not accurate measures of children’s growth as independent learners and thinkers.

We believe that the teacher’s role in the classroom is to plan and prepare a stimulating environment which children are challenged to learn through active exploration and interaction. *Our teachers provide a variety of challenging activity choices and facilitate children’s engagement* in the activities they select. Children in our program are encouraged to take the lead in choosing learning activities that match their interests and emerging skills. *Our teachers extend their learning by asking questions, making suggestions, or adding more complex materials or ideas to the situation in order to stimulate children’s thinking.* By making systematic use of children’s experiences, teacher’s can extend children’s knowledge and build their capabilities.

We believe parents play an important role in the early learning and development of their children. There is overwhelming evidence that parent and family involvement is the key to school success and lasting learning for children. By encouraging parents and families to become involved in our program we enhance children’s self-esteem and long-term achievement as well as promote positive attitudes towards The Early Childhood Center and the work that we do. *Parent-teacher partnerships, based on mutual respect, trust and sharing, facilitate optimal program development in the best interests of the children.* As teachers and caregivers of young children we share with parents aspects of our knowledge about child development and our particular insights about young children. We recognize and value parents as resources because of their knowledge of the abilities, habits, and interests of their children. We welcome the participation of parents in our program. We extend an open invitation to parents to become involved in whatever way they are able. We believe that ongoing communication with parents enhances the development of the children in our care and their families.

Theorist in a Nut Shell

According to Loris Malaguzzi (Reggio Emilia Approach), young children are "co-creators" of the classroom curriculum and are avid "investigators" who speculate as well as compose hypotheses about their observations of people, objects, and events. They are capable of expressing their ideas, questions, and hypotheses through various artistic media such as clay, drawings, paintings, collage work, shadow play, puppetry and dramatizations, construction projects, photography, and writing. We incorporate project work to provide opportunities for young children to investigate or explore their own questions, to implement problem solving, to evaluate their ideas and plans with other children, and to increase their modes of creative process as they express their mental pictures and ideas about how things work or how things occur. Adults in the environment provide guided instruction (scaffold) children's experiences with materials and interactions with others.

Bronfenbrenner’s Ecological Systems Theory, outlines five types of nested systems. The *micro-system* (the family or classroom); the *meso-system* (which is two micro-systems in interaction); the *exosystem* (external environments which indirectly influence development, e.g., parental workplace); and the *macro-system* (the larger socio-cultural context); the *Chrono-system* (the evolution of the external systems over time). Each system contains roles, norms and rules that can powerfully shape a child’s development. As a result of Bronfenbrenner's groundbreaking work in

"human ecology", these environments, from the family to economic and political structures, have come to be viewed as part of the life course from childhood through adulthood.

Piaget identified four stages of development that individuals go through from birth through death. The *sensory-motor stage* typically between birth to two years is characterized by a child's ability to differentiate self from objects; recognizes self as agent of action and begins to act intentionally (e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise); Achieves object permanence (realizes that things continue to exist even when no longer present to the sense). In the *pre-operational stage* (ages 2-7) children learn to use language and to represent objects by images and words; thinking is still egocentric (has difficulty taking the viewpoint of others); Classifies objects by a single feature (e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of color). During the *concrete-operational stage*, children ages 7-11 years old can think logically about objects and events; achieve conservation of number (age 6), mass (age 7), and weight (age 9); Classify objects according to several features and can order them in series along a single dimension such as size. In *formal-operational* (11 and up) individuals can think logically about abstract propositions and test hypotheses systemically; Become concerned with the hypothetical, the future, and ideological problems.

Perpetuating the view of Lev Vygotsky, we believe that young children's construction of knowledge is a socially mediated process. We provide small group experiences, circle time, and project work as opportunities for young children to practice communication skills, negotiating, perspective-taking, problem-solving, using questions to provoke thinking, and expressing feelings as well as conveying ideas.

Recognizing the work of Howard Gardner who focuses on "multiple intelligences," we provide a variety of materials and experiences for young children to express individual learning style and to utilize different modalities of learning. We offer diverse avenues for individuals to express their native intelligence -- naturalistic, linguistic, logical-mathematical, spatial, musical, bodily kinesthetic, interpersonal, and intrapersonal. We concur with Gardner's belief that "just as we have our own personalities, we each possess our own gifts or ways of solving problems within our worlds."

Utilizing Erikson's theory of psychosocial development, we believe the period of early childhood is a time for the child to develop a sense of trust, acquire a sense of independence, and demonstrate initiative. We create an atmosphere within the classroom that reflects caring for all children and acceptance of individual capabilities. We provide a sense of security and trust by defining and maintaining a predictable schedule of activities with daily routines for optimal health, psychological safety and physical safety. We support family members in their role as parents and in fulfillment of responsibilities to meet the needs of their young children.

Quality Initiatives

The NKU Early Childhood Center participates in initiatives to insure that we offer the best care and education to your children.

Kentucky ST☆RS for KIDS NOW was established in Kentucky to raise the level of quality in child care by offering a system of incentives and rewards based on identified characteristics associated with positive outcomes for children and families and by offering technical assistance to achieve quality indicators. Early Childhood Centers have the option of participating in this voluntary program to achieve a star rating of 1-4. The four main components assessed include: ratios, curriculum, training, and personnel.

Types of Employment

Director

It is the responsibility of the ECC Director to plan, direct, or coordinate the academic and nonacademic activities of the NKU ECC. The Director reports to the Assistant Vice President for Student Affairs.

The Director must:

- Adhere to all criminal and medical checks required by NKU, child care licensing and NAEYC
- possess a Kentucky Director's Credential
- Hold both a bachelor's and master's degree in the following combination:
 - Early Childhood Education or Child Development or Early Childhood Special Education or Elementary Education
 - and*
 - Business Management, School Administration, Leadership or an equivalent
- Have a minimum of five years experience working as a Director of an NAEYC accredited child care facility

Lead Teacher

It is the responsibility of the Lead Teacher to: create and maintain a safe and healthy environment, develop and implement program/curriculum, prepare and evaluate the learning environment, develop and implement curriculum, support the child and family, create and maintain a professional team environment. The Lead Teacher reports to the ECC Director.

The Lead Teacher must:

- Adhere to all criminal and medical checks required by NKU, child care licensing and NAEYC
- possess both a bachelor and master degree with at least one degree in one of the following areas:
 - Early Childhood Education, Child Development, Early Childhood Special Education, Elementary Education

Assistant Teacher

It is the responsibility of the Assistant Teacher to: assist the Lead Teacher in the day to day routines and teaching opportunities in the classroom. The Assistant Teacher reports to the ECC Director.

The Lead Teacher must:

- Adhere to all criminal and medical checks required by NKU, child care licensing and NAEYC
- possess a bachelor's degree or equivalent* in one of the following areas:
 - Early Childhood Education, Child Development, Early Childhood Special Education, Elementary Education

**36 semester college credit hours in child development, learning of children birth through kindergarten, family and community relationships, observing, assessing and documenting young children, teaching and learning, professional practices and development, including relevant field experiences*

Office Manager

It is the responsibility of the Office Manager to staff the front office of the Center, support the management and teaching staff, provide liaison with the community, organize and coordinate office operations and procedures in order to ensure organizational effectiveness and efficiency, supervise office staff and maintain office records. The Office Manager reports to the ECC Center Director.

The Office Manager must:

- Adhere to all criminal and medical checks required by NKU, child care licensing and NAEYC
- Possess a bachelor's degree or equivalent in one of the following areas:
 - Business Management, Communications, Public Relations, Human Resources, Early Childhood Education, Child Development, Early Childhood Special Education, Elementary Education

Student Assistants and Aides

Decisions to hire student employees are based upon qualifications, competence, and merit. Quality care is better ensured by the employment of the most appropriately qualified staff. In the best interests of the Early Childhood Center, the children, and parents, it is up to the Lead Teacher, Office Manager and/or Director's discretion if a student is to be hired and which position is most appropriate for the student applicant. Students report to their Lead Teacher or the Office Manager.

Recruitment and Selection Procedures

Work Study positions are advertised on the NKU employment website <https://jobs.nku.edu>. If a student is interested in a position advertised by the Early Childhood Center, the student must:

- Submit an application on-line
- obtain an **Eligibility for Financial Aid** form from the office of Financial Assistance indicating the total amount of money available to the student through federal work study
- submit the names, addresses, and telephone numbers of at least three persons who can attest to their personal and/or professional skills – all references will be contacted and their responses reviewed
- have a brief interview with the Lead Teacher or Director
- participate in a working interview in the classroom

Applicants will be notified of decision to hire within one to five days by phone or e-mail. If the Lead Teacher or Director chooses to hire the student applicant, arrangements will be made on start date, scheduling, and salary. If the Lead Teacher chooses not to hire the student applicant, the Lead Teacher will give the student legitimate reason, and the option to hold the student's application if a more appropriate position becomes available.

Introductory Period

The introductory period (one semester) for all new employees serves as a period of orientation, training, supervision and evaluation. The introductory period gives new employees the opportunity to demonstrate their abilities and to determine if the position meets their expectations and the expectations of the Early Childhood Center.

The introductory/probationary period is within 90 days from the date of employment. During this time employees must schedule a date to attend the mandatory Kentucky Orientation Training and First Aid/CPR training and submit prior to their first day of employment the following documentation to comply with NKU regulations, state licensure and NAEYC Accreditation:

- Financial Aid forms
- Criminal background checks (FBI, Central Registry Check, Child Abuse and Neglect Registry)
- Tuberculosis test (all employees must provide evidence of a negative TB test before employment and every two years thereafter) and Physical Form

New employees and employees in new positions will be asked to complete a professional development plan and will be evaluated by the appropriate Early Childhood Center staff person at the end of the introductory/probationary period.

Performance Evaluations

Performance evaluations are used as tools to promote an awareness of job responsibilities, team relationships between employees and supervisors, and to promote professional development. Probationary reviews are conducted at the end of the first semester. The evaluation process consists of student employees and classroom supervisors completing an evaluation based on the criteria outlined on pages 10-16 to share with his/her supervisor and a work-study evaluation from the office of financial aid. At the end of the spring semester, all staff will complete a core content self-assessment to encourage and recognize strengths, areas needing improvement, and discuss positive approaches to meeting goals. Evaluations are also used to review the staff person's potential to move to assistant level and for salary increases.

A copy of each evaluation will be given to the student employee, kept in the student employee's file and made available any NKU student employment program upon request per university policy.

Non-discriminatory Hiring Procedures

It is the policy of Northern Kentucky University to be a complete affirmative action/equal opportunity employer, and to provide equal employment opportunity on the basis of merit and without discrimination based on race, color, age, gender, religion, national origin, sexual orientation, disability and status as a disabled veteran or veteran of the Vietnam Era.

Upon a contingent offer of employment all applicants will be required to undergo a pre-employment criminal background check as mandated by state law.

Staff Responsibilities

It is the responsibility of all staff to provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect each child's well-being.

Student Employee Obligations

As a team with the Director, Lead Teacher and other Student Employees the following procedures, precautions and duties must be performed in order to help ensure the health, safety and quality of care we provide to the children at The Early Childhood Center as stated in the Kentucky Child Care Provider Orientation.

1. Interactions with Children

Employees are responsible for all interactions with children, parents, fellow staff members and the community while working in or representing The Early Childhood Center. These interactions include but are not limited to the following:

- a. Treat all children equally with respect and consideration
- b. Encourage and model cooperation, helping, and turn taking to solve problems
- c. Retain a cheerful, bright, inviting atmosphere filled with laughter of children and staff, rather than harsh, stressful noise or enforced quiet
- d. Keep rules simple and consistent, reminding children of these rules often
- e. Keep correction positive, never using a child's name and the word "no" as a sentence
- f. Remember: the children who seem to deserve it the least, need it the most including love, praise, understanding and attention
- g. Interact with children frequently, at their eye level by talking, playing smiling and holding
- h. Be available and responsive to children, listen with attention and respect
- i. Encourage children to talk, ask open-ended questions that cannot be answered with a yes/no response
- j. Disciplinary methods are positive guidelines to help the child develop self-control and assume responsibility for their acts
- k. Discipline does not mean punishment – instead it means to teach. These measures are positive techniques including *redirection*, and positive reinforcement – only in the most extreme situation will the child be placed in "time-out" or excluded from participating in activities with the other children. In these cases the "time-out" will never exceed one minute for each year of the child's age
- l. Children should be reminded of the rules and informed of the consequences when they display aggressive behavior toward other children, the staff, the center or the center's equipment
- m. No loud or demeaning language will be used at any time when disciplining a child
- n. Make every effort to be generous with praise and love, ensuring that each child is aware of his/her own self-worth. Many discipline problems are a cry for attention. If positive attention is given first, the need for discipline is alleviated
- o. Food is never used in discipline be it withholding a snack or treat, or using food as a bribe to coerce a child into doing something they would not naturally do

- p. Follow curriculum goals and objectives established by the Lead Teacher of each classroom
- q. Individualized plans for children (IFSPs, IEPs, DECAs, and/or any set by Lead Teacher) are to be followed for each child

2. Interactions with Parents

- a. We have an open door policy meaning parents are welcome to visit at any time throughout the day
- b. Parents are personally and cordially greeted upon arrival and departure
- c. ***If you are informed of a parental concern you must notify the Lead Teacher and the Director***
- d. A verbal or written system of sharing information with parents is established with the classroom teacher in each family's preferred language or through translation. ***Any correspondence with parents about concerns with a child's behavior, skills or other sensitive subject areas must first be discussed with the Lead Teacher and/or Director***
- e. All information disclosed by parents/guardians is to be kept strictly confidential and is only to be discussed with the classroom teacher or other staff on a need to know basis

3. Physical Environment

- a. The indoor environment is kept clean with floors swept, mopped (if necessary), tables and chairs disinfected after messy activities and before meal or snack times, bathrooms are to be checked periodically for unflushed toilets and messy floors
- b. Electrical outlets are to be covered at all times
- c. All chemicals and potentially hazardous materials are stored in an area inaccessible to children
- d. Water temperatures in sinks used by children and staff are maintained to automatically regulate temperature of hot water delivered to plumbing fixtures used by children to attain a hot water temperature of not less than 105 degrees F (40.5 degrees C) and not more than 120 degrees F (48.8 degrees C).
- e. Floor coverings are maintained to ensure against fraying, curling or snags and are kept secured to the floor to help in the prevention of tripping or slipping
- f. All equipment is maintained in safe, clean condition and in good repair
- g. The outdoor environment is clean, safe and attractive and is to be used as a learning environment
- h. Dishes are washed, sanitized and kitchen and food storage areas are kept clean
- i. Children Two years old and under do not have access to large buckets or containers that contain liquid

4. Health and Safety

- a. The ECC is a secure site. Access to the ECC is only permitted through the coded keypad. Any person without a pass-code must be escorted by an ECC staff at all times while inside the center or on center grounds.
- b. Children are only released to persons authorized by the parents/guardians (***always check the Child Release Policies located in the office and ask for a photo ID***)

- c. Medications (including medicated lotion and/or other topical ointments) are stored in a locked box (Front Office) and are only administered by the Director, Office Manager, a Lead Teacher or Assistant Teacher. Should a parent give you medicine for a child, direct them to one of the staff noted above to fill out the proper paperwork and for medicine storage.
- d. Emergency evacuations are practiced frequently. It is necessary to be familiar with the procedures for each emergency evacuation (see page 19 for procedures)
- e. No person is ever permitted to smoke any substance, use tobacco in any form or consume any substance that may be considered harmful to children while in the presence of children who attend the ECC, at any time in the MEP building or on the ECC playground.
- f. To ensure proper supervision of children happens at all times, cell phone use is not permitted while a staff person is working. An exception may be made if a staff person is taking their phone with them on an outing (on or off campus) in order to contact the Center or to be contacted by the Center in the case of an emergency.
- g. Required first aid supplies are readily available. Emergency backpack accompanies class at all times. Backpack contains the following supplies:

• 2 absorbent compress dressings (5x9 in)	• 1 roller bandage (4 inches wide)
• 25 adhesive bandages (assorted)	• 5 sterile gauze pads (3 x 3 in)
• adhesive cloth tape (10 yds x 1 in)	• 5 sterile gauze pads (4 x 4 in)
• 5 antibiotic ointment packets	• Oral thermometer (non-mercury/nonglass)
• 5 antiseptic wipe packets	• 2 triangular bandages
• 1 shock blanket	• Tweezers
• 1 breathing barrier (with one-way valve)	• Liquid Soap
• 1 instant cold compress	• Flashlight
• 5 pair of nonlatex gloves (large)	• First aid instruction booklet
• 2 hydrocortisone ointment packets	• Kleenex
• Scissors	• Child and Staff Emergency Transportation Authorizations
• 1 roller bandage (3 inches wide)	• Liquid Hand Sanitizer

Backpacks must always be stored out of reach of a child; periodically inventoried to ensure the supplies are current

- h. Proper use of equipment is to be taught and expected
- i. Employees and children are to thoroughly wash hands before handling food, after toileting and/or between assisting a child with toileting
- j. Arrangements with a parent for private child care must not have any involvement with the Center (i.e., using the facilities or materials)
- k. Children are under the sight and sound supervision of an NKU ECC staff person at all times. The activity area, equipment and materials are to be arranged so that children's activity can be supervised by staff. Child to adult ratios and group sizes are to follow guidelines established by NAEYC to facilitate adult-child interactions and constructive activity among children while indoors, outdoors and transporting children. At no time should the child to adult ratios exceed that set by the state of Kentucky, Child Care Licensing. (ratios posted in each classroom and in the office)

Licensing Standards			ST☆R Level 1			ST☆R Level 2			ST☆R Level 3			ST☆R Level 4		
Age	Ratio	Group Size	Age	Ratio	Group Size	Age	Ratio	Group Size	Age	Ratio	Group Size	Age	Ratio	Group Size
0-1	1:5	10	0-1	1:5	10	0-1	1:5	10	0-1	1:4	8	0-1	1:3	6
1-2	1:6	12	1-2	1:6	12	1-2	1:6	12	1-2	1:5	10	1-2	1:3	6
2-3	1:10	20	2-3	1:10	20	2-3	1:10	20	2-3	1:8	16	2-3	1:4	8
3-4	1:12	24	3-4	1:12	24	3-4	1:12	24	3-4	1:11	22	3-4	1:7	14
4-5	1:14	28	4-5	1:14	28	4-5	1:14	28	4-6	1:12	24	4-6	1:8	16
5-7	1:15	30	5-7	1:15	30	5-7	1:15	30	6-12	1:14	28	6-12	1:14	28
7+	1:25	30	7+	1:25	30	7+	1:25	30						

1. In the event that you are convicted of, enter into an Alford or guilty plea to any of the following, you must report it to the Director immediately:
 - i. Violent crime or sex crime
 - ii. A crime specified in section 6(5) of the licensing regulations
 - iii. Are the subject of a cabinet child abuse or neglect investigation
 - iv. Found by the cabinet for families and children or the court to have abused or neglected a child
 - v. Convicted of, entered an Alford or guilty plea to a drug related felony, and five years have not elapsed since you were fully discharged from prison, probation or parole
 - vi. Placed on the sex offender registry

5. Diapering/Potty Training

When assisting a child in the bathroom or on the changing table, the child is never to be left unattended.

Standing Diaper Changes

1. Bring the following supplies into the bathroom with you:
 - a. clean diaper
 - b. wipes (remove from container and leave on shelf)
 - c. plastic bag to dispose of diaper
 - d. disposable gloves if desired.
2. Have the child help you pull their pants down.
3. Remove the wet diaper (all BM's should be changed at changing table).
4. Place the wet diaper in the plastic bag.
5. Have the child sit on the toilet. Have them wipe when they are finished then you wipe after them. If they don't urinate, have them sit for a minute or two, then wipe.
6. Clean your hands with a baby wipe and place in bag with wet diaper.
7. Have the child flush the toilet (they may need some help).
8. Place clean diaper on child. Have them pull their pants up.
9. Dispose of wet diaper in diaper pail.
10. Take the child to a sink and help them wash their hands for 20 seconds. You can sing the ABC's to help you gauge time.
11. Wash your hands.
12. Spray sink and faucets with bleach water and let air dry.

Changing Table Procedures

1. Gather the following supplies:
 - a. clean diaper
 - b. wipes (remove from container and leave container on shelf)
 - c. plastic bag to dispose of diaper
 - d. disposable gloves if desired

2. Remove the child's pants and dirty diaper.
3. Place dirty diaper in a plastic bag and dispose of in trash can.
4. Clean the child, wiping from front to back. Place used wipes in trash.
5. Clean child's hands with a baby wipe.
6. Clean your hands with a baby wipe.
7. Place clean diaper on child.
8. Spray changing table with bleach water solution and leave for 2 minutes.
9. Take the child to a sink and help them wash their hands for 20 seconds. You can sing the ABC's to help you gauge time.
10. Wash your hands.
11. Spray sink and faucets with bleach water and let air dry.

These guidelines are also posted at the changing table.

Outdoor Classroom Guidelines

Supervising the children while utilizing the Outdoor Classroom is as important as supervising children in the indoor classroom. These basic safety guidelines have been established to prevent unnecessary injuries and optimize supervision on the playground. Please make yourself familiar with these procedures so that we can provide a consistent set of rules for the children.

2. Remember, outdoor play is also a learning experience. Interact with the children when (s)he needs help, act as an observer, give feedback during the children's play.
2. Grab and Go Bags are to accompany children at all times, including on the playground.
3. Do not congregate into groups with other adults. Spread out throughout the space, with each adult supervising a specific area. Classroom teachers will work with you on locations to supervise based on how many additional staff are outside with you.
2. Stand so that you are in a position to forestall possible accidents. If you are engaged in helping one child, position yourself so that you can see the rest of the group, you do not want your back to the rest of the group.
3. When equipment is in use, show the children how to use it properly and safely. Use clear and positive statements to redirect children.
4. Children are NOT to open the door. This is "Teacher Work" only.
5. Children are NOT to go into the building for the restroom or into the classroom if another adult is not able to supervise.
6. If you must go into the building with a child or for other reasons, notify the other adults on the playground so that they can reposition themselves to properly supervise the children you were responsible for.
7. Children must wear shoes while outside. Shoes can be temporarily removed while children are in the sandbox.

Keep these basic things in mind:

Water Table

- For hands only, not feet

Basketball

- Children should not be standing under the basket
- Balls are to be kept in the basketball area

Concrete Borders

- In or out, do not allow children to walk around the boxes

Balls (baseball, kickball, football)

- Not to be intentionally thrown or kicked over the fence or to classroom windows (including 2nd floor)

Bikes

- No crashing
- If a child chooses the bike with the extra seat, that child must take a rider
- Encourage children to watch where they are going

- Keep bikes on the deck & concrete
- Stop at the planter, bikes should not go beyond the stop sign or through the mulch/around the sandbox

Sandbox

- Sand and toys stay in the sand box, not to be dumped on the concrete or in the mulch
- Encourage child to dig appropriately and not throw sand in the air as they play

6. Record Keeping/Falsification of Records

- Falsification of any record, at any time will not be tolerated. Doing so may result in termination.
- Students ***must sign-in and sign-out in the classroom each day*** in order to be paid for time worked. Timesheets are considered legal documents. Therefore, they must be accurate and reflect actual time worked. ***Students are not permitted to work during regularly scheduled class time, even if a class is canceled for that day.*** In the case that time worked is inaccurately claimed, criminal charges may be filed against the student.
- An accurate account of children's attendance must be recorded daily (this is used as a record in case of emergency/disaster, for tuition charges, and meal planning).
- Classroom Teacher and/or Director must sign medication sheets at the time the medicine is administered. If a child leaves before the medication is given it is to be indicated on the medication sheet.

7. Curriculum

- The curriculum is not only planned activities but also daily routine (see samples posted in each classroom)
- Diversity is to be reflected in the entire classroom through materials and activities
- Daily schedules are planned to provide a balance of activities including indoor/outdoor, quiet/active, individual/small group, large/small muscle, teacher/child initiated
- Curriculum is designed to be developmentally appropriate
- Daily schedules must reflect a routine that is set, yet flexible to the individual needs of the children
- Children's toys and materials are to be arranged neatly on low, open shelves. ***All staff will model appropriate use of materials and encourage independence through play and cleaning up***
- Children are given choices of learning centers throughout the day
- Children are given notice of transitions before they occur
- Use of Media is only permitted with the permission of the Lead Teacher or Director

8. Nutrition and Food Service

- Prior to any food service, tables are to be cleaned (with soap and water) and disinfected (with bleach water).
- Prior to any food service, staff and children are to thoroughly wash their hands
- Staff are to ensure that children's meals follow the recommended guidelines from the USDA. If necessary, a child's lunch is to be supplemented with appropriate food items should the parent not provide them.
- All children's meals are to be served when children are seated. Children are not be walking around with food or cups of liquid

- e. Menus are posted and distributed to parents at the beginning of the semester
- f. Meals are served family style, meaning food is put in bowls on tables with ***children serving themselves as much as possible***, and at least one adult sitting at each table modeling good nutrition habits and table manners
- g. Discipline is never to be associated with meal or snack time
- h. Children brush their teeth every day after lunch and/or before nap. Toothpaste may be used but is not required.

10. Rest Time

- a. Rest time is to occur between the hours of 12:30 and 3:30 but never to exceed 2 hours.
- b. Each child is to bring bedding from home on which to sleep which may include: a crib sheet, small sheet or blanket, small pillow, an item to sleep with.
- c. The ECC will provide a cot or a mat for each child and a drawstring pillowcase for bedding to be stored and transported in.
- d. Children are to be laid down for rest time in the classroom, on a mat or cot which is covered/made with the bedding the child brought from home.
- e. Children are to be placed three (3) or more feet apart at all times when resting.
- f. Placement of cots/mats must allow for staff to supervise resting children by both sight and sound.
- g. For a minimum of 30 minutes, all staff in the classroom who are responsible for children at that time, must sit with the children to calm, comfort and support children in relaxing for rest. Some actions may include but are not limited to: rubbing a child's back, talking quietly and calmly to them, reading a story, sitting in close proximity to a child without engaging verbally or physically
- h. After a period of 45 minutes, children who have demonstrated that they have been quiet and still resters will be permitted to choose a quiet activity to do on their cot/mat until the rest period is over. Should the child become loud or disruptive with the activity, the child may need to lay quiet and still for a determined amount of time (not to exceed 30 minutes) before being permitted to do that same or a different quiet activity again.

Confidentiality

Under the Family Education Rights and Privacy Act (20 U.S.C. 1232g), all information pertaining to the children and families served by The Early Childhood Center, as well as issues relating to fellow staff members is considered confidential. Access to, duplication of, or release of information is not permitted without the written consent of the parents or legal guardians or staff person. Individual records are available for review by families or legal guardians or other individuals or agencies as provided by law if that individual is:

- Staff of The Early Childhood Center with legitimate interest for educational, health or safety, or program planning
- Authorized representatives of federal, state or local agencies as mandated by law
- Licensing and accrediting organizations in carrying out their functions
- Compliance with judicial order or subpoena
- Authorized parties in health or safety emergencies

This information is only to be released by the Director or Lead Teacher.

Children and staff files are securely stored in the front office.

Who relays information to parents?

Reports to parents on children's behavior or special difficulties should be done only by the Lead Teachers or the Director, unless they delegate this responsibility to someone else. All sharing of information done by staff should be reported to the Director as soon as possible to maintain continuity. ***Part-time staff, students, and volunteers should never communicate sensitive information to parents. This especially includes reporting to parents on children's undesirable behavior. If a parent asks you for information please redirect them to the Lead Teacher or Director.***

When and where is it appropriate to discuss families?

Any observation you make or information a child shares with you may be discussed in your class or with staff at the Early Childhood Center, but should never be discussed elsewhere. Sensitive information may, at times, need to be shared with staff so that they can better plan for a particular child. Such sharing should only be done in a private place, where children, parents and/or other staff are not present. This sharing should never be done in places where the conversation might be overheard by children or other adults. Staff will try to make themselves available to answer any questions you might have after you observe. Please approach a Lead Teacher or the Director for interpretation of an incident or teacher strategy observed which you question, or with which you disagree. We appreciate your cooperation in protecting the privacy of all parents and children served by the Early Childhood Center.

Children of Staff Enrolled in the Program

Involving parents is our best avenue for improving the quality of The Early Childhood Center as well as enhancing the skills of the parents we serve. We encourage NKU students who enroll their children in The Early Childhood Center to apply for available positions through Federal Work Study. The following guidelines have been established to ensure the best possible experience for both the parent and the child.

- To the best of our ability staff will not be placed in the same classroom as their child.
- Children of employees are not to receive special treatment or attention but shall be treated with the same respect as non-related children on the procedures of discipline, napping, mealtimes, and other child development issues.
- If a concern arises regarding a staff person's child, the concerned employee, or parent must address the lead teacher through a conference, phone conversation or e-mail. Staff are not to approach other staff during working hours regarding concerns with staff children.
- Each child's care needs to be attended to by his or her classroom staff. Parents are not to leave their classroom to warm up lunches, change diapers or put a child down for a nap. Nor, is a staff person permitted to request that the parent do these things.
- Staff parents must be addressed and treated with the same respect as any other parent in the Center. They are a customer and should be treated as such.

Parents and Children's Rights

Kentucky state legislation requires that all parents and children served by an early childhood program, facility or home, have and be made aware of these basic rights:

Children's Rights:

1. The right to be free from physical or mental abuse
2. The right not to be subjected to abusive language or abusive punishment
3. The right to be in the care of adults who shall meet their health, safety, and developmental needs

Parent's/Guardian's Rights

1. The right to have access to their children at all times the child is in care and access to the provider caring for their child during normal hours of operation and whenever the children are in the care of the provider
2. The right to be provided with child care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint
3. The right to file a complaint against a child care provider without any retribution against the parent, custodian, guardian or child
4. The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

Child Abuse and Neglect Policy

It is imperative that the Lead Teacher and Director be informed of all suspicions of child abuse or neglect so that proper documentation and reports be made. All employees will comply with the Kentucky State Revised Statutes, which states (in paraphrase):

- Any person who knows or has reasonable cause to believe that a child is neglected or abused by a parent, guardian or any person who has control and/or supervises a child shall immediately cause an oral or written report made to the local or state law enforcement agency, or the Cabinet for Families and Children
- Anyone who is a witness of any child abuse or life threatening situation must call the authorities immediately
- The telephone number for the Northern Kentucky Cabinet for Families and Children is (859) 292-6340
- Once a call has been made to the proper authorities a written and signed statement of the report including but not limited to: the date, nature of the abuse, pictures of any identifying markings, statements made by the child, and/or other persons involved; shall be made by the staff member suspecting the abuse, the Lead Teacher and the Director and kept in the child's file.

Any individual reporting suspected child abuse or neglect is immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

Incident/Injury Reports

In the event of an accident or injury, care is to be provided to the injured child or adult by a person certified in first aid and/or CPR and following the basic first aid or CPR guidelines. After initial treatment occurs, the injured party is to be monitored periodically to insure that effect from the injury are properly documented and or treated. The Early Childhood Center requires that all unusual incidents, accidents or other injuries of a child, employee, and any other person at The Early Childhood Center be documented on the specified form. If the injured person is a child in the care of The Early Childhood Center or a staff person, a copy of the documentation is to be given to the parent of the child or the staff person as well as a copy kept in the child or staff person's file. If the injured person is other than those listed above, documentation shall be made and kept on file in the Director's office.

Emergency Disaster and Evacuation Plan

In order to insure the safety of children and staff it is the policy of The Early Childhood Center to take immediate action in the case of a natural or man-made disaster. An evacuation plan for fire, tornado, and earthquake is drawn and posted in each classroom. It is your responsibility to be familiar with these escape routes and the following procedures.

Procedures

Procedures

Fire

To ensure the safety of the children and staff during a fire emergency the Early Childhood Center conforms to all fire regulations as designated by the State Fire Marshall and local emergency management officials. Monthly fire drills are held. Fire extinguishers are checked annually for proper function. All employees know how to use the fire extinguisher.

In the event of a fire,

1. The Early Childhood Center will be evacuated to the College of Business immediately. Staff members will escort the children outdoors, line each class up against the playground fence, and take attendance of each class to ensure all children are safely out, then walk to the CoB via the playground gate.
2. The Classroom Teachers and Office Staff will carry out various responsibilities to ensure the safety of your children and the notification of Emergency contacts.
3. Parents will be notified of relocation in the following ways:
 - a. group e-mail
 - b. individually by phone
4. Parents and/or emergency contacts will only be permitted in or out of the space being used by the ECC if it is deemed safe by the NKU Environmental Safety Coordinator, Director, Assistant Director, Office Manager, or a Lead Teacher of the ECC.

Tornado and Earthquake

To ensure the safety of the children and staff during a tornado or earthquake emergency the Early Childhood Center conforms to all local emergency management regulations. Quarterly drills are held.

In the event of a tornado or earthquake watch via the campus alert system (Norse Alert) or other source,

1. Children will be escorted by staff across the hall into room(s) MEP 152, 154, (and if necessary 158).
2. Children will sit until emergency is over
3. Staff are to take attendance of each class to ensure all children have been evacuated safely.
4. The Classroom Teachers and Office Staff will carry out various responsibilities to ensure the safety of your children and the notification of Emergency contacts.
5. Parents will be notified of relocation in the following ways:
 - a. group e-mail
 - b. individually by phone
6. Parents and/or emergency contacts will only be permitted in or out of the space being used by the ECC if it is deemed safe by the NKU Environmental Safety Coordinator, Director, Assistant Director, Office Manager, or a Lead Teacher of the ECC.

7. Parents will NOT be permitted to remove children from the ECC's care until the "All Clear" has been given by a member of the Campus Environmental Safety Team.

Missing Person

In the event that a child is missing, all staff not responsible for the supervision of other children will search The Early Childhood Center, the playground, and the areas immediately surrounding the center and playground. If the child is not found, the Department for Public Safety and parent/guardian will be notified while available staff begins to search the surrounding area.

Threatening Person or Persons

Should a person or persons pose a threat to the physical or emotional wellbeing of the children or staff, that person will be asked to leave the Center and/or surrounding area. If the person or persons continue to create a threatening environment, the children will be removed from the area and taken to a secured location, the Campus Police and Environmental Safety Coordinator will be notified and the person or persons will be escorted off the premises. Further action may occur if the Campus Police deem it necessary.

Additionally,

Types of Emergencies

1. Fire (Ky. regulations require reporting to cabinet within 24 hours any incident involving fire)

- A. Evacuate the area of the fire **First to Playground, take attendance, then to College of Business 1st Floor Lobby** (stay low if necessary to lessen the effects of smoke and gasses that collect up high) closing classroom doors upon exiting.
- B. Activate the fire alarm.
- C. Call **572-7777 (Campus Police and Campus Emergency Management)** informing them of the type of emergency/disaster and the need for assistance. Initiate alternate communication systems in the event phone service is lost.
- D. If possible, provide emergency/disaster services with additional information regarding the fire:
 1. Yellow smoke may indicate the presence of toxic gasses (note: all smoke is toxic).
 2. Gray smoke with brown wisps may indicate an electrical fire.
 3. Gray-black smoke indicates primary fire – the use of a fire extinguish may be helpful in the first minutes of fire discovery and there is little danger of smoke inhalation.
- E. Fire Extinguishers should only be used for small fires, and staff should be trained in the PASS extinguishing method:
 1. **P – Pull** the Pin.
 2. **A – Aim** the extinguisher low and at the source of the fire.
 3. **S – Squeeze** the handle to discharge extinguisher.
 4. **S – Sweep** slowly back and forth across the sources of the fire.
 5. Fire Extinguisher training can be accessed at this internet address:
www.osha.gov/SLTC/etools/evacuation/portable.html
- F. A child care representative will go to the nearest intersection, direct emergency/disaster personnel to the scene and make them aware of the situation.
- G. Director or designee will communicate with fire officials in determining next steps.

- H. Make certain that all children and staff are accounted for (using class rosters) and are a safe distance from the facility. This may mean moving children and staff off facility property to an alternate location.
- I. No one should re-enter the facility until fire officials have given the all clear.
- J. With any incident involving fire, notify the cabinet within 24 hours.

2. Hazardous Materials Incident in Child Care

- A. Evacuate the area immediately to **playground and if necessary to CoB 1st Floor Lobby**.
 - 1. Do not turn any electrical switches on or off.
 - 2. Extinguish all open flames.
 - 3. Evacuation should be to an area (if possible) upwind and uphill of the facility.
- B. Call **572-7777 (Campus Police and Campus Emergency Management)**, and report that there has been a Hazardous Material Spill.
- C. Do not attempt to contain, touch, or identify (if unknown) the hazardous material.
- D. Do not attempt to rescue someone who has been overcome by fumes.
- E. If a child or staff member has contact with chemicals, the chemicals should be washed off immediately.
- F. For an incident in the community that may affect the facility, follow the advice of local authorities, which may include evacuation or sheltering in place.
- G. Do not return to the facility until authorities have given the all clear.

3. Inclement Weather

Severe Weather Watches/Tornado Watch & Warning Procedures, Flooding

- A. The *designated safe place for this facility* is ***MEP 152, 154, 158**
 - 1. Staff shall gather children (account for everyone using class rosters) and move to the designated safe place.
 - 2. Staff shall maintain flashlight and voice contact at all times.
 - 3. Children should be seated with their backs against the wall, knees drawn to chest, and head down and covered with their hands. (Tornado Warning)
 - 4. Staff should assume this position when the children are in position and all accounted for. (Tornado Warning)
- B. After absolute certainty that the storm has passed,
 - 1. Account for all children using class rosters.
 - 2. Provide necessary first aid and call **572-7777 (Campus Police and Campus Emergency Management)** for needed assistance.
 - 3. Check the complete facility for any damages such as fire, water, or structural.
 - 4. Turn on and test utilities if needed.
- C. Notify Director or designee as soon as possible with update of conditions.
- D. Notify all service representatives of services needed.

Severe Thunderstorm WATCH

- 1. Advise all staff members of the weather conditions.
- 2. Monitor radio/television news for updates and/or NOAA Weather Radio.
- 3. Modify outdoor activities to ensure that relatively quick access to shelter is available

Thunderstorm Warning

1. Advise all staff members of weather conditions.
2. Monitor radio/television for updates and/or NOAA Weather Radio.
3. Terminate outdoor activities and seek shelter.
4. Monitor sky conditions. If a dark, funnel shape cloud is seen, seek shelter and if possible call **572-7777 (Campus Police and Campus Emergency Management)** to report it.
5. *If facility is damaged and requires temporary or permanent closure, the cabinet and parents of a child enrolled in the facility should be notified as soon as practicable.*

Tornado Watch

1. Advise all staff members of weather conditions.
2. Monitor radio/television for updates and/or NOAA Weather Radio.
3. Terminate outdoor activities and seek shelter.
4. Monitor sky conditions. If a dark, funnel shape cloud is seen, seek shelter and if possible call **572-7777 (Campus Police and Campus Emergency Management)** to report it.

Tornado Warning

1. Monitor radio/TV continuously.
2. Monitor sky conditions. If a dark, funnel shape cloud is seen, seek shelter (see “A” of this section), and if possible call **572-7777 (Campus Police and Campus Emergency Management)** to report it.
3. Children and staff take shelter in designated area.
4. If facility is damaged and requires temporary or permanent closure, the cabinet and parents of a child enrolled in the facility should be notified as soon as practicable.

Flooding

1. When flash flooding conditions are forecast, the following guidelines shall be used:
 - a. Contact the child care facilities director or designee.
 - b. Monitor television, radio and/or NOAA Weather Radio for forecast updates.
 - c. Move records and valuable equipment to higher areas. Store chemicals out of the reach of flood water to prevent water contamination.
 - d. Make transportation preparation to move children and staff in the event of an evacuation.
 - e. Follow the emergency/disaster evacuation plan.
2. Evacuation
 - a. If the facility is in low lying area vulnerable to flooding, evacuation will be immediate.
 - b. Evacuation is to follow the safest route possible (listen to weather and news reports for routes.) Staff shall maintain flashlight and voice contact at all times and ensure all children and staff are accounted for.
 - c. If time and conditions permit, shut off facility power at the utility box.
 - d. If time and conditions permit, all loose outdoor articles should be properly stored.
 - e. Lock all doors upon completion of facility evacuation.

4. Illness or Injury

A. Minor(*report to cabinet within 24 hours if medical attention needed*)

1. Treat with medical supplies on hand.
2. Evaluate periodically to see if further medical attention is required.
3. Document treatments and evaluations in children’s file.
4. Consult family members.

B. Major (report to cabinet within 24 hours)

1. Staff trained in first aid techniques should prioritize injuries.
2. Contact **572-7777 (Campus Police and Campus Emergency Management)**, if immediate medical attention is required.
3. If an illness or an injury requires a doctor's care, but an ambulance is not required, the staff members should then contact the child's family to make arrangements for pick-up and transportation for appropriate medical care.

C. Death (report to cabinet within 1 hour)

1. If a death occurs at the child care facility, procedures are:
 - a. Call **572-7777 (Campus Police and Campus Emergency Management)** and request emergency/disaster assistance.
 - b. Contact local law enforcement; allow them to notify the family.
 - c. Do not move or tamper with the body.
 - d. Children and staff should be moved to other parts of the facility away from the incident scene.
 - e. Parents of children enrolled in the facility should be provided essential information and allowed to tell their child(ren) at their discretion (counseling may be needed in the weeks ahead).
 - f. It is in everyone's best interest to keep media out of the facility. No one should answer media questions except for the facility attorney.

D. Serious Illness or Injury

Kentucky regulations require reporting communicable disease with 24 hours to the cabinet. Please go to the internet address below for reportable communicable diseases:

<http://chfs.ky.gov/NR/rdonlyres/026A1FAE-C7BE-4572-B052-C634BB630723/0/EPID200updateKentuckyReportableDiseaseForm2010doc.pdf>

1. The immediate concern is to aid the sick or injured person.
 - a. Child Care Providers should follow this plan.
 - b. No staff member should place himself or herself at risk attempting to rescue an injured child or staff member.
 - c. Do not move the victim, especially if their injury is the result of a fall, unless they are in a life threatening or dangerous environment.
 - d. Notify the facilities staff certified in first aid/CPR. Certified staff members include:

• Name: <u>Audrey Wilson</u>	Classroom: <u>Victor's Voyagers</u>
• Name: <u>Jeff Chase</u>	Classroom: <u>Little Explorers</u>
• Name: <u>Lindsey Shaffer</u>	Classroom: <u>Norse Nippers</u>
• Name: <u>Betty Royse</u>	Classroom: <u>Office</u>
 - e. Call **572-7777 (Campus Police and Campus Emergency Management)** and request assistance.
 - f. Treat immediately life-threatening injuries such as:

1. Impaired breathing – Work efficiently. Death can occur in 6 minutes or less once the body is oxygen deprived. Place the victim on his/her back, loosen collar, remove any obstructions to the airway, and begin mouth-to-mouth resuscitation (if you are certified). Once the victim is breathing on his/her own, treat for shock
2. Heart or circulatory issues – Work quickly. If possible, get the first aid/CPR certified staff to assist you. Work as a team. If heartbeat returns, continue to monitor the patient, treat for shock and wait for EMS.
3. Severe Bleeding – Act quickly. Apply direct pressure on the wound with your hands, using a clean cloth if available. If there are no fractures, elevate the wound. If bleeding is of a squirting or pumping nature, apply pressure to the appropriate arterial pressure point. A tourniquet should not be used except as a last resort.
4. Shock- If there is not head or chest injury, keep the victims head lower than the rest of the body. Loosen constricting clothing and cover with blankets. Encourage fluid in-take if the victim is conscious, and there is no abdominal injury or nausea.
5. Other injuries/illnesses should be treated in priority with respect to the threat of life.
6. Assist victim in seeking medical attention or transport to hospital.

Bomb Threats

Never move or touch unidentified or suspicious objects!

A. General Precautions

1. Any bomb threat should be treated as real.
2. Unidentified or suspicious objects should be reported to the authorities.
3. Evacuation should be to an outdoor area as far from the facility as safely possible a minimum of 600 feet. Do a quick search of the area to be used for evacuation to ensure it is secure.
4. Upon evacuation, all windows and doors should be left open, if possible to minimize shock damage from a potential blast.
5. Upon arrival of law enforcement, the facility director, or designee, will assist authorities in identifying strange or suspicious objects.
6. No one is to re-enter the facility until the authorities have given the “all-clear”.

B. Telephone Threat

1. The staff member receiving the call should inform other staff that a bomb threat is in progress.
 - a. Evacuate the facility immediately for an immediate threat.
 - b. Call **572-7777 (Campus Police and Campus Emergency Management)** and **follow their instructions.**
3. The staff member receiving the call should keep the caller on the line as long as possible.
4. Information about the caller and the bomb should be recorded on a bomb threat form. A sample form can be found with the other sample forms for child care emergency disaster preparedness planning.
5. Obtain as much information from the caller as possible regarding the information requested on the bomb threat form.
6. No one is to re-enter the facility until the authorities have given the “all-clear”.

C. Written Bomb Threat

1. The staff member receiving the written threat should handle it as little as possible (to preserve finger prints) and should save all materials included in the envelope or container holding the threat.
2. **Call 572-7777 (Campus Police and Campus Emergency Management) and follow their instructions.**
3. All materials involved in the threat should be turned over to authorities.
4. No one is to re-enter the facility until the authorities have given the “all-clear”.

Utilities and Maintenance Emergencies

A best practice recommendation is to be familiar with the locations of all utility shut-offs

A. Gas Leaks

- If anyone smells natural gas, act quickly.
- Open the windows immediately.
- Call **572-7777 (Campus Police and Campus Emergency Management)** and report a possible gas leak.
- Do not turn any electrical switches on or off. Extinguish all open flame.
- Turn off the main gas line at the meter using a crescent wrench.
- Turn a quarter turn in either direction.
- If the gas odor remains strong, evacuate the area immediately.
- Do not return to the facility until the fire department gives the “all clear”

B. Power Outages

- If the facility has emergency lighting, they should come on automatically.
- The program has flashlights, which are located in each classroom emergency backpack
 - Additional batteries are located the emergency backpacks as well as the office supply cabinet
- A battery-operated radio is located in the office supply cabinet
 - The radio may be used to monitor weather conditions, etc. Tune to local media stations for updates. Local stations include 94.1, 96.5, 98.5, 101.9, 107.7, 105.1
 - In the event of a power failure, the facility staff on duty should contact the following:
572-7777 (Campus Police and Campus Emergency Management)

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C. Water Loss

- The emergency water supply is located in the pantry
 - This water should be used sparingly, and only for an emergency.
- In the event of loss of water, facility staff should contact:
 - **572-7777 (Campus Police and Campus Emergency Management)**
 - The child care facilities director or designee: Melanie Caldwell 859-496-7106

D. Telephone Service Loss

- In the event of the facility’s land line service is disrupted, use a cell phone to contact:
 - Doug Wells 572-5847
 - The child care facilities director or designee: Melanie Caldwell 859-496-7106

E. Heat/Air Conditioning Loss

- Contact: Work Control Glenn Scott 572-5661 or 572-5660

F. Plumbing Problems

- Contact: Work Control Glenn Scott 572-5661 or 572-5660

G. Locks and Keys Problems

- Contact: Work Control Glenn Scott 572-5661 or 572-5660

Emergency/Disaster Evacuation

- A.** In the event of a fire, bomb threat, electrical, chemical or other emergency/disaster that requires the evacuation of the facility, all staff members should adhere to the following:
1. Call **572-7777 (Campus Police and Campus Emergency Management)** to seek assistance from the proper authorities.
 2. Make sure all children and staff is accounted for and safe.
 3. Evacuate all children and staff to designated area that is as far away from the facility as safely practical.
 - a. Adhere to predetermined evacuation routes, if possible; however, do not hesitate to adjust these routes to avoid dangerous areas.
 - b. All children and staff members with special needs are to be assisted as needed.
 4. Take any specialized equipment required to serve this population.
 5. Again, make sure all children and staff is accounted for and safe.
 6. Contact the child care facility director or designee as soon as possible.
 7. No one is to re-enter the facility until the authorities have given the “all-clear”.

Lockdown Procedure

- A.** Lockdown is implemented to ensure the safety of the children and the staff from intruders or a major incident in the community.

1. Outdoor procedures

- a. Calmly but quickly move the children inside the facility, pull all window blinds closed and cover windows in doors.
- b. **Call 572-7777 (Campus Police and Campus Emergency Management)**

2. Indoor procedures

- a. Move to pre-determined safe space or classroom.
- b. Lock doors and establish contact with local authorities as soon as possible.
- c. Keep children and staff away from windows and doors.
- d. Remain calm.
- e. If gunshots or an explosion occurs, everyone should lay on the floor.
- f. Remain in classrooms and safe area.
- g. No one is to enter or exit the safe area.
- h. Remain in safe area until “all clear” is given by authorities.

3. Director or Designee Procedures

- a. Move to a safe location that has access to a phone. Keep the phone lines clear in order to maintain open communication with the authorities.
- b. Coordinate all activities with the authorities including the “all clear.”

4. All Clear

The Authorities will provide the Director or Designee will give the “All Clear”, when the incident has been resolved and the authorities have approved resuming normal activities

Helping Children Understand After an Emergency/Disaster

What is a disaster: A disaster is something that happens that causes damage to property and could hurt people. Most disasters are caused by nature being out of control, these may include tornados, hurricanes, earthquakes, wild fires, winter storms, and floods. Sometimes, disasters are man-made and include hazardous waste spills, fires and terrorism.

What children should know:

- Warning signs of disaster.
- That people will help them.
- How to call 911.
- That by practicing for a disaster, they can help keep themselves safe.

Children will be most afraid of:

- The disaster will happen again.
- Someone they love has been injured or killed.
- They will be separated from their family.
- They will be left alone.

Children’s reactions may include:

- Regressive behavior (bedwetting, clinginess, thumb sucking).
- Headache, stomach ache.
- Thinking difficulties (confusion, inability to concentrate).
- Sleep Issues (fear of the dark, trouble falling asleep, nightmares).

Helping children understand:

Children may find it difficult to understand and accept what has happened. While there may be no physical injury to the child, the emotional injury is there. Children may become clingy, irritable or distant and may seek constant reassurance. It may be difficult understanding the relationship between the disaster and the short and long term effects of the upheaval that comes with it.

Comforting the children:

- Try to remain calm yourself.
- Try to keep children’s exposure to TV and radio to a minimum. What they see and hear may add to their anxiety or be taken out of context. It is important to remember that the children will take cues from adult conversations as well. Answer children’s questions simply and honestly. You may find yourself answering the same questions over and over again. This is one way children use to reassure themselves.
- Spend extra time with the children. Hugs and holding hands are good ways to provide comfort. Use a quiet, soothing tone to help calm them.
- Reassure the children that their parents will come for them as quickly as possible, but that it is important for their parents not to put themselves in danger trying to get to the child.
- Try to restore normal routines as quickly as possible in order to provide a sense of normalcy and security.

- Don't promise that there won't be another disaster. Encourage children to talk about their fears and what they can do to help others. Encourage the children to act out what happened and how they feel. Let them know that you will do everything you can to keep them safe.
- Be patient and understanding with the children, it may take a while for the aftermath of the trauma to sink in.
- Find ways that the children can help you or to help others. The ability for the children to feel useful and helpful is reassuring to them.
- Children, who are injured or have injured friends and relatives because of the disaster, are more likely to suffer emotional distress.
- Educate children on disaster preparedness. Knowing what to do ahead of time is empowering!

Typical Reactions to Disaster for Children 1-5 Years of Age

Regressive Behaviors	Physiological Behaviors	Emotional Behavioral
<ul style="list-style-type: none"> • Bed wetting • Thumb sucking • Fear of darkness • Fear of animals • Fear of "monsters" • Fear of strangers • Increased sibling rivalry • Excessive clinginess • Crying, whining & whimpering • Wanting to be fed or dressed • Engaging in habits previously given up 	<ul style="list-style-type: none"> • Loss of appetite • Overeating • Indigestion • Vomiting • Bowel/bladder problems (diarrhea, constipation, urine leakage) • Sleep disorders and nightmares • Headaches • Complaints of visual/hearing problems • Habitual itching or scratching • Sleep disturbances, nightmares or terrors 	<ul style="list-style-type: none"> • Nervousness • Irritability • Disobedience • Hyperactivity • Tics • Speech difficulties • Separation anxiety • Shorter attention span • Aggressive Behavior • Exaggeration/distortion of the event • Repeatedly talking about the experience • Behavior issues • School phobias • Withdrawal from friends • Withdrawal from family • Weather related fears(rain, winds) • Inability to concentrate-falls behind in school work • Aggressive behavior • Repeatedly talking about the disaster • Sadness over losses

Field Trip Transportation Policy

Field Trips off campus/requiring transportation are not taken by the preschool children during the academic year.

Vehicles transporting children are appropriately licensed, insured, inspected and maintained by University personnel.

When vehicles are transporting children, a backup vehicle is always be available and will be dispatched immediately in case of emergency.

Use of Child Safety Seats and Restraints

- When University vans are used; children will use age and size appropriate vehicle child restraint systems for children under 80 pounds and 4 feet 9 inches. Vehicle child restraint systems shall be secured in back seats only. A booster child safety seat shall be used when the child has outgrown a convertible child. All children, who weigh at least 80 pounds are at least 4 feet 9 inches in height, will wear seatbelts.
- When University 'Tour' bus is used; children will sit in mid-ship of the bus, maintaining separate seats for preschool children.

Requirements for all Bus and Van Drivers

- All drivers will have a commercial driver's license and receive the driver's training provided according to current Kentucky requirements.
- Driving records are checked regularly by University personnel
- A lone driver shall not supervise more than four children under the age of five years.

Health and Well-Being of all Children While Being Transported

- The same child to adult ratios established by the National Association for the Education of Young Children will be maintained while transporting children.
- A vehicle containing a child will never be left unattended.
- A vehicle transporting children will always have headlights on.
- Children will remain seated at all times.
- Transportation options are available which enable children with disabilities to attend the program.
- Children receive developmentally appropriate training in bus safety.
- Children less than 5 years of age have a minimum of one transportation assistant on the bus.
- Staff and volunteers are trained in safety and health issues.
- All staff maintain current child CPR and First Aid certification.
- Each vehicle shall be equipped with the emergency backpack which includes: a first aid kit, emergency identification and contact information for all children being transported, and a means of immediate communication to summon help (such as a cell phone).
- When transporting children with chronic medical conditions (such as asthma, diabetes, or seizures), their emergency care plans and supplies or medications shall be available. The responsible adult shall be trained to recognize and respond appropriately to the emergency.
- The interior of vehicles used to transport children shall be maintained at a comfortable temperature to children. When the vehicle's interior temperature exceeds 82 degrees F and providing fresh air through open windows cannot reduce the temperature, the vehicle shall be

air-conditioned. When the interior temperature drops below 65 degrees F and when children are feeling uncomfortably cold, the interior shall be heated.

- No vehicle will transport children and hazardous materials at the same time.
- In the event the vehicle needs to be refueled or maintenance performed, it will be done when children are not in transport. If emergency refueling or repair is necessary during transporting, all children will be removed and supervised by staff following the NAEYC child to adult ratios.
- When the driver is not in the driver's seat, the engine will be turned off, the keys removed, and the brake set.

Preventative Maintenance of Vehicles

- University personnel shall assure that preventive maintenance of the vehicles is carried out according to the manufacturer's specifications. Vehicles the facility operates shall be cleaned and inspected inside and out at least weekly.
- Vans and Busses will display a current certification of inspection form the Transportation Cabinet on a designated window.

Workshops/Training Requirements

All child care employees are required by the State of Kentucky, to complete a minimum of 21 hours of training approved by the Cabinet for Families and Children every 12 months to remain employed at The Early Childhood Center. With the help of the Lead Teacher, staff will choose workshops that best fit their needs to increase the skills needed to provide the highest quality of care. In addition to training required for licensure, The Early Childhood Center may also require that you attend workshops, presentations, speeches or other types of training if the Lead Teacher feels the topic will improve the quality of care offered at The Early Childhood Center.

The Early Childhood Center pays for all workshops and training required by The Cabinet for Families and Children for licensure, with the approval of the Director. ***In the event The Early Childhood Center pays for a workshop or training and you do not attend, it will be your responsibility to pay for the subsequent session. Because the majority of workshops are offered during non-operational hours,*** student employees are also paid for time spent in training. This may however, affect the maximum number of hours you are allowed to work in a week. The Director will discuss this with you on an individual basis.

Licensing requires that each staff member not only attend 15 hours of approved training but that they also have certificates of attendance on file at the time of The Early Childhood Center's annual inspection. Therefore, The Early Childhood Center requires that all staff provide the Director with a copy of the certificate of attendance the day following the workshop attended.

Orientation. All child care personnel are required to attend the six-hour state mandated orientation training within the first 90 days of hire. The workshop includes: Health, Safety and Sanitation; Recognizing and Reporting Child Abuse and Neglect; and Developmentally Appropriate Practice. Information presented during this orientation session are required to be practiced by each staff member.

- The Lead Teacher will give you information on dates and location and allow you to choose the most convenient time and place.
- The Director will then make arrangements for you to attend.

The six-hour orientation training applies to the required 12 hours for the first 12 months.

First Aid and CPR. KY Child Care Licensing require that a staff person currently certified in First Aid and CPR be with children at all times. Therefore, all Lead and Assistant Teachers, the Director and Office Manager are required to hold current certifications. All student assistants and aides are eligible to take the 1st aid and CPR course for certification.

There are many opportunities for workshops and training available in our area. If you hear of an opportunity that the Director may not be aware of, and would like to attend you must request 2-4 weeks in advance in order for the Director to verify Cabinet approval and request and submit payment.

The Early Childhood Center recognizes and applauds each staff member for continuing efforts to increase your knowledge about quality child care practices. We hope to support you in this effort in any way we can.

Personal Responsibilities

Attendance/Punctuality

In order to provide a safe and productive environment for children, families and fellow staff, *it is the policy of The Early Childhood Center to expect all employees to be reliable and punctual.* Chronic absenteeism and tardiness places a hardship on other employees and may place The Early Childhood Center over the maximum child to adult ratio. Therefore a **maximum of three incidents** of absence is permitted **per semester** (this includes but is not limited to: scheduled days off, tardiness, appointments in the middle of your shift). Excessive absences will result in disciplinary action.

Requesting Time Off

If staff need to make a temporary change in their work schedule (i.e. need a day off) they are responsible for finding another staff person to cover for that time. Staff are allotted 3 attendance instances not covered by another person. All requests must be filled out on the designated Request for Time Off form *two weeks* in advance to ensure all parties are aware of the staffing change. You may request a minimum of one hour to a maximum of 5 consecutive days. Requests may be denied if the Lead Teacher feels that the leave will interfere with program operations. In the event that multiple requests are submitted, and there will not be adequate staff, decisions on approval will be considered on a first come first serve basis. Less than 24 hours notice of needed time off for either personal, medical or academic reasons is considered unexcused unless written documentation is produced by a doctor, teacher or other professional.

In the event of an unexpected emergency, you must call your lead teacher as soon as you know that you will not be able to work your regularly scheduled hours so that she can make appropriate arrangements to cover your schedule. Your lead teacher will either provide you with her cell phone number or you can request it.

Time Keeping

Federal and state laws require an accurate record of time worked. It is the responsibility of each staff person to accurately record time worked on sign in/sign out sheet in the office. Staff cannot be paid for time spent in class or for work completed at home. Payment for work completed during non-operational hours at The Early Childhood Center is for training only. Staff is expected to be punctual, arriving in their work area at the specified time, knowing that the children, their families, and co-workers are dependent upon your promptness. Falsifying, altering or tampering with time records will result in disciplinary action which may include dismissal and criminal prosecution.

Breaks (Scheduled and Unscheduled)

Any staff person working for more than four hours will be provided an opportunity for a break of at least 15 minutes in each four hour period at which time the staff person will be allowed space and time away from children. Staff working 6 or more hours will be required to take a ½ hour break at which time they must sign out. These break times must be arranged and scheduled with the lead teacher when setting up your staff schedule for the semester. In addition, staff may request temporary relief when they are unable to perform their duties. Staff may choose to take their breaks in the staff lounge (if it is available) or anywhere outside of the classroom and administrative office area. Staff are not permitted to be “off the clock” and within the classroom or administrative offices.

Facebook

The NKU ECC is on Facebook. We know that Facebook is a great way to network with families and employees and to keep you updated on events and activities happening at the ECC. Our policy regarding Facebook is as follows:

To maintain a professional relationship between parents and staff, staff are not to become “friends” with parents and parents are not to become “friends” with staff on Facebook.

We would like for each staff person to become a fan of our Facebook page and welcome you to be active on the site. Please make sure your settings are set to private. For many, Facebook is used extensively to communicate about our personal lives. Some of that may not be appropriate for parents to view/read. As young professionals it is important to keep your personal lives personal.

Personal Possessions

The Early Childhood Center will not be held responsible for lost or damaged personal items that a staff member wishes to bring in and or use. All personal items including purses, coats, backpacks and cell phones must be kept in the designated teacher area. Often times these items contain things that can be harmful to children such as medications, fingernail clippers or files, cigarettes, lighters. Check with the Lead Teacher for the location for your personal items.

Cell Phones

If a staff person has a cell phone on his or her person while “on the clock” the staff person will be directed to place their phone in a locked box in the office. The staff person must keep their phone in the lockbox for each of their shifts through the end of the semester at which time the classroom teachers will determine if the staff person can then keep their phone in their bag or purse while at work for the following semester.

If the staff person forgets to place their phone in the lockbox after they have been directed to do so, the staff person will be sent home for the remainder of the shift or for the following shift.

If the staff person is discovered to have the cell phone on his or her person a third time, the staff person will be dismissed.

Use of Equipment and Supplies

Equipment, supplies, and food available at The Early Childhood Center are to be used expressly for the programs offered by The Early Childhood Center. Adequate food, supplies and properly functioning equipment are essential for the program’s efficient operation. Staff should notify the Classroom Teacher if any equipment needs repaired or supplies replenished. Negligent use or use of equipment, supplies or food for personal reasons is prohibited.

Personal Appearance and Dress Code

It is the policy of The Early Childhood Center to project a professional image through the staff's personal appearance and dress.

Personal Appearance

Staff must report to work with well groomed hair, hands, and body.

Dress Code

Employees must dress appropriately for engaging in (sometimes messy) activities with children. Often times trending clothes are not appropriate apparel for a professional work environment. The following examples of appropriate and inappropriate dress include but are not limited to:

1. Wear your ECC staff shirt at all times while at work (if you forget your shirt, you may use a smock located in the classroom or go to the lounge for a temporary shirt to wear for the day)
2. Appropriate –loose fitting jeans; khaki, black or navy pants, $\frac{3}{4}$ length shorts or skorts; . You must be able to bend, squat sit on the floor and climb in whatever you wear.
3. Inappropriate – jeans with holes or tears; clothing with advertisements such as concert promotions or inappropriate language; halter or crop tops showing midriff; scooped neck shirts showing cleavage; excessively stained or dirty clothing; low ride shorts, skirts, jeans (anything that is too short to cover your underwear or butt crack); high cut shorts or skirts (shouldn't be shorter than a hand's width above your knee), yoga/exercise/stretch pants.

Appropriateness of other questionable clothing will be at the discretion of the Lead Teacher and/or Director.

Staff /Team Meetings

Staff Meetings are held on a Thursday of each month (dates are provided at the beginning of each school year). New staff must also attend a "New Staff Training Meeting" one Thursday each month. Additional team meetings may be scheduled at the discretion of the Lead Teacher. ***You are required to attend these sessions. Failure to do so is considered an unexcused absence (refer to attendance policy, page 33 and/or disciplinary action policy, page 31).*** The meetings will discuss current research, staff issues and concerns, regulations, quality improvement, committee reports, new projects, and topics presented by parents and staff.

Meeting dates and times will be distributed one month before first meeting date. If the Staff Meeting is held during non-operational hours, staff will be paid for time spent in the meeting.

Salaries and Benefits

Salary Classification System

The salary and eligibility for raises for the Director, Office Manager, Lead Teachers, and Assistant Teachers is determined by the NKU office of Human Resources.

Raises for student assistants and aides are given based on education completed, experience, and merit (refer to Performance Evaluations on page 8). In most cases salaries will not be raised more than 3% each academic year.

\$7.25 per hour

- All newly hired student employees will be paid \$7.25 per hour as an introductory rate
 - After 90 day probationary period, student staff are assessed on their ability to carry out the functions and responsibilities stated in this manual to establish beginning salary.
-

\$7.50-\$8.25 per hour

Staff are eligible but not necessarily entitled to a pay increase if the following are met:

- Two semesters of experience at the Early Childhood Center
- Positive performance review by supervisor

\$8.00-\$9.00 per hour

Staff are eligible but not necessarily entitled to a pay increase if the following are met:

- Positive performance reviews by supervisor
- Four semesters of experience working in a child care program or other social or human service program and have a minimum of two semesters experience at the Early Childhood Center

\$8.50-\$9.50 per hour

Staff are eligible but not necessarily entitled to a pay increase if the following are met:

- Completion of 50% of course work and a minimum of two academic years experience working at the Early Childhood Center and,
- Exemplary performance reviews
- GPA of 2.5 or better

\$9.00-\$10.00 per hour

Staff are eligible but not necessarily entitled to a pay increase if the following are met:

- Completion of 75% of course work and a minimum of two academic years experience at the Early Childhood Center and,
- Exemplary performance reviews and,
- GPA of 2.5 or better

Raises may be given in various increments based on performance reviews but are not to exceed guidelines listed above.

It is the responsibility of all staff to keep personal salaries confidential.

Holidays

The Early Childhood Center is closed when the University is closed. Including:

New Year's Day	Labor Day
Martin Luther King Jr. Day	Thanksgiving Day
Memorial Day	Day after Thanksgiving
Independence Day	Winter Break

Student employees do not get paid for these days.

Vacation

Vacation days may be requested (see **Requesting Time Off on page 40**). Student employees do not get paid for these days.

Sick Leave

It is important to the health of the children, families and staff that illness is kept to a minimum. Therefore, the same exclusion guidelines enforced with the children will also be followed for the Staff. Should a staff person be absent for more than four consecutive days, written permission from a health care professional will be required before the staff person can return to work.

In the event you have an unexpected illness, you must call and speak with your Lead Teacher so that she can make appropriate arrangements to cover your schedule. Messages left on the Director's voicemail will not be accepted. Contact numbers for each of the Lead Teachers, Director and Office Manager are provided in the Red Orientation Folder

Benefits

The Center Director, Office Manager, Lead Teachers, and Assistant Teachers are eligible for benefits through NKU based on their position. Student Assistants and Aides are not eligible for any benefits according to federal law.

Health Care Policy

If a staff or child has any of the following conditions or symptoms you are not permitted to attend the Center. If any of the following symptoms or conditions present after staff or child arrive, every effort will be made to cover the staff person's shift or contact the child's parent/guardian to pick up the child to prevent contagion of the children and staff members.

- Fever accompanied by other symptoms. (Temperature of 100° F taken by mouth, 99° F under the arm, or 101° F taken by ear using "rectal" equivalent).
- Any rash suspicious of contagious childhood disease.
- Vomiting accompanied by other symptoms (fever, rash, diarrhea, crankiness, etc.)
- Diarrhea accompanied by other symptoms fever, rash, vomiting, crankiness, etc.) or uncontrollable diarrhea (child unable to get to the toilet in time).
- Any skin rash, lesion or wounds with bleeding or oozing of clear fluid or pus.
- Conjunctivitis also called "pink eye" with white or yellow discharge.
- Mouth sores with drooling.
- Any illness or condition requiring one-on-one care.
- Scabies, head lice or other infestations.
- Constant, uncontrollable nasal discharge or constant uncontrollable productive cough (raising phlegm).
- Any contagious illness which is reportable to the Department of Public Health (see Communicable Disease list).

In order to return to the program the following conditions must be met:

- You must be symptom free from fever, vomiting, and diarrhea (without symptoms) for a **FULL** 24 hours.
- If you are prescribed an antibiotic for a current bacterial infection you must take the prescription for a **FULL** 24-hour course before returning.
- You must be able to participate comfortably in all usual program activities, including outdoor time.
- You must be free of open, oozing skin conditions unless:
 1. a health care provider signs a note stating that the condition is not contagious and,
 2. the involved area is covered by a bandage without seepage of drainage through the bandage.
- If you are excluded because of lice, scabies or other infestation you may return 24 hours after treatment has begun with a note from a doctor* stating that you are larvae- or nit-free.
- If you have been excluded because of a reportable contagious illness, a doctor's* note stating that you are no longer contagious is required prior to re-admission.

If an illness prevents an individual from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other individuals or if a staff or child's condition is suspected to be contagious and requires exclusion as identified above or by public health authorities, then in the case of a child he or she is made comfortable in a location where she or he is supervised by a familiar caregiver. In the case of a staff person, he or she is sent home immediately. If the individual is suspected of having a contagious disease, then until she or he can be picked up by the family or goes home on his or her own, the individual is located where new individuals will not be exposed.

The ECC will immediately notify the parent, legal guardian, or other person authorized by the parent when a child has any sign or symptom that requires exclusion from the program.

The NKU ECC does not provide for sick child care nor allows staff who are ill under the conditions stated above to be in the facility.

The final decision whether to exclude any staff member from the program is made by the Director.

** In the circumstance where the child's parent is also a doctor, the note must be from a physician who is not the child's parent.*

Consequences for not adhering to the policy or procedure methods:

Should a parent not be able to be contacted regarding their ill child, the program staff will contact all members on the child's emergency contact list until it is confirmed that someone is coming to pick up the child. Should all names on the contact list be called with no confirmation of pick-up, individuals on the child authorized pickup list will be contacted. If no adult for the child can be reached or the parent or an authorized adult refuses to pick up the child, steps under the *Failure to Pick-up* Policy will be instituted.

Should a staff member refuse to go home after being directed to by a supervisor, the staff member is considered insubordinate and will receive a formal warning. Should the illness be severe enough, authorities may be called to remove the person from the premises.

Administrative Policies

Employee Conduct

The Early Childhood Center expects all staff to follow rules of conduct that will protect the interests and safety of the children, parents, and staff of The Early Childhood Center. Since it is not possible to list all behaviors that are not acceptable in an early child care setting, the following is a sample compilation of rules of conduct and infractions that will result in disciplinary action which may include dismissal or legal action:

1. Acts towards children that are considered to be negligent or abusive
2. Possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace including coming to work under the influence of alcohol or illegal drugs
3. Possession of dangerous or unauthorized materials, such as firearms, knives or other weapons
4. Theft or inappropriate possession of property
5. Falsification of timekeeping records
6. Fighting, threatening violence, or disruptive activity
7. Disrespectful conduct towards personnel of the University
8. Negligent or improper conduct leading to damage of center property
9. Violation of safety or health rules
10. Sexual or unlawful harassment
11. Excessive absenteeism and tardiness or absences without notice
12. Excessive, unnecessary absence from work station or classroom, indoor or outdoor, that results in improper supervision
13. Unauthorized excessive use of the telephone, computer, personal cell phones or other equipment of the center
14. Excessive personal visits from non-employees
15. Improper personal appearance
16. Breach of confidentiality

Disciplinary Action

It is the policy of The Early Childhood Center to implement disciplinary action when an employee violates existing rules, regulations, standards, policies or procedures. The following steps shall be taken by the Director or Lead Teacher (whichever is most appropriate) to correct any behavior or performance concerns.

1. The Lead Teacher/Supervisor will conduct an informal counseling session with the staff person. The supervisor will identify areas of concern. The supervisor will identify why the behavior or performance is unsatisfactory. The supervisor will seek employee's input. The supervisor will record notes from the meeting and keep a copy. The supervisor will establish a timeframe within which behavior or performance is expected to improve and will note to the employee the continuation of said unacceptable behavior or unsatisfactory performance may lead to further progressive discipline. The employee will be notified that this meeting is a verbal warning and a copy of such warning will be placed in the employee's personal file.
2. If performance or behavior remains at an unacceptable level, all procedure of steps one will occur, a second counseling session will occur. At that time the employee will be notified that this meeting is a written warning and a copy of such warning must be signed

by the employee, supervisor and Director and placed in employee's permanent file. The employee will be provided with a copy.

3. If performance or behavior remains at an unacceptable level, the employee will be suspended without pay. A notice of suspension will be prepared and issued to the employee. Such notice will state that unless immediate correction of the unsatisfactory behavior or performance occurs within the next specified period, termination will result. A copy of suspension must be signed by the employee, supervisor and Director and placed in employee's permanent file. The employee will be provided with a copy.
4. In the event steps 1-3 were not successful in correcting the behavior or performance, the Director will terminate the employee. Such termination will be in writing and issued to the employee. The employee will be discharged following the delivery of the letter.
5. Confirmation of Employee Conduct Rules 1, 2, and 3 will result in immediate dismissal and a report will be made the appropriate authorities.

Resignation

Staff have the right to resign at any time. As a courtesy, the ECC requests a minimum of a two week notice for student positions and a minimum of a four week notice for positions held by the Director, Office Manager, Lead Teacher and Assistant Teacher.



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.

Employee Acknowledgement Form

The NKU Early Childhood Center's Staff Policy and Procedure Manual contains important information about the program. Information presented during the Kentucky Early Childhood Orientation session, regulations for Kentucky Child Care Licensing, quality indicators for both STARS for KIDS NOW and NAEYC accreditation and the NAEYC Code of Ethical Conduct is required to be practiced by each staff member. I understand that additions and/or revisions to this manual may occur, which may change or eliminate existing policies. If I have any questions that are not answered in this manual, I will consult the Director or a Classroom Teacher.

By signing this statement, I am confirming that I received this copy of the Staff Policy and Procedure Manual upon being hired for my position and that I have read this manual and understand that it is my responsibility to comply with the policies contained within and any revisions made to it. Furthermore, I understand that this manual is neither a contract of employment nor a legal document.

Employee Signature

Date

Lead Teacher/Supervisor Signature

Date

Director Signature

Date

Effective through 5/17