STAFF HANDBOOK

UNM Taos Kid's Campus Center for Early Learning

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Important Information

The UNM Kid’s Campus for Early Learning (UNMKC) is under the umbrella of The Department of Instruction. This program is also supported by various State and Private grants.

The Kid’s Campus provides the children of UNM’s student, staff and faculty parents with a high quality early childhood experience. The Kid’s Campus also welcomes families from the greater Taos Community. The Campus is a site for UNM student and faculty research, observation, and practicum.

To comply with the ADA and the Rehabilitation Act of 1973, UNM provides this publication in alternative formats. If you have special needs and require an auxiliary aid please contact any UNM Kid’s Campus.
Welcome

Welcome to the UNM-Taos Kid’s Campus Center for Early Learning. We are happy to have you as a part of our program and hope that your experience working with us is both enjoyable and valuable. We are licensed by the New Mexico Children Youth and Families Department and are accredited by the National Association for the Education of Young Children. UNM-Taos Kid’s Campus opened in spring of 2008 through a grant funded by Daniel’s Foundation. Kid’s Campus is located at UNM-Taos Klauer Campus 1157 State Rd 110 Ranchos de Taos NM 87557 in the Kid’s Campus Building. Our state of the art facility was built with funds from two grants from the U.S. Department of Housing and Urban Development.

This handbook is intended to help you get to know our Campus and to inform you about many of the policies that we consider most important. If you have any questions or concerns as a result of reading this handbook, please direct them to either your child’s teacher or to an administrator. If you would like a printed version of this document, please see either Pauline Vargas or Tracy Jaramillo

This handbook is a collection of policies and procedures, developmentally appropriate curriculum descriptions and practices that we follow at the UNM Kid’s Campus. It is by no means a complete guide to your time here, but we hope it will assist you in being the best possible teacher for the children in our program. For a printed copy of this document please speak with the Director or Operations Manager. Information for this handbook was taken from previous UNM Children’s Campus handbook, New Mexico State Childcare Licensing Regulations (http://www.nmcpr.state.nm.us/NMAC/parts/title08/08.016.0002.htm), and the National Association for the Education of Young Children Accreditation Standards (http://www.naeyc.org/academy/standards/), as well as the University of New Mexico’s Business Policies and Procedures Manual – UBPPM (http://www.unm.edu/%7Eubppm/ubppmanual/toc3000.htm) which contains institution-wide business policies and procedures. This handbook is intended to be consistent with the UBPP Manual, but in the event of a conflict, the UBPP Manual shall prevail. Unless otherwise stated, the term Teacher used throughout this handbook refers to all teaching staff: Lead Teachers, Teacher Aides, and Student Staff.
Equal Employment Opportunity

University policy, state and federal law and regulations forbid unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry or medical condition in recruiting, hiring, training, promoting and all other terms and conditions of employment. The University strives to establish procedures that assure equal treatment and access to all programs, facilities and services. Allegations of unlawful discrimination, including allegations of sexual harassment, made by staff or student employees should be reported to UNM’s Office of Equal Opportunity (OEO).

Our Mission

Our mission is to provide the diverse families of the Taos Community with the highest quality early childhood experience. Our emphasis is to provide UNM/Taos students with a convenient, on-site facility to meet their childcare needs while they attend classes. In addition, as part of the UNM/Taos Department of Instruction, we are committed to providing students in our teacher education program with a laboratory school to facilitate their training and education.

Our Philosophy

We respect all children by treating them as capable intelligent individuals, setting and meeting individual goals based on their own interests and providing a safe and nurturing environment for exploration and discovery.

We Believe Every Child:

- Is a capable and competent being
- Is a unique and complex learner
- Is deserving of an environment that nurtures the whole child.
- Learns through child-initiated, child-directed, educator-supported play
- Is a social being who learns through the development of relationships and collaboration with peers and adults
- Is by nature a creative and curious researcher and learns best through hands-on exploration that is relevant to his or her experiences
• Deserves trust, respect, and meaningful relationships to facilitate confidence and healthy risk taking

• Has diverse strengths rooted in his or her family’s unique culture, heritage, language and beliefs.

• Is a subject of rights, a whole citizen from birth, worthy of citizenship in the world

• Possesses hundreds of languages with which to describe their beliefs and experiences, and with which to express their learning. To respect and respond to cultural diversity

We Value:

• An environment that conveys respect for children and engagement in learning

  We value a dynamic, engaging and aesthetically pleasing learning environment that encourages safe interactions between members of the community and invites interactions with materials. The space is thoughtfully designed and materials are chosen with meaning and purpose. The environment is intentional and reflects beauty joy, order, comfort, and appreciation for the natural world. It is a relational space, where social and emotional expression is nurtured and communication is sustained.

• Relationships as the basis for learning and development

  Each member of the community is valued for his or her individuality and contribution to the group life of the school. Genuine listening, compassion, and respectful communication characterize relationships. We believe relationships are fundamental to teaching and to development.

• Collaboration among the children, families and teachers in our community

  Within a culture of inquiry and research, teachers actively engage in in-depth and ongoing professional activities to understand children’s thinking. Teachers value listening, observation and documentation as the basis of curriculum development. Children are offered a wide variety of materials to express their theories and understandings and are supported in pursuing extensive investigations and explorations.

• Communication through documentation

  We value the exchange with parents and colleagues that is stimulated when the everyday details of the lives of the children are shared. Documentation fosters
teachers’ and parents’ connections to the children and the school and encourages collaboration. Documentation invites focused conversation, a deep level of exchange and a sense of community

**UNM Taos Kids’ Campus mission, philosophy and vision align with the NM FOCUS Essential Elements of Quality and the Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System.**

**Academic Connections**

One of the goals of the Kid’s Campus is to serve as a location for academic connections for UNM students and faculty as well as for others in the community. Due to our connection with the University and our role in supporting faculty and student’s professional and educational goals, staff should expect a high level of participation in approved research, observations, projects and field experiences and are expected to help support parents’ understanding of this component of our program.

Activities may include, but are not limited to, practicum assignments, observations and projects, internships, student teaching placements, informal research, practice, developmental and/or linguistic testing, mental/physical wellness experiences and the like. The level of involvement may include, but is not limited to, passive observations, active interactions, facilitating group activities/discussions and conducting practice tests. This may include photographing, audio taping, and videotaping, collecting samples of children’s work and taking dictation of children’s words. If any of the research protocols should fall under the jurisdiction of the Institutional Review Board for Human Subjects Research staff will ensure the necessary steps have been taken by the researchers.

The Kid’s Campus is committed to providing these opportunities to faculty, students and the community while also ensuring that all children are in a safe and nurturing environment. Therefore, we will not permit any involvement that we feel will cause emotional distress and/or psychological/physical harm. All individuals involved in
these activities must meet the standards and expectations of our program which include completing an application for participation and meeting with the appropriate administrator. The procedures are designed to ensure that children are properly protected and supported during the conduct of any study at the Kid's Campus.

Also, unless we have received specific separate permission from the child's parent, these individuals cannot be left alone with any child or group of children at the center. As with other aspects of our program, the UNMKC will always work to respect the child's choice to participate.

**Our Staff**

**Job Descriptions**

All employees are required to be given a copy of their job description. The appropriate job description will be placed in your file. To give you a better understanding of the way the Kid's Campus functions, we have included a copy of job descriptions for all UNMKC positions in the Appendix.

**Classroom Staff**

Each classroom team consists of a Lead Teacher, Teacher Assistant, and Student Staff. All classroom staff who supervise or mentor other staff members must have specialized college-level course work or professional development training and preparation in adult supervision, mentoring, and leadership development.

**Lead Teacher**

All Lead Teachers are required to have earned at least an Associate's Degree or equivalent (60 credit hours of coursework) in Early Childhood or related field. It is their role to develop and implement their classroom’s curriculum and to supervise/mentor their classroom staff.
Assistant Teacher

Assistant Teachers are expected to support the Lead Teacher in implementing the classroom’s curriculum and to assist in the training and supervision of classroom staff. All Assistant Teachers are required to complete the New Mexico Early Childhood 45 Hour Entry Level Course or equivalent ECME course as the first step towards receiving their Child Development Associate (CDA) degree and are strongly encouraged to complete the competency-based credential issued by the National Academy of Early Childhood Programs or a degree.

Student Employee

We employ UNM students to work in our classrooms in an effort to foster UNM’s retention and recruitment goals and to support the student’s academic endeavors.

Student Staff generally have had some contact with children and are enthusiastic about working with children as they pursue their course of study at UNM. We hire energetic, intelligent students from diverse backgrounds. Our student staff is hired on a semester basis with flexible classroom assignments to support the permanent classroom staff. Responsibilities in the classroom include implementing activities, interacting with the children, and classroom maintenance.

Administrative Staff

Director

The Director is responsible for the overall management of the Kid’s Campus as well as for strengthening and sustaining its presence and role as a model of Early Childhood Best Practices in the southwest region.
Operations Manager

The Operations Manager is primarily responsible for the business functions of the UNMKC including billing, budget oversight and supervision of kitchen and office staff.

Chain of Command

In the event that the Director is not present at the UNM Kid's Campus, the Operations Manager will assume charge of the center. In the event that both administrators are gone, it will be noted on the daily schedule whose in charge based on the order of the posted chain of command.

Staff members left in charge are required to be fully aware of emergency procedures, able to take a leadership role during times of need, and be certified in First Aid and CPR. The Administrative Chain of Command is posted in the front office.

Individual Classrooms

The Lead Teachers in each classroom are responsible for daily oversight of their own classroom. In addition, they are responsible for ensuring the overall functioning of the class. In the event that one of the Lead Teachers is absent, the Assistant will assume responsibility for the classroom.

Classrooms must have a teacher, teaching assistant or student employee trained in Pediatric First Aid and CPR scheduled in the room at all times. All Kid’s Campus staff must also pass a criminal record check upon hire. Continued employment with the Kid's Campus is contingent on the satisfactory outcome of this record check. It is required that staff has their fingerprints taken immediately, prior to the start of their first day of work. If this process is not completed, you will not be allowed to begin working.

A criminal records check verifies that individuals have never been arrested nor had a referral to a child protective service agency that would disqualify them as a direct provider of care under the most current version of the criminal records check and employment history verification provisions pursuant to 8.8.3 NMAC. In addition, all staff must sign a statement annually that their criminal records status has not
changed. Any omissions or misrepresentations will result in termination of the employee.

The cost of a criminal record check is currently $43.00 payable by money order to “NM Dept. of Public Safety”. Staff members are responsible for paying for the cost of the background check and are eligible for reimbursement of the processing fee, upon request from the employee, as follows: permanent staff is eligible for reimbursement following the conclusion of their probationary period; student staff is eligible for reimbursement at the beginning of their second semester of employment with the Kid’s Campus.

All employees are also required to sign a statement that they are free from any history of child abuse or neglect, a confidentiality statement and provide a current health assessment including any allergies or other health needs.

**Probationary Period**

All new employees hired into regular University positions are employed on a probationary period for the first six calendar months of their employment. An employee may be released from employment during the probationary period with or without cause in accordance with Policy 3215, UBPPM.

Student staff and work-study employment is awarded on a semester-to-semester basis and is subject to renewal or non-renewal depending on financial aid status, hours of availability and job performance.

**Salary and Benefits**

For a complete list of all UNM benefits, refer to the University Business Policies and Procedures Manual (UBPPM or “Big Red”) or contact the Benefits office of the Human Resources Department at (575) 737-6261.

**Pay Information**

Hourly staff members are paid on a bi-weekly schedule. Salaried staff is paid once a month. Please refer to a current UNM salary calendar for exact dates. The Operations Manager is responsible for oversight of staff payroll and can assist staff members with questions or direct staff to the appropriate office personnel or
department. Each staff member is responsible for signing in and out. In addition, all student staff, office staff and assistant teachers must sign a timesheet weekly which will be verified in order for the staff member to be paid.

Staff members will be paid for time worked. Visits to other University departments during work hours, such as Payroll, Human Resources, Employee Occupational Health, CARS, etc. will be considered paid time. Employees must arrange visits so that it does not disrupt the day at the Kid's Campus. The time must be coordinated with the appropriate administrator or staff member in charge. Refer to Policy 3330, Section 7, UBPPM.

Breaks

All staff members are entitled to one paid 15 minute break for every 4 hours that they work. Staff may not take their break where other people are working. Due to the nature of our work with children, the importance of family style dining and the timing of nap-time, staff members are expected to eat with the children for lunch and are paid for their time.

Work Requirements for Students

Students may work between 12 and 30 hours per week during times when the University is in session. During finals week students are asked to provide a schedule of the hours they are able to work that week. All students must work a minimum of 12 hours during finals week in order to be eligible for re-hire the following semester. In order to work past finals week, students must be enrolled for classes for the following semester. Students who are not enrolled for the following semester will not be allowed to work.

When UNM is not in session, a student may work up to 40 hours per week. During the summer, if a student is registered for fall classes, and not taking classes during the summer, they are eligible to work up to 40 hours per week. If the summer semester is the first semester a student is employed with us, they must have also taken classes in the spring and be registered for the fall. If the summer semester is the student’s first semester at UNM and their first semester at the Kid’s Campus, or they will be starting UNM in the fall, they are ineligible to work until the fall semester.
Sick, Annual and Other Types of Leave

Each permanent UNM employee receives sick and annual leave with each paycheck. The amount accrued will depend on part-time or full-time status and length of service.

Sick Leave (Permanent Staff Only)

Paid sick leave is a benefit provided by the University to enable staff employees to continue on paid status during an illness or disability. Sick leave can be used when a staff member is sick or when an immediate family member is sick. Only regular full-time and part-time employees who work twenty hours or more per week are eligible for paid sick leave. If a staff member is sick and does not have enough accrued sick leave, the hours will be taken out of annual leave. Employees who require sick leave in excess of their sick leave accruals should refer to UBPPM Policies 3420, 3430, and 3440.

Catastrophic Leave (Permanent Staff Only)

The Catastrophic Leave program is a voluntary program that allows employees to donate a portion of their annual leave to assist other employees who are experiencing an unusual or catastrophic illness and/or injury. To request assistance, the employee or the employee’s supervisor must submit a Catastrophic Leave Program Application. Refer to Policy 3430, UBPPM.

Annual Leave (Permanent Staff Only)

Annual leave provides employees with an opportunity to relax for an extended period and to return to work with renewed interest and vitality. Regular full-time and part-time staff that work twenty hours or more per week are eligible to receive paid annual leave.

While annual leave is normally scheduled according to the employee’s wishes, the University and UNM Kid’s Campus reserve the right to schedule an employee’s annual leave in accordance with the needs of the program. Requests for annual leave fall under the same policy for absences from work; refer to Policy 3400, UBPPM.

Approval for leave requests is contingent on an employee having enough appropriate leave to cover the absence. If, for any reason, there is an inadequate amount of leave at the time of the absence, approval may be revoked.
Due to the importance of staff in-service days, coverage during holidays, finals week, and times of transition, a staff member's request for annual leave during these times may not be approved. August is the most difficult month to have your leave request granted because it is the beginning of the University's academic year and the beginning of a new rotation for the Children's Campus.

**Holiday Leave (Permanent Staff Only)**

The UNM Kid's Campus observes the following holidays: Martin Luther King Jr.'s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, the day after Thanksgiving and Winter break where the specific days observed as the holiday period are announced each year by the Human Resources Department. Only permanent, regular full-time or part-time employees, working twenty or more hours per week, are eligible to be paid for holiday time off. Employees must either work or be on paid leave on scheduled work days before and after the holiday in order to be eligible for holiday pay. Employees are paid for the number of hours the employee would normally be scheduled to work. Refer to Policy 3405, UBPPM.

**Other Types of Leave (Permanent Staff Only)**

Leave with pay, when it is not subtracted from annual leave, is available for permanent staff members given the following situations:

- **Bereavement pay** is allowed for a maximum of three working days after the death of an immediate family member.

- **Employees who are registered voters** are granted, at their request, time off from University duties to vote in a governmental election, up to a maximum of two hours. This policy does not apply to employees whose daily work schedule either begins two hours or more after the polls open or ends at least three hours before the polls close.

- **An employee is granted time off with pay** for the time spent on duty when he or she is summoned for jury duty; appearance before the County Commissioner for jury duty qualification; or duty as a witness (other than as plaintiff or defendant). To qualify, the employee must present documentary evidence of the summons to his/her supervisor and remit any monies received from the court to the University Payroll Department. Refer to Policy 3415, UBPPM. Student Staff are not paid by UNM for this time.
• In certain circumstances, leave without pay may be granted or imposed upon staff employees. Regular and temporary, full-time or part-time employees are eligible to take leave without pay. At its discretion, the University and UNM Kid’s Campus may grant a leave of absence without pay at the employee’s request for personal reasons, for school attendance, because of an illness or for other justified reasons. Refer to Policy 3420, UBPPM.

• The University, and therefore the Kid’s Campus, is in compliance with the Federal Family and Medical Leave Act (FMLA), which provides eligible employees up to twelve weeks of unpaid, job-protected leave within a twelve-month period for certain family and medical reasons. Refer to Policy 3440, UBPPM.

Pre-Planned Time Off

All pre-planned absences (such as doctor visits, extra study time, use of annual leave or vacations) must be made in writing using a Leave Request Form and submitted to the Lead Teacher and Director at least three days in advance. It is the responsibility of the teacher to leave any necessary instructions for the remaining classroom staff in order to ensure consistency for the children while the teacher is absent.

The appropriate administrator reserves the right to deny a request for time off if it is during an in-service day, during transition periods, during finals week, during a period when other staff members have already been granted time off, other pre-determined blackout days, or based on the Center workload.

Time off is approved on a first come, first serve basis. A limited number of permanent staff will be allowed off per day. This will affect the number of leave requests approved each day. Check with the Program Specialist for the exact number of staff allowed off for any given day. A calendar is posted with the dates marked for the periods when a staff member may not take time off or when other staff have already been granted time off. This can provide the staff with a guide to appropriate days to choose for pre-planned time off. The Director will update the calendar as leave is approved and dates are planned.

Approval for leave requests is contingent on an employee having enough appropriate leave to cover the absence. If, for any reason, there is an inadequate amount of leave at the time of the absence, approval may be revoked. Regardless of the number of staff scheduled off on a given day, the Kid’s Campus reserves the right to disapprove leave requests based on program and staffing needs.
Unplanned Time Off

If a staff member is going to be out unexpectedly, it is their responsibility to speak with an administrator directly. All phone calls regarding an absence must be directed to the main number (575) 737-6295. If you call and reach the answering machine, you may leave a detailed message, however, you must still call back to verify this absence in person with an administrator. Failure to follow this procedure will result in an unexcused absence. For permanent staff, unexcused absences will result in further disciplinary action up to and including termination. For student staff, unexcused absences will jeopardize their employment as well as their eligibility to be re-hired for future semesters.

When calling in with an unexpected absence (due to emergency or illness) you must call the center no later than 8 am that day. If you are scheduled to open or come to work within one hour of opening, you are required to call the night before or a minimum of an hour before opening and leave a voicemail. Again, exceptions will be made on a case by case basis. This allows office staff to re-adjust the schedule to ensure that all classrooms are properly staffed. Failure to follow this procedure places the Kid’s Campus at risk for having a classroom left without the appropriate number of staff, violating state licensing regulations, NAEYC accreditation criteria, and jeopardizing the safety of the children.

Time Off For Student Staff

Student staff must make arrangements for time off with the Director or Operations Manager. The request must be submitted three days prior to the scheduled absence and must be approved by the Lead Teacher. Leave requests that are not submitted properly will be automatically disapproved. In these situations, consideration to approve leave will be made on a case by case basis.

Fill out a Leave Request Form, have the Lead Teacher from your core classrooms sign it. Submit this form to the Director or Operations Manager for final approval. Only two (2) student staff will be allowed out on pre-planned leave per day. This will affect the number of leave requests approved each day. Individual and extenuating circumstances will be taken into consideration as leave requests are approved or disapproved. Please check the calendar in the office to see who is out and when.

Student staff will be allowed up to three (3) excused absences per semester. This includes pre-planned time off (done through leave requests) and sick days. After the three days, leave requests may no longer be approved and a doctor’s note may be required for sick days. Exceptions will be made on a case by case basis. All student
staff is given the option to work during Fall and Spring Breaks as well as during the time off between semesters. If students choose not to work, this time is not deducted from the (3) excused absences.

When calling in with an unexpected absence (due to emergency or illness) you must call the center no later than 8am that day. If you are scheduled to open or come to work within one hour of opening, you are required to call the night before or a minimum of an hour before opening and leave a voicemail. Again, exceptions will be made on a case by case basis. This allows office staff to re-adjust the schedule to ensure that all classrooms are properly staffed. Failure to follow this procedure places the Kid’s Campus at risk for having a classroom left without the appropriate number of staff, violating state licensing regulations, NAEYC accreditation criteria, and jeopardizing the safety of the children.

Insurance Benefits

The University provides, for permanent full-time and part-time staff members, a diversified package of insurance benefits including health, dental, vision, life, long-term disability, and accidental death and dismemberment insurance. The University pays a portion of these insurance costs. The University has a required retirement plan, Policy 3625, UBPPM. These benefits are discussed during the University’s new employee orientation. For a complete explanation of benefits, contact the Employee Benefits Office, a division of the Human Resources Department. Refer to Policy 3600, UBPPM.

For Student Staff, these benefits are available in a student package. Contact the Student Health Center for more information. In addition, a Pre-Tax Insurance Premium Plan (PIPP) is available.

Tuition Remission

The Tuition Remission program is a voluntary opportunity provided by the University for Employees to select specific areas for furthering their professional skills. Permanent regular full-time and part-time employees are eligible to use tuition remission. Through this program, staff members and their spouses or domestic partners are able to take a limited number of credit courses at UNM, CNM or NMSU in accordance with University policy. Refer to Policy 3700, UBPPM. Depending on relevance to your job, it may or may not be taxable income.

Time off from work in order to attend class will be considered on an individual basis depending on the needs of the classroom, the total number of hours you are
requesting to be gone in relation to the total number of hours you are scheduled per week, and the requirements of the course.

All staff interested in taking a class that requires a change to their regularly scheduled work hours must request approval for this class prior to registering for it. This can be done by completing a tuition remission form along with an explanation of the time that an employee would need to be gone from the center and then submitting this form for signature to the Program Specialist and then to the Director for approval.

Once approval/signatures are received, you may then register for a class that impacts your regular work schedule under the conditions outlined on your tuition remission form. This schedule change will then be made to the Center’s master schedule so that you are not scheduled during that time. It is the employee’s responsibility to ensure that this procedure is followed for any classes they are interested in taking that impact their regularly scheduled work day.

**Raises**

In July of each year, the University Board of Regents allocates funds for increases in salaries for all employees based on decisions made by the State Legislature. The increase amount approved by the State Legislature and Board of Regents is used to determine an individual employee’s annual increase. For more information on this process, please refer to Policy 3500, UBPPM.

Student staff is eligible for a raise after completing three (3) semesters of employment at the Kid’s Campus, provided the UNM Kid’s Campus budget allows. It is the student staff’s responsibility to submit a written request for their annual increase to the Operations Manager one (1) month prior to completing their third semester. Raises are not retroactive and will be given based upon the date of receipt of the written notification. Upon receipt of the notification, the paperwork will be processed; however it may take up to four (4) weeks before the raise goes into effect.
Staff Illness or Injury

Staff Illness

If an employee is sick and/or contagious, or unable to perform his or her job, we expect the person to stay home, seek medical care if necessary and return to work as soon as possible.

If a staff member must miss work due to illness, he or she is required to give at least one hour notice so that there is adequate time to find a substitute. If the staff member is scheduled to open or come to work within one hour of opening, he or she is required to call the night before or a minimum of an hour before opening and leave a voicemail.

When calling in, notice may be given to any administrator. If an administrator is unavailable, notice must be verified by the staff person designated according to the chain of command. In both cases, it is required for the sick staff member to speak in person with the Operations Manager, Director, or other designated staff within the same working day.

When staff members are absent for two or more consecutive days due to sickness, they may be required to submit a physician’s statement certifying that they were under doctor’s care during the period of absence and were unable to work. At the supervisor’s discretion, a physician’s statement may also be required for the first day of absence due to sickness, particularly in cases of recurring absences or chronic illnesses.

The University and UNM Kid’s Campus reserve the right to require at any time a physician’s statement regarding an employee’s illness or injury, certifying whether the employee is physically able to return to work. Refer to Policy 3410, UBPPM.

Work Related Illness or Injury

Permanent and student employees who experience a work-related injury or illness are covered under the New Mexico Workers’ Compensation Program. The following procedures apply: The staff member must report the injury or illness immediately to the appropriate administrator or staff member in charge. Injury or illness may include a twisted ankle, a bite from a child or a pet, a serious burn, etc.

The staff member is responsible for filling out a First Report of Accident form before being seen at Employee Occupational Health, if possible. This form is available in the office and will enable the worker’s compensation claim to be processed.
Employee Performance Review

The Human Resources Department oversees performance reviews for permanent UNM employees. The review period is from January 1st through December 31st. Performance reviews will be conducted for all employees regardless as to probationary status. Employees who have completed their probationary period will receive an annual review. Employees still completing their six (6) month probationary period will receive a probationary/trial review. All reviews must be completed no later than March 1st of each year.

At the time when the staff member and the appropriate administrator begin work on the review, the staff member’s professional development plan also will be updated. Performance review and recognition is a clearly defined and ongoing process that contributes to positive communication, mutual respect, improved performance, individual growth, and career development. The Program Director will complete performance reviews for all staff members. Refer to Policy 3230, UBPPM. A copy of the Performance Review form is included in the Appendix. The Performance Review program is designed so that employees:

- Are aware of what is expected of them
- Receive timely feedback about their performance
- Receive opportunities for education, training, and career development
- Receive recognition in a fair manner

Student staff and work-study students will also receive on-going performance evaluations. The Lead Teacher will conduct a performance review once a year. Refer to the Appendix for copies of the performance evaluations.
Professional Development Plan

All permanent staff members and student employees will have a professional development plan and a training needs assessment completed within one month of their date of hire and each year thereafter based on the overall Kid's Campus Professional Development Plan as well as the needs of the individual employee. The professional development plan will be updated each year at the same time the staff member and appropriate administrator work on the performance review. This plan helps to ensure that staff members’ professional development needs are being met through the support of the UNM Kid’s Campus. Please see the Appendix for a copy.

To create a career lattice for staff, the internal structure of the Kid’s Campus is reflected as follows:

Student Staff Teacher Aide:
Requires a high school diploma or a GED and current enrollment at UNM.

Teacher Aide:
Requires a high school diploma or a GED, a commitment to take the New Mexico 45-hour class and at least 1 year of experience that is directly related to the duties and responsibilities specified.

Lead Teacher:
Requires an Associates Degree or 60 college level credit hours, a commitment to obtain a Bachelor's degree in Early Childhood Education or a related field and at least 3 years of experience that is directly related to the duties and responsibilities specified (a commitment to take the New Mexico 45-hour class if degree is not in Early Childhood Education or other related field).

This is an internal department career ladder only.

Staff Meetings and Discussion Nights

Staff meetings are an invaluable part of our program. They provide an open forum for sharing our needs, interests, issues, dreams, etc. We come together to build trust and collegiality addressing everything from logistics to challenging incidents in
teaching and philosophy. The meeting schedule will be provided at the beginning of the semester. All regular staff is expected to attend and is compensated for their time. Any staff member who is not present for a meeting is responsible for the information covered.

Staff is also responsible for relaying information from meetings to other classroom staff, as appropriate. If you cannot attend, you must notify the Director in advance and you must submit a Leave Request.

**Staff Training and Children’s Campus Events**

**Initial Training and Orientation**

All permanent University of New Mexico employees are required to attend a half day orientation session. This is generally scheduled for the afternoon of the first Monday of your employment. This orientation provides an overview of the mission of the University along with information regarding benefits, and professional development opportunities.

All Student Staff, Volunteers, and other adults will also receive a preliminary orientation before being allowed to work with the children. The information will include the following:

- Program philosophy, values, and goals
- Expectations for ethical conduct
- Health, safety, and emergency procedures
- Individual needs of children they will be working with
- Accepted guidance and classroom management techniques
- Daily activities and routines of the program
- Program curriculum
- Child abuse and neglect reporting procedures
- NAEYC Early Childhood Program Standards
- State Licensing requirements
A follow-up training will be held at the beginning of each semester to review and solidify Kid’s Campus policies and procedures.

Mandatory Staff Training

Staff is expected to attend all UNM Kid’s Campus trainings, family meetings, and events. Student staff is encouraged to attend as much as possible in accordance with their class schedules. Student staff trainings are mandatory for continued employment at the Kid’s Campus. Student staff members are excused from trainings only if they have class scheduled at the same time. Any student staff member missing a mandatory training must provide a copy of their class schedule and/or a note from their professor.

All other reasons for missing a mandatory training will be unacceptable and will result in an unexcused absence from the training. These absences will affect eligibility for rehire for the next semester. We consider these trainings to be essential in consistently providing high quality care to our children and families. When student staff members do not attend, our program suffers. All staff are important members of our program and we expect everyone’s full participation in all aspects of employment at the Kid’s Campus.

All permanent UNM Kid’s Campus employees who do not have a current CDA, Associate’s Degree in Early Childhood Education or a Bachelor’s or other approved coursework in Early Childhood Education are required to complete the New Mexico 45-hour course required by the State of New Mexico. This course provides an introduction to child development and early childhood care. The 45-hour course is also considered the first step in the process towards receiving a Child Development Associate’s Degree (CDA) in the State of New Mexico.

Staff members who have already been hired and who have not already completed the course will be expected to enroll in the next possible class. The class must be completed within six (6) months of hire in order to continue employment at the Kid’s Campus. Staff members will be paid for their time and reimbursed for the cost of the course upon satisfactory completion.
Pediatric First Aid and CPR Training

All permanent UNM Kid’s Campus staff members working more than 20 hours a week are required to be certified in Pediatric First Aid and CPR. All staff, including students employees. All staff are responsible for keeping their certification current. UNM Kid’s Campus will reimburse staff members for their time and the cost of the course.

Every classroom must be staffed with a person that has a current Pediatric First Aid and CPR certification at all times – there are no exceptions.

Professional Development

Lead Teachers, Teacher Aides and student employees are required to complete a minimum of 24 hours of professional development training each year. Training must address at least 3 competency areas within one year and all 7 areas within 2 years. The competency areas are: child growth, development and learning, health, safety, nutrition and infection control, family and community collaboration, developmentally appropriate content; learning environment and curriculum implementation, assessment of children and programs, and professionalism.

A college credit hour in a field relevant to the competency areas will be considered equivalent to a minimum of fifteen (15) clock hours.

Infant and toddler care givers must have at least four (4) hours of training in infant and toddler care within six (6) months of starting work. The four (4) hours will count toward the 24-hour requirement. All teachers, teacher assistants and program Director are required to take the 6 hour NM Early Care, Education and Family Support training. These hours will also count toward the 24-hour training.

Training must address Pediatric First Aid, CPR, infection control and at least three (3) competency areas within one year and all seven areas within two (2) years. The competency areas are 1) child growth, development, and learning; 2) health, safety, nutrition, and infection control; 3) family and community collaboration; 4) developmentally appropriate content; 5) learning environment and curriculum implementation; 6) assessment of children and programs; and 7) professionalism.

Training must be delivered by an approved source and a training certificate must be obtained. UNM Kid’s Campus will work to provide training opportunities through in-service days and workshops. Information on current trainings is posted on the
information board at the entrance to the facility and is posted on the newmexicokids.org website.

Although UNM Kid’s Campus will help to facilitate these trainings, it is the responsibility of every staff member to ensure that they have received the necessary training. A current training log will be kept in each staff member’s file.

The UNM Kid’s Campus will reimburse staff members for up to 24 hours of approved training each year. You must receive approval from the Director prior to registering for any training. Approved training that you attend outside of your normally scheduled work hours will be compensated at half (1/2) the cost of the outside workshop or training. Reimbursements over $50 require prior approval. It is the employee’s responsibility to ensure that the Operations Manager has a record of all training hours that were attended outside of regularly scheduled work hours.

UNM Taos Kid’s Campus will close for the Spring NMAEYC conference each year so that the entire staff may attend. The conference fee along with NAEYC membership will be paid by UNM.

Yearly Calendar

The calendar of the UNM Kid’s Campus is largely determined by the broader UNM calendar and will be available by June 1 of each school year.

**Dispute Resolution Procedures**

UNM dispute resolution provides a mechanism by which staff on-the-job problems or complaints can be heard and addressed in a timely and constructive manner. Any work-related problem or issue can be raised under this policy, including conflicts or disputes between an employee and his or her supervisor or coworkers. The procedures set forth for dispute resolution are available to UNM staff, not including student employees. Student employees need to refer to the Pathfinder for grievance procedures. Employees who are members of a collective bargaining unit should continue to use the grievance procedure specified in the appropriate collective bargaining agreement; however, if all the parties to the dispute agree, they may use the procedures set forth in this policy. Please refer to Policy 3220, UBPPM for complete procedures; only a summary will be provided in this handbook.
1. Efforts within the employee's organization: Employees shall normally take problem. At UNM Kid's Campus, this may include the Lead Teacher, Operations Manager, or the Director.

2. Formal dispute resolution: If the employee is not satisfied after attempting to resolve the issue or problem informally, as described in step one above, the employee may make a request for formal dispute resolution.

**Separation of Employment**

Probationary employees may be suspended or released from employment with or without cause. Employees past their probationary period may be suspended or discharged only for proper cause. Proper cause may include, but is not limited to, the following examples: assault or battery on another person, creating a hostile working environment, illegal drugs and alcohol, incompetence, inefficiency, insubordination, misconduct, negligence, performance that continues to be inadequate after reasonable time has been allowed to correct it, sexual harassment, theft, uncooperative behavior, compromising the safety of a child, and violation of or the release of confidential information.

Progressive discipline is designed to allow an employee a reasonable opportunity to meet the requirements of the job, comply with University policies, procedures, practices, and regulations and allow the employee an opportunity to improve performance. Therefore, in cases of proper cause, the following procedures apply as per Policy 3215, UBPPM:

1. The first occurrence will result in an oral warning.
2. The second occurrence will result in a written warning to be kept in the employee's file.
3. The third occurrence will result in a suspension from work which may range from one to thirty working days. Suspension may also result without prior oral or written warnings for a more serious violation of policy.
4. If the problem persists, the employee's dismissal from his or her position may be the next course of action taken.
Progressive discipline may not be appropriate in all instances such as when health or safety is at risk or a crime has been committed. It is not a bar to a supervisor imposing stronger discipline with the approval of the Director of Human Resources, depending on the individual circumstances. Student staff follows a similar procedure which can be found at the Student Employment website.

Voluntary Separation: All employees wishing to terminate their employment must do so in writing. If you choose to end your employment with the UNM Kid’s Campus, we expect you to provide us with at least two weeks written notice. This minimum amount of notice is vital to ensuring proper staffing and preparing the children for your departure. Failure to provide two weeks written notice may affect your eligibility for rehire. Prior to, or on, your last day of employment with us, we will perform an exit interview with you. Permanent staff is required to complete separation paperwork by their last day of employment with the Kid’s Campus.

**Confidentiality**

The UNM Kid’s Campus keeps confidential information on file regarding children, families and staff that may be considered personal in nature. Staff is expected to maintain this information in confidence and not discuss it or release it to persons other than the appropriate staff members involved, unless prior written permission has been obtained from the parties involved. Failure to maintain confidentiality may result in further disciplinary action up to and including termination of employment from the Kid’s Campus.

Often confidential and sensitive information regarding the children is discussed in staff meetings or other appropriate settings among the necessary staff. Despite the openness of oral communication, this information is to be treated in a strictly confidential manner. These discussions are to take place outside of the classroom and out of the earshot of others, including children. The information is to be shared only with those staff members who have a need to know. Staff will also refrain from discussing confidential information concerning the staff, the center, or its families among themselves unless it has direct bearing on the welfare of the children. Please be aware that it is impossible to tell if someone within earshot of your conversation is a parent of a child or otherwise does not have a need to know. Therefore, never talk openly about children or families in a public place (such as in the staff lounge, on the shuttle bus, in a class, in a local restaurant, etc).
Staff is expected to only share information of a personal and private nature about families, children, and staff with those center employees and professional consultants whom it is believed have a legitimate need to know. Staff will not share information with other parents, or employees who do not have direct contact with the family or the staff member, or others who appear to have no legitimate professional interest in having such information. If there is a disagreement or uncertainty as to who needs to know or who possesses relevant knowledge, the Kid’s Campus administration will make the determination. Even if a staff member possesses confidential information or knowledge of a confidential situation with a child and his or her family, discussions with the family members that result from this knowledge are to be approved by the appropriate administrator.

Personal information about staff members, such as home phone numbers, is considered to be private and is never to be given out. If there is a request for a staff member’s home phone number, take note of the person asking for the information and inform the staff member so that he or she can make the decision to release his or her information to the individual. This includes parents who may be asking for a staff member’s home phone number to call, for example, for babysitting. Staff member’s work schedule information is also considered private outside of UNM Children’s Campus and it is not appropriate to release this information to unknown individuals.

Information contained in the office or classrooms for children, students, employees, volunteers, including medical records and financial records, must be maintained in a confidential manner at all times. All personnel and child files are kept in a secured location. No information may be given to parents that might compromise another families’ confidentiality. As an employee of the Kid’s Campus, staff is required to maintain information in a confidential manner. The unauthorized access to, modification, deletion or disclosure of any information violates an individual’s responsibility to be familiar with and follow the guidelines for handling confidential information. Failure to abide by these procedures may result in disciplinary action up to and including suspension or discharge.

The Media

Occasionally members of the media may request information regarding our program. It is important to remember that the public may judge our profession and the University by what is said to media representatives. Staff should direct all media inquiries immediately to the Director. If the Director is unavailable, direct inquiries to the Operations Manager. These administrators will work in conjunction with UNM’s Public Affairs department to address the inquiry.
The Director, or other administrator will answer questions and state views as deemed fit, consistent with the knowledge and honest appraisal of the matter at hand.

**Sexual Harassment Policy**

The UNM Kid’s Campus does not tolerate any form of sexual harassment and adheres strictly to the University of New Mexico’s Sexual Harassment Policy as detailed in the Business Policies and Procedures Manual (Policy #3780). If you have experienced any unwelcome sexual advances or other verbal or physical conduct of a sexual nature, please contact your supervisor. These policies are meant to protect our staff as well as our families.

**Appropriate Dress**

We encourage staff members to dress comfortably in order to interact directly with children. Clothing that is professional, yet wash and wear, is appropriate. Short skirts or short shorts, tank tops, and clothing with references to drugs, smoking, foul language and political sayings are not considered appropriate wear.

**Phone Calls, Cellular Phones, and Pagers**

Phone calls to and from the classroom are to be reserved for UNM Kid’s Campus business ONLY. Staff members are expected to make their personal calls either before or after their shift, or during a break. If a staff member receives a phone call, except in the case of an emergency, a message will be taken and the staff member will be expected to return the call during a break or after their shift.

Staff are expected to remind parents that the time spent with their child during drop-off and pick-up is important in helping them to feel secure and in sharing the many things they did during the day. This is also an important time for communication between parents and teachers. In order to facilitate these interactions, the Kid’s Campus considers any space that is used by the children as a cell phone and hands free device free zone. Remind parents that we need their support in our effort to maintain a child-centered environment by refraining from using their cell phone and hands free device while in spaces utilized by the children.
Smoking, Firearms, Alcohol, Illegal Drugs & Controlled Substances

The UNM Kid’s Campus is a smoke free environment. Smoking is not permitted on the premises. Firearms, alcoholic beverages, or non-prescription controlled substances (drugs) are prohibited on the premises or in vehicles. Possessing or knowingly permitting these items, including illegal drugs or non-prescription controlled substances, to be possessed or sold on the premises at any time regardless of whether children are present is prohibited and may result in disciplinary action up to and including termination.

Environmental Hazards & Use of Pesticides

The University of New Mexico and the UNM Kid’s Campus has measures in place to monitor and protect children and adults from environmental hazards such as air pollution, lead, and asbestos, according to public health requirements. All Kid’s Campus buildings have been tested and been found to be free of lead, asbestos, and radon. In addition, playgrounds are regularly inspected for safety hazards and other potential problems. For more information regarding specific test results please contact the Director or the Operations Manager.

Transitioning & Classroom Assignments

Transitioning is a term used at the UNM Kid’s Campus to refer to the process whereby new children are “introduced” into the Campus or when groups of children graduate to older classrooms. Transitions can be difficult for children. Teachers are expected to make every effort to minimize the number of group, teaching staff, and classroom transitions experienced by an individual child during the day and program year. Every attempt should be made to maintain continuity of relationships between teaching staff and children and among groups of children.

As a rule, a child may not have more than three (3) primary, consecutive care givers in any day including care givers in the early morning and late afternoon. It is the responsibility of the Lead Teacher to be aware of the teacher a child has a stronger attachment to and to respect and honor that connection, allowing that teacher to act as the child’s primary caregiver. In addition, teachers are expected to provide on-
going personal contact, meaningful learning activities, supervision, and immediate care as needed in order to protect the child’s well being. In addition, the Kid's Campus will make every attempt to maintain continuity of relationships between teaching staff and children and among groups of children.

UNM Taos Kid's Campus practices a looping schedule for it's teachers. To the best of our ability we will try to keep at least one of a child’s teachers with him/her as they transition to their next classroom. Rather than transition children individually, we will transition children with their peers twice a year, at the beginning of the fall and spring semesters. The teacher’s looping schedule will be for the infant, toddler and preschool classroom.

Toys from Home and Comfort Items

Children will often bring items and toys from home because they want to show their teachers and friends their possessions, and they want a little bit of home at school with them. Toys from home can raise many issues. They can be used to influence other children or to include or exclude children. They can influence play in ways that limit its content and creativity. Children may mistakenly think that another child’s toy is their own, which may cause conflicts. Toys from home can be lost, taken or traded, causing distress to the child or their family.

Upon arrival, children may show their items to teachers and friends. The toys then go into the child’s cubby and remain there for the rest of the day. (The toy may be taken out for a show-and-tell period or, if appropriate, for nap-time.) If children do not keep their toys in their cubbies, the teacher is expected to put them in the core space until the arrival of the child’s family.

A comfort item is a toy or item that a child has a special relationship with. Children normally keep these items close to them. They may forget them during play, but will seek them out when hurt, stressed, or tired. It often is a stuffed toy or blanket, but it may be any type of toy or item. We encourage children to keep track of their comfort items and will insist that they either be with them or kept in their cubbies if locating them becomes an issue.

To make drop-offs easier for families, children can bring toys from home to be used as a transitional item. Teachers are expected to support the child in putting their transitional item away. Toys not intended as a transitional item should be left at
home, if however this would result in a difficult ride to school, staff are expected to help facilitate this process upon arrival to school. Too often toys become tools for social manipulation and occasionally children or parents can feel badly because they are unable to provide similar toys. We have an ample supply of play equipment at the Campus that belongs to all of us.

Transitional objects are welcome at the Campus. These are personal items from home which remind the child of their loved ones. These objects are the phenomenon of a transitional object transforming into a toy around 3 years on average. You will know when this happens because the child will be willing to share this item or he/she will become very casual about leaving the item lying around.

**Parental Disputes**

When there is a parental dispute between separated or divorced parents/legal guardians about issues involving a child in relationship to the Center, this issue should be immediately brought to the attention of the Director. It is our responsibility to provide the child with a quality early learning experience and to support their social and emotional well-being. As such, the UNM Children's Campus will act as a neutral party and will not side with one parent over the other. In addition, UNM University Council may be consulted at any time to provide guidance and support to the Kid’s Campus.

A child’s pick-up and drop-off schedule often becomes a point of contention during parental disputes. Occasionally one parent/legal guardian will request that we not allow the other parent/legal guardian to pick-up or have access to their child. We cannot legally prevent a parent/legal guardian from picking up or having access to their child without appropriate court paperwork. Once court documents are submitted to the Kid’s Campus, they immediately override any of our in-house paperwork. This includes standing orders.

In situations where court paperwork is on file but the court's intention is unclear, staff will not infer what the intention was. Parents/Legal Guardians will be required to provide clarification of the terms and conditions outlined by the court. This can
be done through 1) an agreed upon calendar that clearly states the days and times that each party is authorized to pick-up the child or 2) a court document clarifying the specific days and times that each party is authorized to pick-up and drop-off the child. At the discretion of the Director, the child may not be allowed to attend the Kid’s Campus until an agreement has been reached and this documentation has been received.

If a parent/guardian violates the conditions outlined in the court paperwork as it pertains to the Kid’s Campus or in anyway compromises the safety of the child, other children and families in our program, or center staff; UNM Campus Security will be called immediately. Depending on the circumstances surrounding the incident, the Children Youth and Families Department may also be notified. This situation places everyone in a difficult position and often compromises the emotional well-being of the child.

Access to a child’s file, including but not limited to a child’s developmental evaluations, financial records, medical records, and attendance records will be given to the Contracting Parent as listed on the current contract, unless we receive written notification otherwise. Any requests for court mandated information will be honored accordingly, which may include review through UNM’s University Council. Any requests for copies of your child’s record must be in writing. The Contracting Parent may provide written authorization for a release of information to the Children’s Campus. Access will also be granted upon receipt of documentation from the court authorizing access to these records. Depending on the scope of information required, we require a minimum of a 24 hour processing time for each request.

It is our intention to provide every child with the best possible care and experience while at the Kid’s Campus. The Director will make every attempt to work with a family so that the transition between home and school can be a smooth one for everyone involved. If the situation becomes administratively disruptive to the Center the Director has the authority to discontinue services.

**Open Door Policy**

The Kid’s Campus maintains an open door policy. Families should be encouraged to visit the facility at any time and to participate in their child’s classroom and other events hosted at the Center. Staff should also encourage any questions, concerns or feedback that families may have in regards to the program.
Opening/Greeting Children and Families

Our Doors open at 7:30. Opening staff arrive at 7:15 AM and are expected to set up the classroom (take chairs down, raise blinds, unlock all doors, prepare bleach water, etc.). Please check the morning set-up list in each classroom for a complete list of tasks to be completed at the beginning of the day.

During this time, staff is expected to acknowledge and greet each child and each family member. An effort should be made to greet each child with a pleasant comment when they come into the classroom. Use both the child’s and the adult’s names, make eye contact, and if possible get down to the child’s level. Collect any necessary information from the adult regarding the child’s day, health or other pertinent information. It is the responsibility of the teacher receiving this information to share it with appropriate staff members and the Lead Teacher. If appropriate, have the adult fill out any needed forms (such as a medication authorization).

Most children will move into an area of the room that interests them. Initially they may be hesitant. Guide children to different areas and tell them what is open and available. The best types of activities for this time of day are individualized, self-directed and quiet activities (Lego’s, puzzles, books, etc.). It is expected that staff plan these early morning activities so that they can be available to greet families and help with good-byes.

Releasing Children

Parents must fill out our Standing Order for Pick-Up form each semester to authorize individuals other than the contracting parent to pick up their child. This will alleviate miscommunications and expedite the safe transportation of the child. Any authorized person picking-up a child must be at least 18 years old.

Written permission must be given to the teacher in the child’s room if anyone other than those listed on the child’s standing orders is to pick up a child. In case of emergency, a phone call will be accepted before the other adult arrives.

All visitors must stop in the office before going to the child’s room. The adult must present a picture ID. Staff WILL NOT release a child to someone who has not been authorized to pick him or her up. The emergency contact list on a child’s contract gives us permission to call someone other than the contracting person if we cannot find them in an urgent situation.
Staff is expected to acknowledge and greet adults picking up their children. Make eye contact and inform them about the child’s day. Remind them to sign the child out.

Identification of Adults

If the adult is a person whom you have never met, they must be identified before the child can be released. You may ask another teacher to identify the person but you must also verify that the individual is on the child’s standing orders. If the adult is a person that none of the staff has ever met, you are required to ask for identification. You must confirm the adult’s identification matches the name on the child’s standing orders before releasing the child. If a person is not listed on the standing orders and the parent has not given temporary permission in writing for the person to pick-up, regardless as to whether the individual has been identified, you may not release the child and should immediately call the office for further instructions and support. This can be especially difficult in situations where there is a parental dispute. If there is any doubt as to whether an individual may pick-up a child, contact the office immediately. Releasing a child to an unauthorized individual is grounds for immediate disciplinary action up to and including termination of employment with the Kid’s Campus.

Once their identification and status on the standing orders has been verified, thank them for their time and understanding. Remember, regardless of what one parent may request, we cannot forbid a parent to pick up his or her child unless we have a court order. Under the laws of the State of New Mexico, both parents may have the right to pick up their child, unless a court document restricts that right. The enrolling parent, who chooses not to include the child’s other parent/legal guardian on the contract, standing orders and other center paperwork, must bring in official proof of or file an official court document (e.g., current restraining order, sole custody decree, or divorce decree stating sole custody). Without that document, the center may release the child to either parent, provided that parent documents his paternity/her maternity of the child.

Impaired or Incapacitated Adults

In accordance with the Public Health Licensing Authority, and the Children’s Code of the State of New Mexico, all staff of the UNM Kid’s Campus is required to report any incidents that may fall within the definition of child abuse and neglect. We are therefore mandated to use every discretion and precaution in releasing a child into the custody of an adult who exhibits physical manifestations of impairment (i.e. operating under the influence of alcohol or other substances).
If the adult (including a parent) who arrives to pick up a child appears to be impaired or incapacitated (i.e. incoherent speech, unsteady gait, unusual behavior for that person) for any reason, do not release the child to that individual. Inform the office immediately and have someone call UNM Campus Security immediately. Security personnel will be sent to evaluate the condition of the adult.

Our first obligation is to the safety of all children in our care. Releasing a child into a potentially hazardous situation would constitute endangerment. It is our policy, therefore, that we will not release a child into the care of any person whom we deem too impaired to safely transport and/or care for that child. We will make every effort to locate an alternate person to pick up the child from the emergency numbers provided by the parents. If an angry or hostile situation occurs we reserve the right to contact the UNM Campus Security to ensure the well-being of our staff and children.

Unattended Children

When dropping off multiple children or going to the bathroom, parents may not leave a child unsupervised in the courtyard, in an unattended classroom or playground, or in the office. Children may not be sent into the center or out to the parking lot for a forgotten item by themselves. All children must be under the supervision of either a parent or Kid’s Campus staff at all times while on the premises.

Closing

UNM Kid’s Campus’ program closes at 5:30 PM. It is the responsibility of the staff members closing to be sure the rooms are clean and ready for the next day. The core space is to be cleaned up. The teachers are to have the paintbrushes washed, the water tables emptied, toys picked up and put away and all doors locked. Please check the afternoon shut-down list in each classroom for a complete description of tasks to be completed at the end of the day.

Closing staff are responsible for bringing their classrooms completed daily attendance sheets, accident/incident reports, and other necessary paperwork to the front office at 5:30 PM. Attendance sheets must be reviewed for accuracy and initialed by classroom staff, ensuring that all children have been signed out and properly accounted for. All attendance sheets must then be reviewed and initialed by office personnel prior to the departure of each classroom’s closing staff. Staff
should remind parents that they will be billed an additional fee for every 5 minutes or portion thereof thereafter for pick-ups after 5:30 PM.

Building Relationships

Building strong relationships with children and families is the cornerstone of the Kid's Campus philosophy. Teachers are expected to foster positive relationships by demonstrating respect, engaging in frequent conversations, and expressing warmth through behaviors such as eye contact, tone of voice, and smiles. The needs, questions and requests of the children should be responded to promptly and in a developmentally appropriate manner that establishes a secure base for the child and provides comfort, support, and assistance. Teaching staff are expected to encourage and recognize children's work and accomplishments in a positive manner. Efforts must be made daily to engage in meaningful and extended conversations with each child on a one-on-one basis.

Parent Communication and Involvement

It is our goal to build strong relationships with each family enrolled at the UNMKC. Teachers are expected to work in collaboration with families, establishing and maintaining regular, on-going two-way communication as a way to learn about a child’s individual needs and ensure a smooth transition between home and school. It is the teacher’s responsibility to become acquainted with each child and learn more about their individual family structure; preferred child-rearing practices; and other information that families are willing to share with us regarding linguistic, racial, religious, and cultural backgrounds.

Teachers are expected to maintain a portfolio on a child’s individual experiences and progress in the classroom. Families should be invited and encouraged to review their child’s information whenever they have a few minutes. The information should include formal educational or developmental assessments or evaluations and anecdotal information contributed by the staff that works with each child.

Classroom teachers are expected to communicate daily with families regarding their child's day, including activities, developmental milestones, shared care giving issues, and other information that affects the well-being and development of individual children.
In addition, each classroom is required to have a parent board where teachers should place important information for individual children and families. Teachers should remind parents to check the parent board daily for messages.

Three times a year classroom teachers are expected to conduct family/teacher conferences and to speak in depth with a family about how each child is doing at the UNM Taos Kids’ Campus and discuss the various observations they have made regarding the child’s development. These conferences are in addition to the daily informal conversations teachers should be having with the families. Occasionally UNMKC staff will have questions or concerns that they wish to communicate with parents. Sometimes parents or guardians will have similar questions or concerns. Should these arise additional parent/teacher conferences should be arranged to discuss how to best address each child’s needs.

In situations where family members are in conflict with each other, teachers will focus on the needs of the child and refrain from being an advocate for one parent or the other. A parent may also have a complaint or concern regarding the UNM Kid’s Campus or their child; whenever necessary and appropriate, direct the parent to the Director for these discussions.

In addition, always remember to have positive things to say to a parent. If it is necessary to let a parent know that his or her child has had a rough day or an aggressive incident, make sure that the discussion takes place in a way that maintains the family’s confidentiality.

The Kid’s Campus hosts a potluck each semester to foster community, encourage relationships between families and to give information to new families. Student Staff are welcome to attend, however, they will only be paid if they are assigned to work by an administrative staff person or the teacher in charge.

Newsletters are sent home on a monthly basis. This is another form of communication that UNM Kid’s Campus maintains with the families. All staff members are expected to read these newsletters, as well as other letters or information sent to families, in order to be aware of the information going home to families.

In addition, classrooms are expected to hold gatherings occasionally during the year in an effort to build the classroom community. These events should be coordinated between classroom teachers and parents.

Communication and collaboration with our parents and families is one of the most important aspects of our work with children at the UNM Kid’s Campus. We have an open door policy and encourage parents to visit the classroom at any time. Parents
may choose to stay with their child in the morning, join us for lunch or help out at nap-time. Staff should welcome parents as they choose to spend time with their child at the UNM Kid’s Campus.

**Observers and Visitors to the Classroom**

Due to UNM Kid’s Campus’s affiliation with the College of Education, we provide the opportunity for University students and staff to observe and train. All classrooms may be used for observation; however administrators may limit the number of observers or visitors in the classroom at any one time out of respect for the children.

Any person, other than a parent coming into the Kid’s Campus is required to sign in at the front office. The Director or Operations Manager must first clear all observers and volunteers. All visitors must be escorted to the classroom by office staff. The Kid’s Campus encourages parents and families to visit regularly. Staff is expected to welcome them and encourage them to spend time in the classroom at their convenience. We also encourage prospective parents to visit in order to continue full enrollment. Please welcome them and make them feel comfortable. If it is not possible to answer questions, ask them to observe and jot down questions, and you or another staff member would be happy to answer them at a later time or in a phone call.

**Community Collaborations**

The UNM Kid’s Campus believes in the importance of building collaborative partnerships within the community. We work with a number of organizations in order to provide the highest quality of service to our children and families. UNM Taos Kid’s Campus is a member of the Paso a Paso Network

**Basic Guidelines for UNM Children’s Campus Classroom Teachers**

Teachers and staff members are required to be active participants in all activities with the children, including during meal times and activities such as music and
dance classes facilitated by outside individuals. Plan to join in activities and to stimulate the children’s interest by asking questions that help extend their play. Teachers must maintain an awareness of the children’s engagement in activities in their environment and introduce different materials and activities to scaffold children’s learning. Teachers should encourage and facilitate conversations, self-help skills, social interactions and basic health and safety practices.

Teachers and staff need to be confident and consistent in following classroom rules. When working with children it is important to give them appropriate choices and to help them follow-through with their decisions. Teachers must also consistently follow through with any stated consequence, redirection, or direction.

Teachers are expected to report any serious accidents or incidents through established procedures to the appropriate administrator or the staff member in charge. These situations, as well as other minor accidents and incidents, are reported on a need-to-know basis to other teachers in order to communicate it with families. It is the teacher’s responsibility to fill out any necessary paperwork and to seek guidance on whether a family member should be contacted. (See the Accident/Incident section of this handbook for more information)

Teachers will use a quiet, nurturing and firm voice when working with the children. Staff should always go to the child and when possible, get down to his or her eye level. If appropriate, teachers may place a hand on the child’s shoulder or hold his or her hand. Staff should speak directly to the child and show them respect. There is no need to drastically change your voice, tone, pitch or vocabulary. Use positive language when working with children, i.e., communicating to the child how you expect him or her to behave rather than how not to behave.

The classroom should be kept organized and clutter free. As teachers move around the classroom, they should pick up and organize materials to help prevent a chaotic environment. Putting away children’s materials should be a cooperative activity between the teachers and the children. Involve the children in housekeeping routines, and when appropriate, encourage them to clean up as they move from area to area. During pick-up time, teachers should be available to help the children and to model appropriate pick-up practices.

Allow and encourage children to do things for themselves and let children work at things without interfering. Give the child sufficient time to try to problem solve, but be ready to assist when necessary. Ask questions that will help the child arrive at a solution. The teacher’s role is to observe quietly unless they are needed to resolve a conflict, are invited by a child to join his/her play, or to extend the play.
Staff must work at developing a positive rapport with families, be friendly and helpful, and make them feel welcome in the classroom. It is expected that teachers communicate with parents in a positive manner on a daily basis, always beginning a communication with something positive the child has done.

Remember, teachers are a model for the children to follow. It is important to set a good example - be empathic, respectful, responsible and encouraging.

**Classroom Behavior**

**Expectations and Limit Setting**

A foundation for physical and emotional safety is key for all members of a learning community. Each member, whether a child, a staff member, a family member and/or University affiliate, needs to feel secure and trusting at UNM Kid’s Campus in order for real growth and learning to take place. The setting of consistent, clear limits and expectations for children and adults helps develop a sense of belonging and safety, as well as mutual respect, responsibility to self and others and a sense of fairness.

Teachers need to set clear, consistent and fair limits for classroom behavior, and in the case of older children, help them to set their own. Teachers need to anticipate and eliminate potential problems by redirecting children to more acceptable behavior.

Teachers need to encourage appropriate behavior and patiently remind children of rules with rationales as needed. Practices established by the UNM Kid’s Campus are designed to encourage the children to be fair, to respect others, and to assume responsibility for themselves and others.

Teaching staff are expected to help children manage their behavior by guiding and supporting children to:

- Persist when frustrated
- Play cooperatively with other children
- Use language to communicate needs
- Learn turn taking
- Gain control of physical impulses
• Express negative emotions in ways that do not harm others or themselves
• Use problem-solving techniques
• Learn about self and others

**Discipline Policy**

The goal of discipline is to maintain a safe and fair environment that encourages growth and development of the child’s self-esteem. This type of environment encourages the building of interpersonal competence and fosters self-discipline and respect for others.

1. Rules shall be clear, understandable to the child, explained before and at the time of disciplinary action and consistently applied.
2. Discipline shall include positive guidance, redirection, modeling of constructive handling of feelings and the resolution of interpersonal conflict, setting of clear cut limits and use of logical non-punitive consequences.
3. Discipline may include non-punitive restraint to ensure safety and to prevent destruction of property. It may include brief, supervised separation from the group and withdrawal of special privileges.
4. Discipline will not include forcing a child to apologize to another.
5. Kid’s Campus staff will never use physical punishment such as shaking, hitting, pinching or putting anything in a child’s mouth. Staff will not engage in psychological abuse or coercion. Staff will never use threats or derogatory remarks, abusive or profane language, including yelling. Staff will never withhold nor threaten to withhold food as a form of discipline. Staff will never use unsupervised separation. Failure to comply with this policy may result in immediate disciplinary action up to and including termination of employment.

We do not allow parents to physically discipline their child while on Kid’s Campus property. This includes the parking lot. It is our professional responsibility to notify the Children Youth and Families Department if we believe a child is being physically harmed.
Aggression Policy

Teaching staff are expected to respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child and the safety of others in the classroom; is calm and respectful to the child; and provides the child with information on acceptable behavior. They are to make an effort to notice patterns of behavior in order to provide a thoughtful, consistent, and individualized response.

Staff members are to be alert to the needs of the children in order to prevent as many aggressive incidents as possible. Skilled supervision should be used to intervene before incidents accelerate to the level of aggression. Staff judgment, based on keen observation, is exercised when responding to inappropriate behavior. A teacher may choose to ignore what appears to be a provocative act or testing behavior but will follow through when the aggression is repetitive or serious in nature. Staff members also may choose to have appropriate consequences for the child's actions. For example, if a child has acted aggressively over a toy, the teacher may choose to take the toy away or remove the child from the area.

Following through with children when they act aggressively may involve holding an out-of-control child, having a child sit by him or herself for a few minutes or gently but firmly requiring the child to take some responsibility for his or her actions. Children are thus given the clear message that aggressive and/or destructive behavior is not acceptable through sensitive guidance and distinct boundary setting. Staff members will not ask the aggressor to tell the other child, “I'm sorry.” Often these words are meaningless for the child, or the child is not sorry and we are teaching him or her to lie. A discussion about what has happened is much more appropriate rather than having the child say “I’m sorry” and be done with it.

Biting

Small children sometimes bite other children and we work to prevent it. In the event that a child is bitten, staff will attend to the bitten child by washing the wound with soap and water and applying ice wrapped in paper towels if desired. If possible, the biting child will accompany the teacher and be told firmly, “People are not for biting. Biting is not okay.” The parents of both children are to be called as soon as possible by the teacher who witnessed or handled the incident. If a child is known to have a habit of biting, staff members may be expected to put in place different strategies including shadowing of the child in order to effectively intervene and re-direct the child when necessary to prevent bites to the other children.
If a child is involved in a biting incident, or other form of serious aggression, we will:

1. Comfort the victim and check the child’s whole body for signs of a bite
2. Remind the aggressor that their behavior is unacceptable and find appropriate consequences
3. Notify the victim’s parents and recommend medical consultation if the child’s skin is broken
4. Notify the aggressor’s parents
5. Alert all staff scheduled for that classroom that such an incident has occurred

First Time Occurrence of Aggression

The teacher/staff will get down to eye-level with the child and if possible maintain physical contact with them (i.e. holding hands). The teacher will talk calmly and firmly and use language such as:

“Joe, you hit Fred. What was going on?” After the child responds, ask: “Fred is that what happened?”

For preschool and school age children, say something like, “You were both upset. What can Joe do next time instead of hitting?” Ask if both children can use the solution next time. Wait for positive responses.

For infant/toddler aged children, say something like, “Joe, you hit Fred. You are mad. When you are mad, stomp your foot like this. (Demonstrate) Don’t hit. It hurts.”

With the older children, the talk can include discussion of using words instead:

“What could you say (instead of hurting)”? If the child has no language for the situation, the teacher should help the child by giving them the language to help them express themselves:

“No,” “I don’t like that,” and “Stop.”

Repeated Acts of Aggression

A situation where a child is repeatedly engaging in acts of aggression must be dealt with firmly and quickly. In a calm voice, identify the child’s behavior, “Joe, you are hitting Fred.” Tell the child to stop. If the child does not stop, inform him or her that you are going to move him or her, “Joe, I’m moving you because you are hitting Fred.”
Tend or have someone else tend to the needs of the child who has been hurt. Once the child who initiated the aggression is removed from the situation, sit down with the child to talk about the situation. If the child will not talk, tell the child, “Jo, I can’t let you go back to playing with the other children until we can talk and you can tell me that you are not going to hurt them.” Give the child something to do until he or she is ready to talk. “Jo, you can play with the puzzles until you are ready to talk.” When the child is willing to talk, re-identify the situation, “You were hitting Fred.” With an older child, you can ask what was going on when the child was hitting, tell the child that hitting hurts and is not allowed in the classroom, talk about the emotions of both children, and brainstorm solutions.

With a younger child, you can reflect his/her emotions; “You were mad,” reiterate that hitting hurts and is not allowed in the classroom; “You hit Fred. Hitting hurts. We don’t hit,” and offer solutions; “If you are mad you can say Stop and stamp your foot like this.” If the child cannot calm down or talk or continues in the aggressive behavior, it may be appropriate to remove him or her from the classroom to the office to give the child a break.

If the behavior persists we will work to find an effective way to reduce or eliminate this form of aggression including:

1. Require a parent/teacher conference with the parent(s) of the aggressor
2. Recommend parent/teacher conferences with the parent(s) of the victim
3. Consider the environment’s impact on the situation
4. Consider alternative responses to problematic behavior
5. Consider recommending some form of outside consultation

The Kid’s Campus will only consider involuntary disenrollment of a child for aggression if one or more of the following conditions are present:

1. At the discretion of the Director
2. On the recommendation of two mental health professionals and/or consultants of our choosing
3. If parents/legal guardians fail to attend scheduled conferences and/or are resistant to implementing suggestions that have been made by professionals
General Curriculum

The Children’s Campus curriculum is based on a variety of approaches including Early Childhood Best Practices. It is designed to enhance children’s natural curiosities and foster a life-long love of learning. It is an emergent, child-centered curriculum that starts by identifying the children’s interests and building on those interests through child and teacher initiated, hands-on activities. Teachers are expected to provide children with opportunities to learn through first-hand experiences in order to expand their knowledge about the world around them in a meaningful and constructive way.

Staff is responsible for building planning time into their daily routine taking into account the schedule and the needs of the children. During this time teaching teams should work together to use children’s assessment results to align the curriculum and teaching practices to meet the interests and needs of the children.

Our program is based on the belief that not all children share the same interests. We allow children to make many choices throughout the day, especially regarding the activities in which they wish to participate. Our goal is to shape the program around each child rather than attempting to fit the child into the program.

The Kid’s Campus will provide children with:

- Opportunities to develop competence and positive attitudes towards learning
- Opportunities to develop competencies in verbal and nonverbal communication
- Opportunities to engage in discussion with others
- Opportunities to develop awareness and respect for diversity
- Opportunities and materials to support future academic success

The UNMKC staff will facilitate learning by discussing with the children what they see, hear, smell, taste, touch and feel, helping them to increase understanding through modeling and encouragement. Teachers will work with children to show respect and understanding for each person and to use words to express needs and feelings.
Children will be given the opportunity to learn from mistakes rather than having them labeled as failures in an environment that is safe, supportive, and predictable and where rules, limits, expectations and routines are clear and consistent.

Teachers are expected to use the curriculum in all content and developmental areas as a flexible framework for teaching and to support the development of daily plans and learning experiences. Lesson plans should be based on the children's interests and developmental needs. The focus can be pre-determined, but teachers should be ready to change topics if the children are showing an interest in other things. Teachers will use their own judgment in determining the length of time to focus on an area depending on the interest level of the children. The value of a learning experience when it comes from the minds of the children is considerably strengthened and must be a priority for classroom teachers.

Teachers are expected to use materials and equipment that:

- Reflect the lives of the children and families
- Reflect the diversity found in society, including gender, age, language, and abilities
- Provide for children's safety while being appropriately challenging
- Encourage exploration, experimentation, and discovery
- Promote action and interaction
- Are organized to support independent use
- Are rotated to reflect changing curriculum and accommodate new interests and skill levels
- Are rich in variety
- Accommodate children with special needs

The UNM Kid's Campus believes that children learn most effectively through play. Through play children re-enact experiences, try out different roles, express ideas, develop vocabulary, process information, widen their world view, relate to one another and work towards building their social and emotional competence. The indoor and outdoor space should be designed to encourage a variety of constructive play activities that stimulate exploration, experimentation, discovery and conceptual learning.

Teachers should understand that young children learn best through a curriculum that begins with an understanding of their play and focuses on the needs of the
whole child, taking into account all of the developmental domains including: physical, motor, social, emotional, language and cognitive. Children learn through doing - active play rather than passive learning. Children also understand things that are real and concrete rather than abstract. Teachers should emphasize the process of learning rather than the product.

Developmentally Appropriate Practice

The UNM Kid’s Campus strongly believes in integrating developmentally appropriate practice (DAP) in all aspects of the children’s learning experience. Intentionality is a cornerstone of DAP and must drive the decisions teachers make about the activities available for each child, the design of the environment, and making use of unexpected opportunities or “teachable moments”. Teachers should be purposeful and thoughtful about the actions they take, and base these on the outcomes they are trying to help your child reach. Developmentally appropriate practice means that:

- We will meet children where they are at, taking into account their individual physical, emotional, social, and cognitive developmental characteristics.

- We will identify goals for children that are both challenging and achievable – a stretch, but not an impossible leap.

- We will recognize that what makes something challenging and achievable will vary, depending on a child’s individual development, experiences, knowledge, skills, and the context within which the learning is taking place.

Children with Special Needs

The UNM Kid’s Campus is committed to meeting the needs of all children, regardless of special health care needs or disabilities. Children with special needs will be accepted into our program under the guidelines of the Americans with Disabilities Act (ADA). All families will be treated with dignity and with respect for their individual needs and/or differences. The Kid’s Campus will ensure the confidentiality regarding special needs is maintained for all families and staff in the program.

Children with special needs will be given the opportunity to participate in the program to the fullest extent possible. To accomplish this, the Kid’s Campus may
consult with agencies/organizations as needed, provided parental permission is granted. Inclusion of program staff on IFSP and IEP case conferences is desired to ensure that we are able to provide the most supportive environment possible.

All staff will receive general training on the benefits of inclusion of children with special needs and training on specific accommodations that any child in their classrooms may need. The knowledge of parents and health care professionals involved in the care of the child with special needs will be consulted to determine accommodations and or therapy requirements. If you have a specific concern about a particular child or feel that they are in need of special accommodations, you should speak directly with the Director in order to develop an individualized plan to work with that child and their family.

**Learning Through Play**

Play is an activity-oriented medium where teachers are able to build upon what children are already engaging in on their own. During play, children need adults to help them verbalize their experiences, to find ways to express their ideas and feelings and to support and encourage them.

Often a parent or visitor to UNMKC may feel that the children are “just playing.” They may question where the learning is occurring. Research has shown that the way children learn best is through play. As the children are examining and exploring different areas, they are building a number of important skills:

When a child listens to stories or looks at books they:

- Develop listening skills
- Have an opportunity to build their vocabulary by hearing new words
- Learn about different concepts, people and places
- Learn to enjoy books and reading
- Develop reading readiness skills
- Develop oral language skills
- Learn a respect for books
- Develop an appreciation of good literature
• Develop their imagination
• Increase their attention span

When a child is exploring they:
• Develop observation and discrimination skills
• Develop respect for the environment
• Encourage a child’s curiosity
• Facilitate the development of a natural curiosity about living things and the world around us

When a child builds with blocks they:
• Learn to use their imagination to create something from their own thinking
• Have the satisfaction of being able to make something
• Learn about sizes and shapes, weights and balances, height and depth, smoothness and roughness
• Are exercising their body
• Learn to play with others

Are practicing their social skills
• Develop gross and fine motor skills
• Develop their creativity and decision-making skills
• Develop their visual discrimination skills
• Have opportunities for role-playing
• Develop eye-hand coordination
• Develop their communication skills and oral vocabulary

When a child plays in the socio-dramatic play area they:
• Have an opportunity to role-play home, work and life experiences
• Increase their social development and communication skills
• Develop small and large muscle coordination
• Develop self-awareness
• Develop visual discrimination skills
• Enhance their peer interactions
• Learn to understand what it feels like to play at being somebody other than themselves
• Learn how to use their imagination and take on roles of others

When a child plays with puppets they:
• Are able to verbalize their feelings using words
• Can begin to understand the feeling of others
• Can role-play and find solutions to situations that may upset them
• Stretch their imagination

When a child paints and uses a variety of art materials they:
• Are more concerned with the process than the product
• Learn about colors and how they can use them
• Learn to use their imagination to transfer ideas to paper
• Get emotional satisfaction from being able to express themselves
• Learn to make choices and decisions
• Learn how to use a variety of materials
• Have opportunities for creativity, imagination and self-expression
• Develop small and large muscle skills
• Develop concepts of color, shape, size, and texture
• Have an opportunity to release positive and negative feelings
• Develop reading readiness skills
• Develop pre-writing skills
• Gain an appreciation for the arts

When a child cooks they:
• Learn to follow directions
• Stimulate and use all five senses
• Recognize colors and shapes from different kinds of food and utensils
• Have an opportunity to use different tools and equipment
• Develop small muscle coordination

When a child plays in the sand and water they:
• Find it soothing and are able to relax and center their attention on the task
• Have an opportunity to play alone and not have to compete with other children
• Are not concerned with a final product
• Develop sensory awareness
• Develop concepts involving space, measurement and volume
• Increase their fine and gross motor skills
• Have opportunities for problem solving and creative thinking
• Are encouraged to think, reason, question and experiment

When a child uses manipulatives and puzzles they:

• Explore new concepts, practice emerging skills, and reinforce skills they have already mastered
• Develop small muscle coordination
• Learn about classifying, sorting, predicting, problem solving, and analyzing results
• Learn mathematical concepts such as shapes, sizes, space relationships and counting
• Develop their knowledge of the world around them using real objects and concrete examples
• Learn how to learn
• Have an opportunity to work alone or together with other children
• Gain satisfaction in completing a project and build their self-confidence
• Develop eye-hand coordination
• Will use the skills they learn when they learn to read – putting letters to sounds, making words with letters, and making stories with words
• Increase social development and communication skills
• Develop their imagination

When a child plays outdoors or is involved in physical activity they:
• Learn how to use their body effectively
• Experience joy in achieving a skill
• Have fun and are able to relax
• Learn limitations of their body
• Learn awareness, safety, and caution
• Learn to take turns and to share
• Develop large muscle coordination
• Increase their social development and communication skills
• Have opportunities for role play
• Develop balance and coordination
When a child listens to music, sings, and dances they:

- Learn to appreciate music from different countries, cultures, and time periods
- Learn to express their ideas
- Increase their vocabulary
- Develop an awareness of different sounds and rhythms
- Develop an appreciation for songs, vocabulary and speech
- Develop body awareness
- Develop their large muscles

When a child uses technology they:

- Learn how machines work
- Practice eye-hand coordination
- Are able to learn the processes necessary to use technology
- Have an opportunity to work alone or together with other children

**Guiding Children’s Art Creations**

The purpose of art activities for children is to facilitate the child’s unique creative expression. The activities are self-directed. The role of the adult is to make the space safe, provide materials, protect the creations and inspire exploration. Adults must refrain from making or providing any model for the children to follow or copy. Art is most valuable for young children as a means of self-expression. It is a language to express feelings. Trying to imitate an older person’s effort inhibits a child and may make him stop altogether, completely frustrated. Express an interest in what the child is doing. For example, “Tell me about your painting, John.” Then listen if he cares to express himself verbally. Do not expect children to paint “something.” If a
child asks you to “make me a horse” with the clay, assure him that he can do it “all by himself” and you will come back to see it later.

Water Play

All classrooms are expected to participate in a variety of indoor and outdoor water play. Staff must ensure that parent have signed a swimming permission slip before the child may participate in any form of water play including water tables and wading pools. When the weather is warmer, children should have the opportunity to play in small wading pools. Staff should request that parents bring in either a swimming suit or other clothing appropriate for getting wet. For children who are still in diapers, parents must provide a swimming diaper before the child may enter the wading pool.

When staff is using a portable wading pool, water table or other portable water play equipment they must:

• drain and fill it with fresh water daily
• disinfect it before and after each use
• empty it when it is not in use
• remove it from areas accessible to children
• not place a portable wading pool or other water play equipment on concrete or asphalt to use

The Indoor Environment

Teachers are expected to organize the classroom space to represent all content areas and to stimulate exploration, experimentation, discovery, and conceptual learning. The environment is organized into identifiable learning centers/spaces. Each center is clearly defined, using shelves and furniture. Staff must be able to visually supervise all centers at all times.

Teachers and children should work together to arrange the classroom materials in a predictable way so that the children are able to find things and know where to put them away. Staff should store equipment and materials for children’s use within easy reach of the children, including those with disabilities. Equipment and materials must be stored in an orderly manner so children can select and replace the materials by themselves or with minimal assistance. Staff is expected to provide
children with toys and other materials that are safe and encourage the child’s creativity, social interaction, and foster a balance of individual and group play.

Staff must ensure that the capacity of each room is posted in an area of the room that is readily visible to parents, staff members and visitors at all times. They should also ensure that each child has a designated space in order to store their clothing and personal belongings.

The Outdoor Environment

The outdoors supports children’s physical movement, sensory stimulation, and allows them an opportunity for fresh air. Children are growing, moving, multi-sensory individuals that need to experience the sense of freedom playing outdoors can bring. When children are outdoors they are able to run, shout, sing, jump, roll, stretch, and throw. They are able to connect to the community, learn about nature and develop a sense of respect and appreciation for the natural environment. These experiences are invaluable for children.

The outdoor environment should be viewed as an extension of the classroom. Teachers should ensure that children daily opportunities for outdoor play. Staff should remind parents that children should wear clothing that is dry and layered for warmth in cold weather and sun protective clothing when in the sun.

Staff must verify that outdoor play equipment is safe and securely anchored before children are allowed to play outside. Teachers must ensure that all outdoor play areas for children under age two (2) years has an area that is protected from the general traffic where the children can crawl safely.

Anti-Bias Approach

The UNM Kid’s Campus is committed to respecting the cultures and family values of children, parents and staff. Teachers should make every effort to carry out parents’ and caregivers’ wishes with respect to feeding, toileting, resting and guiding of their children. In the event of conflicts, staff must try to arrive at compromises with families. Further, it is expected that teacher’s commitment to an anti-bias curriculum be evident in the manner in which children, families, co-workers and we our treated. Staff is required to model this commitment and respect at all times.
The Kid's Campus is committed to reflecting the variety of human life - by culture, age, ability, gender, race and sexual preference - in the books, displays, discussions and classroom materials that are used. Teachers should work to develop respect for and knowledge of differences. Staff is expected to be committed to an anti-bias approach. Teachers will encourage girls to try activities often labeled as being for boys only and likewise encourage boys to try activities labeled as being for girls. They will also attempt to minimize the development of stereotypes in children’s views of other people. When appropriate, teachers may have activities or discussions about skin color, “foreign” languages, unusual foods, people’s physical conditions, age or gender.

Throughout our program we expect staff to implement anti-bias practices. We expect teachers to recognize and celebrate differences in culture, gender, family form and ability. Teachers should support every child’s identity and address children’s occasional biased behaviors and statements in the context in which they occur.

Teachers are expected to be active in identifying and countering any teaching practices, curriculum approaches, or materials that are degrading with respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture. All children must be treated with equal respect and consideration. Children will be encouraged by teachers to help develop the classroom community by participating in the decision making process.

Classroom staff model respect and intervene when children tease or reject others. They facilitate children's discussions about their own and others’ emotions and provide opportunities for children to explore a wide range of feelings and the different ways those feelings can be expressed.

The curriculum will include activities and discussions that build positive self-identity and teach the valuing of differences. Children will be given a variety of opportunities and materials to build their understanding of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways. The classroom environment is expected to be welcoming and to provide models of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.

Holiday Activities

Because of the remarkable diversity of the families we serve, the staff at the UNM Kid’s Campus will not initiate the introduction or discussion of religious holidays.
As a publicly funded institution, UNM must be exceptionally careful to listen respectfully and provide time and space for the child’s activity and will appropriately support the individual culture and values of each child and their family.

The words “holiday” and “celebration” mean different things to different people. For purposes of this policy and to define our holiday practices in the classroom, we define “holiday activities” in the following way:

Holiday activities at the UNM Kid’s Campus can be as simple as reading a book about a holiday and as elaborate and involved as having a party in the classroom with food, decorations, guests, and music. Activities might involve a group discussion about a holiday, how a family celebrates it, or the reading of a book about a holiday.

Goals and Functions of Holidays:

1. To validate children’s and families’ holiday experiences and traditions at home.
2. To expose children to different ways of celebrating the same holiday.
3. To expose children to celebrations, traditions, and religions different from their own.
4. To foster respect for celebrations, traditions, and religions different from their own.
5. To mark time for children.
6. To build a sense of community, family, and togetherness.
7. To provide accurate information about holidays in a developmentally appropriate manner.
8. To encourage critical thinking about bias and unfairness.

Role of Holidays in the Program:

Since we plan curriculum on an emergent basis in a way that is reflective of children’s needs and interests, the exact amount of time we spend on holidays will vary. We use children and families in the program to help us decide how much we will incorporate holidays. To ensure that holidays do not take over the entire curriculum, we will limit holiday parties as necessary. When recognizing holidays, a brief discussion will take place with the children to highlight what the holiday is called and what it is all about, unless children ask to know more. Similarly, when holiday activities are available for children, they will be open-ended and one of
many choices so that they are not the focus of the entire curriculum. Families will be encouraged to share their holidays with the classroom.

How Religious Aspects of Holidays will be Approached:

Teachers will approach holidays in a developmentally appropriate, factual, and unbiased manner. Families will be consulted for language they use when talking about holidays to their children. Children will also be referred back to their families for more explanation and in-depth information about religious aspects of holidays.

Plan for Working with Children and Families who don’t Celebrate Holidays:

If we have children in the program who do not celebrate any holidays, teachers should work with families on an individual basis to come up with a plan for meeting their children’s needs so they are not left out.

The UNM Kid’s Campus participates in celebrating children’s birthdays. The child may bring something in to eat for their birthday. Though the child may bring in cupcakes, a low-sugar snack is preferable.

If a child is having a party away from the center and wishes to distribute invitations at the Kid’s Campus, there must be one for each child. If not all children are to be invited to the occasion, staff should remind families that they must make alternative arrangements to distribute the invitations.

Teachers should check in with the parent several days before the celebration, so they can ensure that parents are aware of food allergies before purchasing or baking anything. Several of our children have food allergies. Parents should check with the teacher.

Nap and Rest Time

Rest time at the UNM Kid’s Campus is based on the children’s individual needs. To meet these individual needs, parents should be given the option to have their child be a rester or non-rester. This is an important time for the children who may need the chance to cool down, relax or sleep. Children may have the choice to sleep, read or play quietly with a comfort item on their mats or in an area of the room that will not disrupt other resters. Staff members are to attend to the children as needed and to transition other children as they wake up. Occasionally, parents will request that staff wake up their child at a certain time. Children may only be woken up after reaching a minimum of a 45 minute sleep cycle. In addition, because we are meeting a child’s
individual needs, it may be necessary for a child to rest outside of the scheduled rest time.

To reduce the risk of Sudden Infant Death Syndrome (SIDS) infants twelve (12) months and younger, unless otherwise ordered in writing by a child's physician, will be placed on their backs to sleep on a firm surface that meets or exceeds the standards of the United States Consumer Product Safety Commission. After being placed on their backs to sleep, infants will be allowed to assume any comfortable sleep position when they are able to easily turn themselves from the back position.

Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in the cribs or rest equipment for infants younger than eight (8) months. Children’s blankets will be tucked around the crib mattress, and will only reach as far as the infant’s chest. Infants will not be allowed to have their head covered in any way while they are sleeping. The side of cribs will remain up and locked at all times when occupied.

The Kid’s Campus will never force a child to sleep. If, by parent request, a child does not have the option to choose whether or not to rest and has not fallen asleep, classroom staff will have them rest their bodies for approximately 15-30 minutes. During this time the child may look at books or do other quiet activities on their mat. After this time, the child is able to get up and participate in other quiet activities in the classroom or join another group of non-resters either inside or outside. If a child has the option to choose whether or not to rest, the classroom staff will respect their choice and provide appropriate indoor and outdoor activities during this time.

Children’s cribs and mats will be spaced a minimum of 30 inches apart to permit easy access by adults to each child without moving the cribs or mats. Children should be situated so that they are resting head to toe with each other. Each child will have an individual crib or mat. All children’s individual linens, including crib sheets, must be clearly labeled to ensure that each child uses the same items between washing. Teachers will ensure that cribs, mats, crib sheets, and linens are laundered before being used by another child.

No child will be allowed to sleep in a playpen, car seat, stroller or swing. Further, staff must be physically available to sleeping children at all times.
Appropriate Touching

All children, regardless of age, need physical contact for healthy emotional development. Children need to be cuddled, comforted, held or merely touched. As children grow, they learn to ask for or reject touch, and their needs and boundaries are to be respected. Kissing is not necessarily a part of appropriate touch and can be more of a personal preference influenced by upbringing, culture and health issues. Staff members are not to initiate kissing with children. If a child attempts to kiss you, turn your head, if possible, to ensure the kiss is on the cheek rather than on the mouth.

Teaching Children About Physical and Sexual Development

Children’s physical and sexual development is part of the curriculum in an early childhood setting. Children’s curiosity about their own bodies and development, as well as other children’s, is a natural part of their exploration of the world. Staff members are expected to work with the children in a frank, accurate and age-appropriate manner regarding sexuality and other sensitive issues. Often, a child will only need clarification or acknowledgment - it is rarely necessary to elaborate. Correct terminology is to be used for all body parts and functions: penis for boys and vulva for girls. Other words might include breasts, vagina, anus, buttocks, urine and bowel movements. This allows staff and children to communicate without confusion.

Teachers will also explain differences between private and public behavior and appropriate touches and inappropriate touches. It is expected that staff will discuss issues pertaining to the children’s sexual and physical development as they occur and in staff meetings when appropriate. Materials are available to help staff answer questions.

The children at our Campus will grow and experience many physical changes during their stay here. We recognize and respect family members as the primary source of education in a child’s life. Children also need teachers to be accurate and frank about sexual development issues. The information children should receive will be factual and developmentally appropriate. If the discussion involves judgments of a moral nature, staff will be careful to provide an unbiased response and will support
children in addressing these questions with their families. It is our goal for children to use correct names for all of their body parts and functions and that they receive accurate information. Teachers also explain differences between private and public behavior, appropriate touches such as back rubs at rest time and inappropriate touches.

Teachers help children to establish personal physical boundaries and teach them that it’s OK to say “no” to touch.

At certain ages it is developmentally appropriate for children to explore sexuality, sexual development, and differences through touch, observation and play. Staff members are expected to respond to these situations in a respectful and open manner. This may include answering children’s questions, re-directing behavior, bringing in resources such as books and visitors and confirming personal choice and boundaries. Teachers and administrative staff are available to answer questions parents may have and give further information.

When appropriate, parents should be notified of these discussions and explorations. In addition, the Kid’s Campus may choose to bring in outside professionals to enhance the existing curriculum.

Language

Expectations of Teachers:

A quiet, firm voice is very important in teaching children. It gives them confidence and security and gives the whole room a calm atmosphere. It is unnecessary and inappropriate for a teacher to ever yell or shout. It is never acceptable to use profane language or to insult, threaten or intimidate the children, their families or fellow coworkers.

This type of behavior will be subject to immediate disciplinary action up to and including termination of employment at the Kid’s Campus. Always remember that you, as the teacher, set the tone and mood for the classroom, and yelling can elicit yelling on the part of the children. Model a calm and quiet way of communicating.

It is important for teachers to use positive language when working with children. For example, say “use your walking feet” instead of saying “don’t run” or “the Play-Dough stays on the Play-Dough table” rather than “don’t take the Play-Dough over
there.” Not only does this language avoid using negatives, it also gives children information about the behavior you want them to have.

When working with children it is important to give them choices. When giving a child a choice, the teacher must make sure it is a choice he or she will be able to follow-through with. If all children are required to be outside and the teacher says, “It is time to go outside, okay?” the question of “okay?” gives the child the choice to say “no,” even if there is no choice to remain indoors. In order for children to feel independent and powerful, it is important to give them the choice of how they may do things - even if it is required. For example, if a child must stay on his or her mat at nap-time, a teacher can give the child the choice of sitting or lying on the mat. Through this type of language, the child still has the power to make a choice on his or her own, but it is still a decision that the teacher can accept. When giving a child a direction that must be followed, it is important to use phrases such as, “it is time to” or “I need you to.” This language makes it clear to the child what is expected.

When we address children, we should do so with respect. Use proper names, and as often as possible approach the child and get down to his or her level. Further, we try to honor parents’ wishes. For example, parents may want us to call their child Robert, not Bob, Rudolfo, or Rudy. Nicknames should be reserved for relatives to use, not professional educators. The exception to this is when a parent prefers for his or her child to be called by a nickname or shortened name, such as Tim or Timmy for Timothy.

Similarly, professional teachers should not use terms of endearment, such as “sweetie,” “honey,” “baby,” “darling” and “beautiful.” Such terms can reflect a patronizing or biased attitude when used by an educator. Teachers need to model using children’s proper names, especially because children sometimes try to hurt one another by calling one another by silly or humiliating names.

**Early Literacy**

Teachers are expected to provide children with a variety of early literacy experiences through songs, finger plays, rhymes, routine games, and books. Children should have the opportunity to interact with a variety of books including picture books, wordless books, and books with rhymes. Teachers are expected to read books to the children a minimum of twice a day.

Children should have opportunities to become familiar with print in a variety of ways throughout the classroom environment. Items belonging to a child should be labeled with their name, materials should be labeled, print should be used to
describe rules and routines and teaching staff should help children to recognize print and connect it to spoken word.

**English Language Learners**

Teaching staff are expected to support the development and maintenance of children’s home language whenever possible. Staff will help children to understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues and by establishing daily routines that the child can participate in even if they do not speak English. Teachers are expected to use a variety of vocabulary and engage in sustained conversations with the children about their experiences. Children should be given opportunities throughout the day to experience oral and written communication in the language their family uses or understands.

If a child is learning English as a second language, it is very important for staff to encourage parents to continue to develop the child’s first language at home. Not only will this strengthen the parent/child relationship and prevent the loss of the home language but it will also make it easier for the child to learn English in the long run.

**Inappropriate Language**

As a child begins to increase their vocabulary, they may experiment with words that are considered to be profanity, inappropriate, or to be socially unacceptable. These words can include not just profanity but words such as “stupid” or “poop head.” It is our belief that any word that has a negative connotation can be hurtful and is not appropriate to use while at the center.

Our approach to handling the use of inappropriate language is unique but effective. Words can be a powerful thing. It is our belief that words can gain power based on our reactions to them. For this reason, if a child uses profanity or other inappropriate language, the teacher may repeat the word back to the child if
appropriate, to emphasize the emotion that the child may be feeling, and to help the child by suggesting other words they can use when they are frustrated.

For example: A child has spent all morning building a tower of blocks and just as they are placing the last block on top of the tower, it falls over. All of the blocks come crashing down and the child yells out “SHIT!” or “DAMN!” The teacher’s response might be, “I can hear that you are upset. People use the word “shit” or “damn” when they are feeling really frustrated. You worked really hard on that tower. Can I help you fix it?”

Responding in this way allows the child to better understand their emotions and to talk about them in a constructive way without the emphasis being placed on their use of a certain word. Their emotions are validated and the word “shit” or “damn” is not given any special attention. Often if a child believes that a word is so bad that not even their teacher will say it, that word gains that much more power. By repeating the word back to the child we are treating it just like any other word, taking away the power from the word itself and instead placing it on the emotion.

Assessments

Assessments are an integral part of the program. The Children’s Campus uses a variety of assessment methods that are sensitive to and informed by a family’s culture, experiences, children’s abilities and disabilities, and home language. The program uses an ongoing systematic, formal and informal approach to assessment that provides information on children’s learning and development that takes into account the cultural context in which children develop. This includes observations, check lists, rating scales, and work samplings. Assessments should provide a meaningful picture of a child’s abilities and progress. They should also be used by teachers to align a child’s needs with curriculum goals.

Purpose of Assessment

Assessments help us to gather information about a child’s development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, physical development, and self-help skills. This
information helps the teachers with curriculum development and daily planning. In some instances it can provide important information about additional resources a child may need. The information gained from using assessment tools, enables teachers to arrange for appropriate developmental screenings and referrals for diagnostic assessment when necessary. This information should also be used to identify children's interests and needs, to set goals for individual children, to describe the developmental progress and learning of each child, to improve curriculum, adapt teaching practices, make adjustments to the environment, and help with planning program improvements.

Procedures for Assessment

Staff should always be assessing and evaluating a child's learning. Teachers should be constantly observing and documenting a child’s play, behaviors, and interactions to assess their progress. Children should be assessed in a familiar environment, so that they are not aware that the assessment is taking place. More formal assessments must be conducted within the first three months of enrollment each year, using the Ages and Stages Tool. This information should be shared with parents at parent/teacher conferences and by providing them with copies of the completed assessments. Staff should also ask parents to complete an assessment at home that will complement the ones conducted in the classroom.

Teachers must use a variety of tools including results of informal and formal assessments as well as children’s initiations, questions, interests, and misunderstandings to identify what children have learned. This enables teachers to foster the children’s curiosity, to extend their engagement, and to support self-initiated learning. Once children have demonstrated that they have gained competence and understanding, teachers are expected to adjust the challenges to allow each child to continue to stretch their abilities.

Teachers are expected to meet with families for parent/teacher conferences a minimum of twice per year and more often when necessary. For infants and children in the PreK program, teachers must also schedule at least one home visit upon enrollment into the program and others as necessary. These meetings should be used as opportunities to discuss each child’s needs, progress, accomplishments, and difficulties in the classroom and at home. They should also help teachers plan appropriate learning activities that can be used both at home and at school.

Use of Assessment Results
Assessment results are considered to be confidential. Only staff with a need to know in order to better support a child will be provided access to these records. In addition, as part of our annual evaluations, our licensing body, accrediting body, and grantors may require access to this information. With grants, parents will be asked to sign a consent form authorizing their use by the granting agency. When assessments are conducted for these purposes, the specific details surrounding their use will be outlined in the consent form. The contracting parent may request copies of assessments and authorize us to release copies to other individuals.

The results of assessments are used to benefit the children by informing decisions about children, teaching and program improvement. Children’s strengths and needs are identified so that teachers may use that information to inform curriculum. Based on a teacher's knowledge of an individual child, they are expected to modify strategies and materials to enhance their learning and should be better able to plan appropriately challenging activities and tailor the program to respond to each child’s strengths and needs.

Assessment is also essential for identifying children who may benefit from additional support or intervention or who may need additional developmental evaluation. When the Kid's Campus staff suspect that a child may have a developmental delay or other special need, it will be communicated to the family in a confidential and supportive manner. Staff, that suspects a child may require a referral to an outside agency, must notify an administrator prior to informing the family. Staff will provide the family with documentation and an explanation for their concerns. The center will provide families with suggestions for next steps and make available information about additional resources. The UNMKC works in partnership with each family and will provide support and assistance with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).

Anecdotal Records

Teachers should have notes, photos, etc. for each child and maintain an anecdotal record for the child while he or she is enrolled in our program. These documents should give a general overview of the child’s experiences at the UNM Kid’s Campus.

They can also be used as an opportunity for writing down the child’s stories and experiences to share with the child’s family. These records are used by the Lead Teacher, the Teacher Aide and the Childcare Worker when preparing for family/teacher conferences. Each staff member is expected to find time to write information down on a regular basis as staffing and classroom activities permit. We each see a different side of the children so every teacher in the classroom (including student staff) is expected to participate.

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Universal Precautions

Universal precautions are practices that prevent disease and infection from spreading throughout the Children’s Campus. These practices are used with all children at all times and involve hand washing (hand sanitizer may not take the place of hand washing), the use of vinyl gloves, the disinfecting of contaminated objects and surfaces and the proper disposal of trash.

Hand Washing

Staff should thoroughly wash hands, following proper licensing procedure, with soap and running water before and after...

• Giving medication, mouth or eye care or other medical procedures
• Handling food

Staff should thoroughly wash hands with soap and running water after...

• Using the bathroom, diapering, helping children go to the bathroom, and handling soiled clothes
• Touching skin sores or lesions, blood, mucus, saliva or drool, urine, feces, vomit or eye discharge
• Working or playing outside
• Cleaning and disinfecting
• Handling animals

The Use of Vinyl Gloves
Staff should use vinyl gloves when handling or treating...

- Injuries or accidents that involve blood
- Mouths, eyes or ears
- Soiled/Wet diapers or changing diapers
- Any oozing rashes or sores on the skin
- Objects and surfaces that have blood or other body fluids on them (for example, drool, urine, feces, etc)

Cleaning and Disinfecting
Staff should disinfect and clean contaminated objects and surfaces...

- First, with soap and water
- Then, rinse with clean water followed with a bleach solution, following proper licensing procedure

Disposing of Trash Properly
Staff should dispose of trash correctly by using trash cans that...

- Have well-fitted covers
- Have operational foot-pedals to open the trash container for storing soiled diapers and other waste associated with diaper changing
- Have disposable plastic bags which line the inside of the trash can

**Health & Safety**

In order for a child to benefit from their educational experience and to maintain a greater quality of life, they need to be as healthy as possible. Children rely on the adults around them to make healthy choices for them and to teach them to make healthy choices for themselves. The UNM Kid’s Campus strives to promote a healthy environment for all of its children, families and staff. A healthy environment consists
not only of an absence of disease or illness; but rather it includes a complete physical, oral, mental, and social well-being.

Maintaining a Safe Environment and Infection Control

We expect that teachers will maintain orderly classrooms. All children are expected to participate as they are able with this maintenance. Teachers should expect to participate in the cleaning of play and learning equipment. Necessary cleaning is expected following meals. Teachers are expected to do regular spot maintenance of bathrooms, as well as cleaning related to bodily fluids. UNM Kid’s Campus is cleaned nightly by University custodians. It is the responsibility of teachers to notify the appropriate administrator if the custodians’ work is inadequate.

Teachers are expected to patrol the outside play areas regularly to remove trash, broken toys and to identify and report maintenance problems that affect children’s health and safety. Reports of dangerous playground situations or other maintenance needs should be made to the Operations Manager or Director.

Staff will have a fully equipped First Aid Kit easily accessible at all times including on the playground, walks around the University and on all field trips.

Sanitation Procedures

When dealing with bodily fluids such as blood, urine or feces, staff will: wear disposable gloves; clean and disinfect the area; place any soiled clothing in a plastic bag for parent pickup; dispose of gloves and diaper in covered diaper container immediately after use. Note: Staff never use hand-washing sinks for bathing children or removing fecal matter.

Teachers need to be alert for noses that need blowing or wiping. Encourage the child to wipe his or her own nose and wash hands. If you are wiping a child’s nose, be sure to use 2 tissues, throw them away, and then wash your hands. Teachers also need to be aware of children who need to have their faces wiped and cleaned.

When cleaning up vomit or other bodily fluids off surfaces, staff members must: wear disposable gloves; wipe up the fluid with paper towels; spray the area with bleach water and wipe with paper towels; dispose of paper towels and gloves in diaper container; and wash hands thoroughly.
Tables need to be sanitized on a regular basis and always before and after any food service activities occur. Spray the table with bleach water. Wipe thoroughly with paper towels. Dispose of the paper towels and wash hands.

Hand Washing

Children and staff at the Kid's Campus must constantly wash their hands to help prevent the spread of illness. Hand sanitizer may not be used in place of hand washing. Children and staff are expected to wash and scrub their hands for at least 10 seconds with soap and warm running water. Drying hands must be done with a single-use or disposable towel. If the faucet requires turning off, it must be done with a paper towel rather than a bare hand. Children who are able to wash their own hands with or without assistance and children who are not yet able to wash their own hands, must have their hands washed by staff:

• Wash their hands upon initially entering the classroom
• When moving from one group to another
• After having been outside or in another classroom

• Before preparing, serving, or after handling any raw food that requires cooking, including setting the table
• Before and after each meal or snack
• After diapering, toileting, or using the restroom
• After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
• Before and after playing in water that is shared by two or more people
• After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
• as often as necessary

All staff, volunteers and adults entering a classroom must comply with the hand washing expectations outlined above as appropriate to help reduce the spread of illness. Adults must also wash their hands:

• Before and after feeding a child
Before and after administering medication

- After assisting a child with toileting
- Before and after caring for a sick child
- After each application of sunscreen
- After handling garbage or cleaning

The proper hand-washing procedure that must be followed by children and adults includes:
1) using liquid soap and running water;
2) rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails;
3) drying hands with a single-use paper towel.

Sick Children

We are a facility that cares for well children. While we know how inconvenient it can be for a parent to have to miss work or school to stay home with a sick child, we have a responsibility to maintain a healthy environment for all of our children, families, and staff.

Often a child will become ill while at school. While it is possible to give some guidelines as to when to call a parent, teachers must use their own judgment and knowledge about the child and family. If a child is showing contagious symptoms, such as vomiting or diarrhea, the child must be sent home. If a child has a fever of 101 degrees or higher, they must be sent home. Often we will find a child who has a low grade fever, but other symptoms such as lethargy, paleness or complaints of feeling ill. In these cases the staff must exercise their own judgment about whether to contact the family. A space in the front office will be made available for children who are waiting to be picked up and are too ill to remain in the classroom. Either a classroom teacher or administrative staff will stay with the child until he/she is picked up.

It is important when sending a sick child home to remind the family member of our policy that does not allow children to return to school until 24 hours after their symptoms have ceased. Therefore, if we send home a child who has vomited, he or she will not be permitted to return to UNM Children’s Campus the next day. If the parent indicates that their child was sick with contagious symptoms (i.e. fever, vomiting, etc.) the night before, the child should not be permitted to stay. It is the responsibility of all staff members to enforce this policy to ensure the well-being of
the children and the staff. It is important that staff document that the child was sent home sick or stayed home sick on the appropriate log, located in the front office.

Please refer to the following list of illnesses and symptoms that require us to send or keep a child at home:

1. A child will not be admitted and parents/guardian or emergency contact will be notified immediately when a child has a sign or symptom requiring exclusion from the Campus if:
   a. The illness prevents the child from participating comfortably in activities.
   b. The illness results in more care than staff can provide without compromising the health and safety of the other children or;
   c. The child’s condition is suspected to be contagious or has any of the following conditions:
      1. A temperature of 101 degrees which may or may not be accompanied by a behavior change; child may return 24 hours after fever has broken or a physician has determined that there are no other signs of illness.
      2. Signs and symptoms of illness such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing or loss of appetite.
      3. Uncontrolled diarrhea or change in bowel movement pattern; child may return 24 hours after diarrhea has ceased or physician has determined illness is not contagious.
      4. Upset stomach or vomiting; child may return 24 hours after vomiting has ceased or physician has determined that the illness is not contagious.
      5. Mouth sores with drooling; child may return when a physician determines the condition is non-infectious.
      6. Rash with fever or behavior changes; rash with weepy blistering; and or rash with change in breathing pattern. Child may return when physicist has determined that the symptoms do not indicate a communicable disease.
      7. Any kind of earache or ear pain.
      8. A stiff neck or severe headache.
      9. Purulent conjunctivitis (with white or yellow discharge); child may return 24 hours after treatment starts.
10. Scabies, head lice or other infestation; child may return 24 hours after treatment has started.

11. Impetigo; child may return 24 hours after treatment has started.

12. Strep throat or other streptococcal infection; child may return 24 hours after initial antibiotic treatment and fever has broken.

13. Chicken pox; child may return after all sores have dried and crusted (between 6-10 days).

14. Pertussis; child may return 5 days after antibiotic treatment.

15. Mumps; child may return 9 days after onset of swelling.

16. Measles or Rubella; child may return 6 days after onset of rash.

Guidelines for Keeping Child at Home

1. Children exhibiting signs of sore throat should be kept at home and checked by a physician.

2. Children should remain at home for at least 24 hours once an antibiotic has been prescribed and administered.

3. If your child is not well enough to be outdoors, he/she is not well enough to be at the Kid’s’s Campus.

If we are unclear about whether or not a child is too sick to be at the Campus, we may consult with the New Mexico Public Health Department. It is our expectation that parents make every possible effort to pick up their child immediately upon notification. Children must be picked up no later than one (1) hour after the parents receive the initial notification, unless otherwise approved by an administrator. If we are unable to reach a parent, emergency contacts should be called. It is important to remind parents to be sure to update all phone numbers on their contract as changes occur.

Parents should be encouraged to notify the Kid’s Campus if their child is going to be absent due to illness, so that teachers can be notified and so that appropriate posting and notification of the illness can be completed if necessary.

In classrooms where a child has been confirmed to have a contagious condition, information regarding that condition will be posted on the classroom door. In some
instances, information may be posted center-wide. Children, whose parents are a certified conscientious objector to immunization, must be sent home immediately if a vaccine-preventable disease, to which they may be susceptible, occurs at the center.

Note: ANY illness with recurring symptoms, i.e. vomiting, fever, etc. will require a physician’s release.

**Medication**

Medication Authorization Form

When parents bring medicine to be given to their children at UNM Children’s Campus, they must fill out a Medicine Authorization Form, provide a note from the doctor and the medicine must be in its original bottle. This form is to be kept in the classroom.

A Medication Authorization form is available at the front desk. They must be filled out completely by the parent/legal guardian, signed and dated. The teacher will store the medication, administer it as directed and initial and date the dosage given. Remember the medication must be taken home at the end of each day. Medication that is no longer needed must be returned to the parents or guardians or destroyed. The center will not keep or administer expired medication.

Some children take prescription medication on a long-term basis. Prescriptions for these medications must be renewed every 3 months. Authorization for long term medications must be filled out weekly. We reserve the right to require additional information and/or prescriptions on over-the-counter drugs.

In addition, a Topical Medication form must be signed in order to authorize the use of things such as sunscreen, lotion and diaper cream.

New Mexico State Licensing requires parents to acknowledge daily any sunscreen, diaper cream or other medications that were given to their child while they were at the childcare center. The designated staff member will keep and sign a written record of the dosage, date and time a child is given medication with the signature of the staff who administered the medication. This information will be provided to the parent or guardian who will initial/date acknowledgment of information received on the day the medication is given. Teachers will post daily the times and type(s) of medication that were given on the sign in/out sheet for the parents to initial. 14/05; A, 08/31/06]
Storage of Medication

All medications shall:

1. Have a child-protective cap
2. Be stored away from food in a locked box.
3. Be stored at the proper temperature (medications requiring refrigeration should be kept in a clearly labeled leak-proof box as separate from the food as possible)
4. Be inaccessible to children
5. Not be used beyond the date of expiration
6. Be given only for the purpose identified in the instructions
7. Be clearly labeled with the child’s name

The 5 RIGHTS of Medication Administration:

1. RIGHT DRUG: It is very important to make sure that the medication you are giving is the correct drug. Check the bottle against the sign in sheet for the child.

   ALWAYS READ THE LABEL CAREFULLY!

2. RIGHT CHILD: Make sure that you know to who you are giving the medication. If you are not well acquainted with the child, check with another care provider before giving the medication.

3. RIGHT DOSE: ALWAYS double-check the dose information on the bottle or tube and always use the correct equipment to measure the dose.

   a. Often the dose of a liquid medication is indicated in teaspoons. A common household teaspoon can hold from 2-7cc or ml of fluid. A measuring teaspoon is always 5cc or ml. You must always use a measuring spoon or a spoon or syringe made for measuring medications.

   b. If the dose indicated seems unusual to you in any way, be sure to check it with another co-worker or call the pharmacy to see if it is correct. It is always safer to ask BEFORE a mistake is made.
4. RIGHT ROUTE: There are several safe ways to give medication to young children. The most common are oral, eardrops, eye drops, eye ointments, skin ointments, or rectal suppositories. Read all of the instructions carefully before you give any medication.

5. RIGHT TIME: For some medications, it is very important to give them at the correct time so that therapeutic blood levels can be maintained. This is especially true with antibiotics or time released medications for asthma symptoms. Usually at “window of time” plus or minus 30 minutes is fine. If you should forget to give a dose of medication, it is important to give it as soon as you remember it and inform the parents of the time it was actually given so the

Administering Medication to Children

Only staff trained in the proper procedure for administering medication is authorized to administer medication to children. Staff who have not completed the appropriate training are not allowed under any circumstances to administer medication.

When giving medicine to a child, the staff member is to log the date and time, the name of the medicine, the amount given, the time(s) given and their complete signature on the child’s Medicine Authorization Form. All documentation must be done in ink. In case of a mistake, never use white-out, instead a single line should be placed through it with the words “mistaken entry” written by it. Remember, this is a legal document and could be used in court. Be sure to also note this information on the Sign In/Sign Out Form and on the Infant/Toddler Daily Report. PRESCRIPTION MEDICATION CAN ONLY BE DISPENSED PER THE DOCTOR’S INSTRUCTIONS AS SPECIFIED ON THE ORIGINAL CONTAINER.

Staff will not give medication without a prescription or note from the child’s doctor. This includes over the counter drugs such as Tylenol, cough syrup and homeopathic treatments. The medication must be brought in its original container, which shall include the first and last name of the child, the date that the prescription was filled, the name of the licensed health care provider, the expiration date of the medication and the period of use of the medication, the manufacturer’s instructions or the original prescription label that details the name and strength of the medication, and instructions on how to administer and store it, the dosage, and the hours when the medication is to be given. Cough drops and throat lozenges are an over-the-counter medication and often mask a more serious condition. Therefore, we do not allow them at the Campus unless we have a note from a doctor. Parents who are physicians cannot prescribe medications to be used by their own child. Siblings may not share medication – the prescription must be for the child that will be using it.
Staff responsible for administering medication will not disclose information about a child’s medication to others unless the information is needed to protect the health of the child, other children, or staff. Any error in the administering of medication must be immediately reported to the Director and to the child’s parent.

1. Before administering any medication, staff must wash their hands.

2. It is important for staff to be gentle, yet firm, when giving a child medicine – Staff will NEVER FORCE A CHILD TO TAKE A MEDICATION.

3. Be sure to read and follow all instructions.

4. After administering medication, staff must wash their hands.

For medication given by mouth:

1. For liquid medicines, use a medication dropper or spoon that has measurements on them so that the correct dosage can be given.

2. Be sure equipment to be used is clean.

3. Pour medication into spoon or cup and hold at eye level to check dose. Have child sit upright when giving medication to facilitate swallowing.

For eye drops:

1. Position the child in an upright (standing or sitting) position

2. Pull the lower eyelid out gently to create a tiny cup.

3. Without letting the medicine dropper touch the lower eye lid, drop the appropriate number of drops into the lower lid area.

4. Keep the child in the upright position for several minutes.

For ear drops:

1. Position the child so that the ear that needs medicine is up.

2. Gently straighten the ear lobe by pulling gently back.

3. Drop the correct number of drops in the ear.
4. Maintain the child’s position for several minutes.

For nose medication:
1. Clean any mucus off the nose with a tissue.
2. Have the child extend head back.
3. Apply the medication according to the directions.
4. Have the child remain in this position for several minutes (it may be helpful to have the child on his/her back).

For ointment or creams applied to the skin:
1. Apply as directed.

For inhaled medication:
1. Have child take a breath and exhale.
2. Place the inhalant apparatus in the child’s mouth and depress the plunger as the child inhales.
3. Have the child hold his/her breath for a few seconds.
4. If the physician has ordered two puffs to be delivered, wait at least one minute before giving the second puff to the child.
5. Always follow the health care provider instructions for delivery of inhaled medications if they differ from these.

Adverse Drug Reactions

Any reaction that is sudden and severe and causes difficulty breathing requires immediate medical attention. Hives can quickly lead to breathing difficulty, so they should also be responded to quickly. Other signs may include:

• Nausea, indigestion, vomiting
• Constipation, diarrhea, inability to control urine and difficulty urinating
• Dry mouth
• Headache, dizziness, ringing in the ears, or blurred vision
• Confusion, forgetfulness, disorientation, drowsiness, or depression
• Difficulty sleeping, irritability, or nervousness
• Difficulty breathing
• Rashes, hives, bruising, and bleeding problems

Sunscreen/Sunblock

Sunscreen or sun block must be applied to children’s exposed skin each time they will be playing outdoors regardless of whether it is sunny or cloudy, except as indicated in writing by a child’s physician. Due to the individual nature of each child’s skin sensitivities, families are required to provide sunscreen for their child. Parents of children under six (6) months old must obtain a note from their doctor in order for the Kid’s Campus to apply sunscreen. When staff is helping to apply sunscreen to children they must wash their hands in between each child to avoid cross-contamination of sunscreen. Sunscreen/sun block must contain a minimum UVB or UVA protection of SPF 15 or higher. It is important to be aware that some sun protection products are labeled as flammable and cannot be used at the UNMKC. Staff may not apply any form of insect repellent to children.

Bottle Care

Bottles used to store formula or breast milk not yet used, must have a lid, be labeled and refrigerated. The refrigerator must have a thermometer to ensure the proper temperature. The temperature needs to be checked and recorded daily on the daily temperature log for both the refrigerator and the freezer. The USDA Food Program regulates that all used formula (including breast milk) must be thrown out after each use and can not be stored in the refrigerator for future use. There are no exceptions. Bottles, bottles caps, and nipples reused by the Kid’s Campus must be sanitized in the kitchen dishwasher only.
Toileting

Diapering

Parents are asked to provide disposable diapers, wipes and diaper cream. For those children who use cloth diapers, a health provider's authorization is required. Classroom staff is required to change the children's diapers as many times as necessary. At minimum children will be checked for signs that a diaper is wet or contains feces 1) at least every two hours or as often as necessary when children are awake; and 2) before children go down for a rest; 3) when sleeping children wake up from resting. A new diaper will be used when there is any indication a diaper contains any amount of urine or feces.

Diapering Policy

The diapering process is a wonderful time for the teacher and child to connect. Diapers are to be checked regularly throughout the day. The recommendation is that diapers be checked every two hours. Diapers will be changed only on the diaper table, never on the floor or on other surfaces. The diapering surface will be kept clear of any other objects. However, as children get closer to transitioning out of diapers, changing a child while he/she is standing is permitted as long as the child did not have a loose bowel movement. Never leave a child unattended on or near the diapering table. Any medication applied to the diaper area must be provided by the parent and have written permission from the parent or legal guardian.

Teachers will adhere to the following proper diapering procedure:

1. BE PREPARED! Gather needed supplies (wipes, diaper, gloves, medication, etc.) and place on changing table BEFORE placing the child on the table.

   REMEMBER: GLOVES MUST BE WORN FOR ALL DIAPER CHANGES!!

2. Remove the soiled diaper. ALWAYS keep one hand on the child the entire time they are on the table. REMEMBER: the child should always be sitting or lying down while on the table.

3. Use a fresh wipe to clean genital area form FRONT TO BACK. Do not reuse wipes.

4. Bundle wipes together with soiled diaper and gloves and dispose in the designated covered trash can. Remember to use this time to interact with the child. This is also the opportunity to notice any rash or reddened areas.
5. Place a new diaper on the child. Apply ointment (only if provided by parent with appropriate permissions) as necessary wearing a new glove.

6. Prepare for the next diaper change by thoroughly sanitizing the table with bleach solution. Wait at least two minutes before wiping dry.

7. Soiled clothing must be deposited in a plastic bag with the top closed or tied and given to the parents upon pick-up.

8. Both the adult and the child must wash their hands with soap and warm, running water. This is the most effective way to prevent the spread of germs. For very young infants a wipe may be used.

Diapers and Other Waste

All waste containers shall be provided with a tight-fitting lid and shall be covered when stored or not in continuous use. Diapers shall be removed from rooms occupied by children on a daily basis during the time between rest time and p.m. snack. The dumpster is located by the front parking lot. Plastic bag-liners must be used in trash containers. Waste containers must be cleaned once a week or as needed with an approved disinfectant solution.

Children must be diapered or have soiled underwear changed in the diaper-changing area or bathroom.

Toilet Learning

The UNM Kid’s Campus does not require a child to be able to use the toilet in order to be in any of our classrooms. All children develop a readiness to learn to use the toilet at their own pace. Toilet learning is a process and it will ultimately lead to children developing an important self-help skill as long as they are ready. At the Kid’s Campus we base our toilet learning practices on the following philosophy:

• This should be a non-stressful experience that is appropriate to each child’s individual development and involves the child as well as a partnership between the parents and classroom teachers.

• Toilet learning should be consistent between home and school. Communication between parents and teachers is critical to ensure that each child is comfortable and confident about using the toilet.

• We will respect the child’s readiness to begin learning to use the toilet.
• We will never force a child to sit on the toilet.

• We will not bribe a child to use the toilet. In addition, it is important that parents do not promise children treats or rewards if they use the toilet.

• Accidents are part of the learning process. We will never punish or shame children in any way for accidents or require them to clean up the mess.

• Children will not be allowed to remain in wet or soiled clothing following accidents. Please ensure that there is an adequate supply of clothes during this process.

• Under some circumstances, we may recommend that parents wait to begin working with their child on learning to use the toilet even if they are showing signs of being ready. These circumstances may include recent changes in the household that seem difficult for the child such as a separation/divorce, a death in the family, or a new baby.

Tooth Brushing

Teachers should remind parents that they will need to provide their child with a toothbrush and toothpaste labeled with their child's first and last name to be used at school.

Children two years and older should brush their teeth with direct supervision and support of the teachers at least once a day. Toothbrushes must be personally labeled and should be replaced when bristles have lost tone. They should be stored so that they do not drip on other toothbrushes and should be kept separate from one another. Toothpaste should be placed on a paper towel for the child to transfer to the toothbrush. The tube of toothpaste should not touch any toothbrushes. Toothpaste should be limited to a pea-sized portion.

Sanitation and Equipment

Areas used for food service: All areas used for food service must be disinfected before and after use. This includes tables used for serving and eating, and chairs.
Toilets and Sinks:

Toilet floor, toilets, toilet training equipment and sink fixtures shall be cleaned and sanitized daily during the time between rest time and p.m. snack. Sinks must also be sanitized after all of the children in the group have finished brushing their teeth.

Toilets in toddler rooms must be cleaned between each use.

Mats:

The children’s mats for naptime are to be cleaned with bleach water on your scheduled cleaning day and before use by a new child. The mat covers are to be machine washed on your scheduled laundry day. The room is to be kept clutter-free and cleaned.

Cubbies and shelves are to be cleaned on a weekly basis.

Room:

The room is to be kept clutter free and sanitary. Cubbies, lofts, shelves, and door handles are to be wiped with bleach solution at least on a weekly basis or more often if necessary.

Cribs:

Crib mattresses shall be cleaned and sanitized at least weekly and when soiled or wet. If a crib is being shared by more than one child, it must be sanitized between each use and all bedding must be changed.

Toothbrushes:

Toothbrushes should be stored so that they do not drip on other toothbrushes and shall be separate from one another. Toothpaste should be placed on a paper towel for the child to transfer to the toothbrush. The tube of toothpaste should not touch any toothbrushes.

Toys:
Toys that are placed in children’s mouths or are otherwise contaminated by body secretions shall be set aside to be cleaned with water and detergent, disinfected and rinsed before handling by another child. Machine-washable cloth toys can be used and shall be machine-washed when contaminated.

All frequently touched toys in rooms where infants and toddlers are cared for shall be cleaned and disinfected with bleach and rinsed or run through the kitchen dishwasher daily. Toys in rooms where older (non-diapered) children are cared for shall be cleaned weekly and when soiled. The use of soft, non-washable toys in the infant/toddler areas of facilities shall be limited to personal use articles that are not shared between children.

Dress-up Clothes:

Dress-up clothes must be washed at least once a week and more often if needed. Hats should be avoided in the dress-up area to avoid the spreading of unwanted germs. If hats are used in the dress-up area, they must be sanitized after each child’s use. Alternatively, children may wear disposable shower caps before putting on a hat.

Cleaning and Sanitation Frequency Table

<table>
<thead>
<tr>
<th>AREA</th>
<th>CLEAN</th>
<th>SANITIZE</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms/child care/food areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countertops/tables</td>
<td>X</td>
<td>X</td>
<td>Daily and when soiled</td>
</tr>
<tr>
<td>Food preparation and service surfaces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X X Before and after contact with food activity; between preparation of raw and cooked foods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floors</td>
<td>X</td>
<td>X</td>
<td>Daily and when soiled</td>
</tr>
<tr>
<td>Door and cabinet handles</td>
<td>X</td>
<td>X</td>
<td>Daily and when soiled</td>
</tr>
<tr>
<td>Carpets and large area rugs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vacuum daily when children are not present. Clean with a carpet cleaning method approved by the local health authority. Clean carpets only when children will not be present until the carpet is dry. Clean carpets at least monthly in infant areas, at least every three months in other areas and when soiled.

Small rugs

Shake outdoors or vacuum daily. Launder weekly.

Utensils, surfaces, and toys that go into the mouth or have been in contact with saliva or other body fluids

X X After each child’s use; or disposable, one-time use utensils or toys.

Toys

Weekly and when soiled

Dress-up clothes not worn on
the head
X
Weekly
Sheets and pillowcases,
individual cloth towels (if used),
combs and hairbrushes,
X
Weekly and when visibly soiled
(used only by one child)
washcloths, and machine-washable cloth toys
Blankets, sleeping bags and
cubbies
X
Monthly and when soiled
Hats
X
After each child's use (or use disposable hats that only one child wears)
Cribs and mattresses
X
Weekly or before use by a different child
Mops and cleaning rags
Before and after a day of use, wash, rinse, and sanitize mops and cleaning rags.

Toilet and diapering areas
Handwashing sinks, faucets, surrounding counters

X X Daily and when soiled
Soap dispensers X X Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surfaces, floors
X X Daily or immediately if visibly soiled
Toilet bowls X X Daily
Doorknobs X X Daily
Changing tables X X After each child’s use

Potty chairs
X X After each child’s use. (Use of potty chairs in child care is discouraged because of high risk of contamination.)

Any surface contaminated with body fluids: saliva, mucus, vomit, urine, stool, or blood

X X IMMEDIATELY
Accidents

The staff at the UNM Kid’s Campus strives to prevent accidents through their arrangement of play and learning environments and through their supervision of children. Teachers will strategically place themselves in areas of the classroom and playground that have a higher risk for injury. Nevertheless, there are certain risks and hazards that may arise in the course of a child’s activities. At the UNMKC all permanent staff, and student employees maintain current certification in pediatric and adult first-aid, CPR and AED in order to ensure the presence of at least one successfully trained staff member is available to each group of children at all times.

Supplies needed for basic first aid are stored in all classrooms and playgrounds. All classrooms should also maintain an adequate supply of band-aids and gloves in order to care for every day hurts. Fully equipped First Aid Kits will be taken on all walks around campus and field trips.

Minor Accidents

If a child has a minor accident, the adult in charge will administer the proper First Aid treatment and complete an Accident Report. Parent, teacher and Director will sign the report and it will be filed in the child’s accident report file. All head injuries will result in an automatic call to the parents. If the accident involves a head bump, staff will apply ice, and have the child checked by an administrator. A call will be made to notify the parent of the head bump.

If a child arrives at the Campus with an injury that happened at home or away from the Campus, parents should inform staff upon arrival. If teachers are unaware of the cause of the injury, they are expected to contact the parent to inquire about it. An incident report will be written, documenting what the staff person observed. In some instances, a photograph may be taken to document the injury.

Medical Emergencies

If a child has a serious accident or becomes seriously ill while at the Kid’s Campus staff should stabilize the child, assess the situation, and determine whether to call 911. If it is deemed necessary to call 911, the parent/legal guardian will also be
contacted to meet emergency medical personnel at the center or at the hospital. A designated staff person will stay with the child until emergency help arrives. Another staff person will be sent outside to direct emergency personnel.

Once 911 have been called, the emergency response is immediate and because we are a childcare center, a large number of emergency personnel will respond. This can be especially scary for parents arriving at the Kid’s Campus. A staff person will be positioned outside to talk with parents and inform them of the emergency situation. This staff person will remain outside until all emergency personnel have left the facility.

If the child must be transported by ambulance, they will be taken to the hospital designated in the child’s paperwork. If a hospital was not designated the child will be taken to University Hospital. If the child’s parents have not arrived and emergency medical personnel deem it necessary for the child to be immediately transported to the hospital, a designated staff member will be assigned to accompany the child to the hospital and stay with the child until the parent arrives.

Emergency Procedures for Injuries

Determine if there is a severe injury or trauma: i.e., no respiration or pulse, broken or maimed limbs, severe head injury, seizure, chemical burn, excessive bleeding, poisoning, choking, or unconsciousness. Notify an administrator immediately that you have a “child emergency.” The first hour after a severe injury is the most important because of the onset of shock.

• **DO NOT MOVE THE CHILD.** Clear other people out of the area.

• Dial 911. Give your name and indicate that you are with UNM Kid’s Campus (located at 1156 County Rd. 110 Ranchos de Taos) Give the dispatcher any details about the nature of the injuries.

• Stay on the line until the dispatcher tells you to hang up.

• Keep all unnecessary people clear of the area. Be courteous but firm.

• Contact the parent. If the parent is a student and cannot be reached at home or work, call Student Emergency Services at 7-7872. Identify yourself and UNM Kid’s Campus. Tell the operator you must reach a certain parent because (explain injury) and give the parent’s Social Security number. Ask the operator to call back and confirm that the parent was notified. If the parent is not a student or was unable to be identified, use the emergency contact information for the child.
• If the child is going to be transported to the hospital and the parent has not been reached, copy the child’s emergency information to take with you. One staff member should accompany the child to the hospital. An accident/incident form should be filled out and ready for the parent.

• If the child is conscious, keep him or her calm.

• DO NOT give the child any food or drink unless medical personnel have approved it.

• DO NOT prop the child’s head up unless you are certain there is no head, neck, or spinal injury.

• DO cover the child with a blanket.

• DO talk to the child.

• DO continue to assess the child in case his or her status deteriorates.

Insurance

The University of New Mexico does not provide medical insurance for accidents that may occur while a child is at the Kid’s Campus. UNM and the UNM Kid’s Campus are governed by the New Mexico Tort Claims Act. This act imposes limitations on the recovery of damages from state institutions and their public employees.

Incidents

Occasionally the children may experience or witness an event that leaves no physical signs but may have a considerable psychological impact on him/her. For example, a small group of Kindergartners once witnessed an accident involving a school bus on which they were about to ride. In this, and in similar cases, parents will be notified through an Incident Report form as if the child had actually sustained a physical injury.
Reporting and Logging Incidents and Accidents

When a child is hurt at UNM Kid’s Campus, it is important to let the family and other staff members know. UNM Kid’s Campus uses an Accident/Incident Report (see Appendix) in these cases. At times, such as in the case of biting, a head injury or a substantial problem for the child, it may be necessary to contact the family immediately. Regardless of whether a parent has been contacted, an Accident/Incident Report must be written. The report is to be filled out by the teacher who witnessed or handled the accident or incident. It is to include all necessary information. Two copies are to be made: one for the parent of the child who was hurt and one to be turned in to the Program Director. Names of the other children are NOT to be included in the report in order to maintain the children’s confidentiality. Staff members are to use the term “another child” and avoid using the terms he/she when referring to the aggressor. A good guiding rule for knowing when to fill out a report is if a child has a visible mark or the accident/incident was particularly upsetting. It is the responsibility of the teacher who witnessed or handled the incident/accident to inform the other teachers, as appropriate, in order to ensure proper communication between the staff and the families. The Director is to be notified whenever a child is restrained for any reason.

If a child is bitten, a Biting Report must be filled out and given to the Program Director. This report asks for information on both children and is NOT given to either parent. For the child that did the biting, an Incident Report needs to be filled out. The Program Director and the parent of the child who did the biting will receive a copy. For the child who was bitten, an Accident Report needs to be filled out. The Program Director and the parent of the child who was bitten will receive a copy of this.
Fire/Emergency Evacuation Drills

The UNM Kid’s Campus conducts a minimum of one (1) fire/emergency evacuation drill per month. During a fire/emergency evacuation drill children practice how to safely exit the center in case of a real fire or other emergency. Fire/emergency evacuation drills are unannounced and can happen at any time during the day including meal and rest time. When the alarm sounds, children will be escorted to their classroom’s designated waiting area. During these drills, children are expected to exit the classroom quickly, sometimes without their shoes. In order to minimize any potential discomfort the children may experience during a fire/emergency evacuation drill, the Kid’s Campus will regularly check the surface temperature of the classroom evacuation paths. In addition, all staff is expected to monitor the path regularly for any signs of debris, sharp rocks, or thorny weeds and notify the administration immediately if the path needs to be maintained. Our first priority during any fire/emergency evacuation drill is to ensure the safety of all children and staff and to ensure that they have been evacuated from the facility to a safe waiting area.

Upon arriving at this location, each classroom will conduct a role call to ensure that all children are accounted for. Once everyone has been accounted for and the classroom staff is given the okay, the children will return to the classroom. Classroom staff is expected to build the fire/emergency evacuation drill into their curriculum with the children, talking about the loud noise and how it made them feel. If a child was upset by the fire/emergency evacuation drill in any way, parents should receive an incident report informing them of the situation.

As part of the fire/emergency evacuation drills, the center is secured by our staff. If a parent or visitor arrives in the middle of a drill, they will not be allowed access to the facility until the drill is completed. A staff member is positioned at the front entrance to ensure that no one enters the building. If the parent or visitor is in a classroom, on the playground, in the courtyard, or in the administrative building, they must exit using the posted emergency evacuation routes. They will not be allowed to re-enter the main administrative building until the drill is completed. Center staff should help to direct parents and visitors to the appropriate exists. If a person is in the office - they should follow the office’s primary exit (out through the front door) or the secondary exit (out through the lounge and the staff courtyard) and in both cases walk outside the perimeter fence to join the rest of the staff.

In the event of a fire/emergency evacuation drill or fire:
Classroom Staff

• help the children stop what they are doing
• line the children up at the door
• count how many children there are
• check that all children are accounted for by name
• check to make sure all children are at the door
• calmly lead them out of the building
• walk the group quickly and in an organized fashion to the designated waiting spot
• parents, family members and other visitors in the classroom MUST leave and stay with the classroom group through the evacuation.

The staff member in charge for each classroom is responsible for turning out the lights and taking the attendance sheet. In addition, staff must ensure that they take the children’s medication, breast milk, formula, and rice cereal with them to the designated meeting spot. They also have a responsibility to be aware of the needs of other rooms and provide assistance if necessary.

Evacuation – No Warning:

Attendance Sheets

All Staff Accounted For

Evacuation – With Warning:
1. Attendance Sheets and All Staff Accounted For
2. Classroom Emergency Medicines
3. Classroom Red Binders
4. Breastmilk (priority)/Bottles/Formula
5. Rice Cereal
6. Children’s Jackets and Shoes (they do not need to be put on)
7. Staff Belongings

While walking to the designated area, teachers are to position themselves such that there is a teacher at the front of the line and one in the back of the line. Other staff should disperse between the children to ensure that children are watched at all times. If there are only two teachers, they should position themselves so that one is at the front of the line and the other is at the back.

Once outside, attendance is to be taken to ensure that everyone is accounted for. The children and teachers wait outside until authorized personnel inform them that it is safe to re-enter the building. (More specific information can be found in each classroom.)

Office Staff

- One person is responsible for posting themselves at the outside entrance of the Kid’s Campus to stop others from entering the building until notified that people may enter the buildings again.
- All others are responsible for helping the Infant/Toddler classrooms or those classrooms which have been identified as needing extra support.
- One person is responsible for the children’s emergency contact information as well as the fire alarm book.
• One person is responsible for bringing a center cell phone.

• When returning to the office after the fire drill has been completed, the first person back is responsible for notifying the staff member posted at the outside entrance that it is safe to re-enter the building.

Office Staff Will Bring:

1. Keys
2. Staff Currently Clocked In
3. Observer Log

Responsibility for the organization of the evacuation follows the Chain of Command (this includes accounting for those classrooms that have already been evacuated).

Emergency Shelter and Evacuation & Disaster Preparedness

Emergency shelter, evacuation and relocation could occur as the result of a security threat, utility failure, natural disaster, or other environmental hazard that directly affects the safety of the children and staff at the Kid’s Campus or that affects some other area of the University or surrounding community. The Director, or administrator authorized to assume authority as outlined in the posted chain of command, will work in conjunction with University Officials, Campus Police, and the UNM Safety Health and Environmental Affairs office in the event of an emergency.

Emergency Shelter in Place

In situations where there is a threat to the safety of the children and staff at the center, such as an unauthorized individual on the premises, the center will be placed
in lockdown. Access to the facility will be limited only to emergency personnel. All classroom doors and windows will be locked, shades will be drawn, and lights will be turned out. Teachers will gather children together in a group and keep them away from any windows and doors. Attendance will be taken to ensure that everyone is accounted for. Once the area has been deemed safe, staff will be notified that the lockdown has been concluded.

Emergency Evacuation and Relocation

In situations such as a bomb threat or other environmental hazard, everyone must evacuate the premises. Teachers will take attendance forms, be sure everyone is out and accounted for, and take the group to the designated waiting spot. Children will be shuttled to the evacuation site escorted by Campus Security. Upon reaching the evacuation site, another head count will be taken and parents will be notified. We work in conjunction with UNM Campus Security during any emergency. During an evacuation, parents may use the following emergency numbers to contact Kid's Campus. Administrators for updated information: (575)770-5418 or (575)779-

Supervision, Ratios & Group Size

Each group of children is to be assigned to teaching staff that will have primary responsibility for working with that group of children. A child will have no more than three (3) primary, consecutive care givers in any day including care givers in the early morning and late afternoon.

Teaching staff must supervise infants, toddlers, and twos by sight and sound at all times. Preschool and kindergarten children must also be supervised by sight and sound at all times. Teachers are expected to position themselves in a way that allows them to see as many children as possible.

The UNM Kid’s Campus maintains developmentally appropriate teaching staff to child ratios within group size. Smaller group size and lower ratios allow for more one-on-one adult to child interactions and for constructive activity among children. Staff to child ratios within group size must be maintained at all times during the day, including indoor time, outdoor time, and during field trips.

Research has consistently shown that fewer children per adult and smaller group size results in a higher quality program and more positive developmental outcomes for children.
Single Age Group NM State NAEYC Accreditation

Licensing Maximums Maximums
6 weeks through 24 months 1:6 1:4
2 years 1:10 1:5
3 years 1:12 1:6
4 years 1:12 1:9
5 years 1:15 1:9

Mixed Age Group NM State NAEYC Accreditation

Licensing Maximums Maximums
6 weeks through 24 months 1:6 1:4
2.5 years through 3 years 1:12 1:8
3, 4, & 5 years 1:14 1:9

Staff is expected to maintain an awareness of what is happening in the classroom at all times. This awareness includes always knowing the number of children, where they are playing and what the children are doing. Teachers must be aware of the total group, even as attention is given to a small group or an individual. This must be reflected in how the teacher positions themselves in the classroom and in the amount of mobility the teacher maintains.

When a teacher leaves the classroom or playground, even if for a short moment - such as going to the kitchen, closet or bathroom - the teacher is required to make eye contact with and tell at least one of the other teachers that he or she is leaving the classroom along with an estimated time of return. If teachers leave the classroom or playground with a child or children, they must notify another teacher about where they are going and which children are accompanying them.

Children are never to be left alone for any reason. Teachers must have an immediate awareness of any adult in the proximity of the children. Anyone who does not seem
to have a legitimate reason for being at the Kid’s Campus must be reported to the appropriate administrator or staff member in charge immediately. These adults include volunteers, maintenance workers, solicitors, visitors, etc. Volunteers and observers are never to be left alone with the children. They do not qualify as an adult in the classroom ratios.

**Missing Child**

In the event that a child is missing and not located after a 10-minute search, an administrator or the staff member in charge will immediately notify both parent(s) and campus police. A center wide “all-call” will be made immediately to notify all staff of the situation and the UNMKC will be placed in lockdown. No one will be permitted to enter or exit the facility without administrative approval, until the child has been located. Staff is expected to stop what they are doing and immediately search their room, core space and playground in an effort to locate the child. As each classroom is checked, the office should be notified by that classroom as to whether or not the child was located. Office staff will support classroom staff in the search for the child.

**Reporting Child Abuse or Neglect**

The Kid’s Campus is steadfastly committed to protecting children and helping them to grow. Staff members who suspect child abuse or neglect have an ethical and legal responsibility to take action. Staff members should inform their supervisor who will support the staff member in collecting information and taking the appropriate action.

It is our legal obligation to report unusual physical marks or inexplicable behavior to the Department of Children, Youth and Families. It is not our responsibility or intention to offer interpretation or explanation of our observations.

The following procedures must be initiated in accordance with the Children, Youth and Families Department.
1. Staff members must be familiar with the signs of abuse/neglect as given in the description provided by the Department of Children, Youth and Families.

2. As required by New Mexico law (the Children’s Code), staff members will report any known or suspected cases of child abuse or neglect.

3. Any of the following information may be requested:
   a. Child’s name, address, gender, age, and description
   b. Location of where the suspected abuse took place or from where it is being reported
   c. Nature and extent of injuries and previous injuries
   d. The name and address of the parent/legal guardian or caretaker of the child
   e. The name of the person suspected of abuse or neglect
   f. Why it is suspected that the child is being abused or neglected – the nature of the child’s injuries, abuse or neglect

4. The above report may be made by telephone, in person, or in writing to the local Social Services Division office. The Albuquerque address and number is:

   New Mexico Human Services Department
   Social Services Division
   Child Abuse and Neglect
   300 San Mateo Blvd. NE 87108
   Phone: (505) 841-6100 (24 hours a day)

5. Other state agencies to which reports may be made are:
   Juvenile Probation Office
   Local District Attorney’s Office

6. FAILURE OF EDUCATORS TO REPORT IS A MISDEMEANOR. New Mexico law establishes immunity for any person reporting in good faith. State law assures confidentiality of reports and reporting persons. The law provides that an anonymous report may be made and the case will be investigated.
Whistleblower Protection

University Business Policy 2200: Whistleblower Protection and Reporting
Suspected Misconduct and Retaliation
(http://www.unm.edu/%7Eubppm/ubppmanual/2200.htm)

1. General

The University of New Mexico strongly encourages all University employees, acting in good faith, to report any suspected misconduct that may be taking place at the University. An employee who interferes with or tries to interfere with the right of another employee reporting suspected misconduct is subject to disciplinary action, up to and including dismissal. The University is committed to protecting employees who report suspected misconduct in accordance with the Whistleblower Protection Act.

Misconduct is any on-the-job activity performed by a University employee that violates state and/or federal laws or regulations, local ordinances, or University policy. A more detailed definition is provided in Section 2. below. For the purposes of this policy the term "employee" is broadly defined and includes all faculty, staff, and student employees; independent contractors; and volunteers. This policy describes the procedures for reporting and investigating suspected misconduct, interference with reporting suspected misconduct, and retaliation. Nothing in this policy limits the right of any person to seek individual remedies or otherwise proceed under any other state or federal remedy.

1.1. Whistleblower Protection Against Retaliation

Retaliation will not be tolerated and will be promptly investigated by the University. Any employee who retaliates against an employee who has reported suspected misconduct is subject to disciplinary action, up to and including dismissal. Retaliation and the procedures for reporting retaliation are described in Section 8. herein.

1.2. Employees Reporting Suspected Misconduct

An employee reporting suspected misconduct:

• will be protected from retaliation for reporting suspected misconduct;

• can report suspected misconduct anonymously, but doing so may limit an employee’s protection from retaliation and the University’s ability to conduct a full investigation;
• can contact the University Internal Audit Department at any time concerning the timeline of the review or investigation;
• can amend a report if new information become available;
• should not investigate suspected misconduct on their own; and
• will be notified when the investigation is complete.

2. Misconduct

Misconduct is any on-the-job activity performed by a University employee that violates state and/or federal laws or regulations, local ordinances, or University policy.

Misconduct includes, but is not limited to, the examples listed below.

• Misuse, mismanagement, or misappropriation of funds, securities, vehicles, property, facilities or any other University asset.
• Corruption or bribery.
• Theft of University property.
• Paying or receiving money for hours not worked.
• Falsification of documents or reports.
• Willful failure to perform duties.
• Discrimination.
• Sexual harassment.
• Using or being under the influence of alcohol or drugs at work.
• Personal use of University materials or assets (other than incidental use as defined in Section 4.2 of Policy 4000 and Section 2.3 of Policy 2500).
• Endangerment of public health or safety.
• Unauthorized release of confidential information.
• Retaliation against an employee who has reported suspected misconduct or interference with the right of an employee to report suspected misconduct.

3. Confidentiality
The University will try to prevent disclosure of the identity of the employee reporting suspected misconduct without their consent. However, often the identity of an employee may become obvious to others due to the nature of the information. The reporting employee's identity may be disclosed if necessary or required:

- to any law enforcement agency investigating the matter;
- to University employees assigned to investigate the matter;
- to University administrators and Regents to the extent necessary to conduct an investigation (on a need-to-know basis only);
- if required pursuant to a subpoena or by law;
- if necessary to defend a grievance by an employee; or
- if required by due process in connection with disciplinary action against the person accused.

The employee will be notified by the applicable University administrator when the employee's identity will be disclosed under any of the above circumstances. Whenever possible, the employee will be notified in advance of the disclosure. Employees reporting suspected misconduct or subsequent retaliation may need to testify in order to prove misconduct occurred and to defend against a legal action or grievance that may be brought against the University, its officers, or its agents.

4. Reporting Suspected Misconduct

Employees who are aware of or have reason to suspect misconduct should report the conduct, either orally or in writing using any of the following methods. An employee should report suspected misconduct as soon as reasonably possible, preferably within sixty (60) days from the time the employee becomes aware of the suspected misconduct. Employees should select the reporting method listed below that they are most comfortable with and is most appropriate to the situation.

- Report the conduct to your supervisor unless there is reason to believe the supervisor may be involved in the misconduct.
- Call the UNM Hotline 1-800-899-6092--call may be anonymous, but doing so may limit an employee's protection from retaliation and the University's ability to conduct a full investigation.
• Report the conduct to the Internal Audit Department--suspected misconduct by the Internal Audit Department should be reported to the University President’s Office.

• Report the conduct to the department responsible for dealing with the conduct in question such as OEO, Campus Police, Risk Management, or HR as outlined in Section 6.1. herein.

Once an initial report has been filed, an employee may amend the report if the employee becomes aware of new information. Supervisors should not investigate reports, but instead must notify the Internal Audit Department when a report of suspected misconduct is received. The Internal Audit Department coordinates all responses to reports of suspected misconduct regardless of reporting method. Reports of suspected misconduct should include the following information:

• Name of employee filing the report (a report may be anonymous, but such action may limit an employee’s protection from retaliation and the University’s ability to conduct a full investigation.).

• Address and telephone number where the employee prefers to be contacted.

• A detailed description of the suspected misconduct. This should include the name(s) and department(s) of all those believed to be involved.

• Dates or range of dates of suspected misconduct.

• Any supporting evidence or material that may be available to the reporting employee. However, employees are not to investigate suspected misconduct on their own or remove University records from their proper location.

If suspected misconduct is reported orally, the supervisor or University administrator receiving the report will document all information received at the time the report is made or as soon afterwards as possible.

All reports regardless of reporting method are coordinated by the Internal Audit Department. The Internal Audit Department will not accept complaints concerning allegations of suspected misconduct or retaliation that have been previously investigated or are currently being investigated by another University department.

5. False Information
An employee who knowingly gives false information or knowingly makes a false report of suspected misconduct or a subsequent false report of retaliation, or who knowingly provides false answers or information in response to an ongoing investigation will be subject to disciplinary action, up to and including dismissal, by the University.

6. Investigation of Suspected Misconduct

The Internal Audit Department will review and evaluate reports of suspected misconduct to determine if the report should be referred for further review and/or investigation. If such a determination is made, the Internal Audit Department will prepare a written report of the review. The University will act upon the Internal Audit Department's recommendations promptly. However, the timeliness of any investigation shall depend on the type and complexity of the report, the alleged act, and the type of investigation required. Time limitations for court actions or administrative proceedings are not delayed or interrupted during an investigation. In accordance with due process rights, the accused shall be notified of that allegations of misconduct have been made and will be allowed to respond. The administrative department responsible for conducting the investigation will determine when it is appropriate to notify the accused. The employee reporting suspected misconduct may contact the Internal Audit Department for information on the timeline of the review or investigation.

6.1. Investigations will be conducted by the appropriate University department listed below in accordance with that department's investigation procedures. Allegations against any of the departments listed below will be investigated by the administrator to whom the department head reports. A joint investigation may be conducted when more than one (1) area is involved.

- The University Department of Human Resources will investigate allegations related to violation of personnel policies.

- The University Office of Equal Opportunity will investigate any allegations of discrimination or sexual harassment.

- The University Department of Safety and Risk Services will investigate any allegations concerning safety or an unsafe work environment.

- The Internal Audit Department will investigate any allegations concerning the handling of University financial matters, documents, information, or equipment in accordance with "Dishonest or Fraudulent Activities" Policy 7205, UBP.
• The University Security Department will investigate any allegations concerning security or criminal activity.

If the employee reports suspected misconduct which personally affects the reporting employee in the workplace, the Internal Audit Department may consult the University Dispute Resolution (DR) Coordinator to determine whether to proceed under this policy or to transfer the matter, in whole or in part, to the DR Coordinator for proceedings under "Dispute Resolution" Policy 3220, UBP.

6.2. Great care must be taken in dealing with suspected misconduct to avoid the following:

• Inaccurate accusations.

• Violating any employee's right to due process.

• Making statements that could lead to claims of false accusation or other offenses.

• Alerting suspected individuals that an investigation is under way.

7. Report of Investigation

7.1. When the investigation is completed, a confidential report of the investigation will be sent for appropriate action to the vice president responsible for the unit where the investigation was conducted or to the President for units that report to the President. If the investigation is conducted by the Internal Audit Department, the report will be filed in accordance with Internal Audit Department policies. The Internal Audit Department will notify the complainant when an investigation is completed.

7.2. If illegal activity appears to have occurred, the findings will be reported to the appropriate audit and law enforcement agencies. This will be coordinated with University Counsel and other appropriate University administrators.

8. Interference With or Retaliation for Reporting Suspected Misconduct A University employee may not interfere or try to interfere with the right of another employee to report suspected misconduct and may not retaliate against an employee who has reported suspected misconduct. If an employee believes that retaliation or interference was threatened, attempted, or occurred, he or she may file a complaint with the Internal Audit Department. Employees reporting suspected interference
with or suspected retaliation for reporting suspected misconduct by the Internal Audit Department may file a report with the President's Office. An employee may file a retaliation complaint only if he or she has previously reported suspected misconduct.

8.1. Retaliation is any adverse action taken against an employee who has reported suspected misconduct when business related reasons do not exist for the action or the action is outside of regular practice. Some examples of retaliation are listed below.

- Giving unwarranted negative performance evaluations to the reporting employee.

- Moving the reporting employee frequently and/or to undesirable locations, without legitimate business justification.

- Transferring the reporting employee, without legitimate business justification.

- Reprimanding the reporting employee, without legitimate business justification.

- Taking adverse salary actions against the reporting employee, without legitimate business justification.

- Suspending, demoting, or dismissing the reporting employee, without legitimate business justification.

- Creating a hostile work environment for the reporting employee.

Reporting suspected misconduct does not exempt an employee from legitimate personnel action taken during the normal course of business.

8.2. If the employee reports suspected retaliation, that personally affects the reporting employee in the workplace, the Internal Audit Department may consult the DR Coordinator to determine whether to investigate the retaliation report under this policy or to transfer the matter, in whole or in part, to the DR Coordinator for proceedings under "Dispute Resolution" Policy 3220, UBP.

8.3. The Internal Audit Department will review and evaluate reports of suspected
interference with or suspected retaliation against an employee for reporting suspected misconduct to decide if an investigation is justified. Subject to Section 8.2, the Internal Audit Department will refer the investigation to the appropriate department for investigation. If an employee alleges retaliation by the Internal Audit Department, the President’s Office will review and evaluate the report to decide if an investigation is warranted. If an investigation is warranted, the report will be referred to the appropriate department for investigation.

9. False or Inaccurate Accusations

It is important to protect individuals from false, unsubstantiated, or inaccurate accusations. Therefore, when a report of suspected misconduct or suspected retaliation is not substantiated, the file containing all documents relating to the report, review, or investigation will be sealed and delivered to University Counsel’s office. The file will be stored for six (6) years after the date the file is sealed, after which time it may be destroyed.

10. Disciplinary Action

All disciplinary action taken as a result of investigations will be in accordance with the personnel policies contained in the University Business Policies and Procedures Manual, the collective bargaining agreements, and the Faculty Handbook as appropriate.

Alleged Child Abuse by a UNMKC Employee

In the event that a staff member is accused of abuse or neglect of a child in the program, the Kid’s Campus will protect the rights of the accused staff person as well as the rights of the child. We take all allegations of abuse extremely seriously and will take immediate action. The accused staff person will be immediately placed on paid administrative leave pending the outcome of an investigation to include the Children Youth and Families Department, University Counsel, Human Resources, Risk Management, and all other appropriate agency.
Some Signs of Child Abuse/Neglect

The Child:

• Seems unduly afraid of certain adults and generally fearful
• Is kept confined for long periods of time
• Shows evidence of repeated skin or other injuries
• Injuries are untreated or inappropriately treated
• Appears to be undernourished or inappropriately fed
• Shows evidence of overall poor care
• Is described as “different” or “bad” by parents

• Does indeed seem “different” in physical or emotional make-up
• Cries often
• Takes over the role of parent or takes care of the parent
• Is notably destructive and aggressive
• Is notably passive and withdrawn

Snow Days

During times of inclement weather, listen to KTAO, FM radio station, or watch the local news channels for details on UNM delays and closures. The UNM Kid’s Campus adheres to the following schedule during inclement weather:

1. If UNM classes are on a delayed schedule, the Kid’s Campus is also on a delay. normal time.
2. If UNM cancels classes, Parents will be notified to pick up their children as soon as possible. Staff is expected to stay until all children are picked up.

3. If UNM cancels classes and closes administrative offices, the Children's Campus also closes. Staff does not report to work.

**Child Care Licensing Regulation Review**

Both the Licensing Bureau and our own administrators believe that it is important for you to familiarize yourself with the New Mexico Regulations Governing Facilities Providing Day and Night Care to Children. The regulations are divided into five parts: “Administrative Requirements for Facilities;” “Building(s), Ground and Safety Requirements;” “Personnel and Staffing Requirements;” and “Services and Care of Children.” Copies of the regulations are available at the following website for your review: http://www.newmexicokids.org.

**Conclusion**

We are excited that you have chosen to be a part of the UNM Kid’s Campus for Early Learning community. Through your dedication and commitment, we will be able to continue to offer our children and families a quality early learning experience.

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Just Playing ~ Anita Wadley

When I’m building in the block room, please don’t say I’m “Just Playing.” For, you see, I’m learning as I play about balance and shapes. Who knows, I may be an architect someday.
When you see me up to my elbows in paint or standing at an easel, or molding and shaping clay, please don’t let me hear you say, “He is Just Playing.” For you see, I’m learning as I play. I’m expressing myself and being creative. I may be an artist or an inventor someday.

When you see me engrossed in a puzzle or some “plaything” at my school, please don’t feel the time is wasted in “Play.” For you see, I’m learning as I play. I’m learning to solve problems and concentrate. I may be in business someday.

When you see me cooking or tasting foods, please don’t think that because I enjoy it, it is “Just Play.” I’m learning to follow directions and see difference. I may be a cook someday.

When you see me learning to skip, hop, run, and move my body, please don’t say I’m “Just Playing.” For, you see, I’m learning as I play. I’m learning how my body works. I may be a doctor, nurse, or athlete someday.

When I’m getting all dressed up, setting the table, caring for the babies, don’t get the idea I’m “Just Playing.” For, you see, I’m learning as I play. I may be a mother or father someday.

When you see me sitting in a chair “reading” to an imaginary audience, please don’t laugh and think I’m “Just Playing.” For, you see, I’m learning as I Play. I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice things I find, don’t pass it off as “Just Play.” For, you see, I’m learning as I play. I may be a scientist someday.
When you ask me what I've done at school today, and I say, “I Just Played.” Please don't misunderstand me. For, you see, I’m learning as I play. I’m learning to enjoy and be successful in work. I’m preparing for tomorrow.

Today, I am a child and work is play.
The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC has developed ten (10) program standards (http://www.naeyc.org/academy/standards/) that are widely believed to measure the quality of an early childhood program. The UNM Kid's Campus strives to meet each of these standards every day.

1. Promote positive relationships for all children and adults to encourage each child's sense of individual worth.

2. Implement a curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.

3. Use developmentally, culturally, and linguistically appropriate effective teaching approaches.

4. Provide ongoing assessments of a child's learning and development and communicate the child's progress to the family.

5. Promote the nutrition and health of children and protect children and staff from injury and illness.

6. Employ a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development, and to support families' diverse needs and interests.

7. Establish and maintain collaborative relationships with each child's family.

8. Establish relationships with and use the resources of the community to support the achievement of program goals.

9. Provide a safe and healthy physical environment.

10. Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.
NAEYC Code of Ethical Conduct and Statement of Commitment

The UNM Children’s Campus requires that all staff abide by the practices outlined by the National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct. The code is outlined below. To obtain additional copies of the code, you can make your request to office personnel or visit the NAEYC’s website at http://www.naeyc.org/about/positions/PSETH05.asp.

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 http://www.naeyc.org/about/positions/ethics04.asp.)

Core Values

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

• Appreciate childhood as a unique and valuable stage of the human life cycle

• 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

Conceptual Framework

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

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas. 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 1: 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.

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.
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 are more typically engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."
Ideals (Individual)

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

Ideals (Collective)

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

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

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

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

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights 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.
When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

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

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

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

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

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

**Professional Ethics**: The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

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

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

The National Association for the Education of Young Children ("NAEYC") is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct ("Code") has been developed in furtherance of NAEYC’s
nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8. Use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

Statement of Commitment

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

• Never harm children

• Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.

• Respect and support families in their task of nurturing children.

• Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.

• Serve as an advocate for children, their families, and their teachers in community and society.

• Stay informed of and maintain high standards of professional conduct.

• Engage in an ongoing process of self-reflection, realizing that personal
characteristics, biases, and beliefs have an impact on children and families.

- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

1. 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.

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

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

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

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work.
Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, ACCESS, and NAFCC hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide non-degree training and mentoring to adults in early childhood care and education settings.

Purpose of the Supplement

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

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

Definitions

Early Childhood Adult Educator

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

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

Student

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

Colleague

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

Mentor

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

Ethics Supplement

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

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

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

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

Conceptual framework

This document sets forth a conception of early childhood teacher educators’ professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

Ideals and principles

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

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

Ethical responsibilities to adult learners

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

Ideals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

P—1.11 We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.
P—1.12 We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this only if the products or services are relevant and serve educational goals.

Ethical responsibilities to practicum sites

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

Ideals

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

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

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

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

Principles

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

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

P—2.3 When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.11 and P-4.9-12.)

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

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

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

Ethical obligations to institutions of higher learning and agencies providing training

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

Ideals

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

Principles

P—3.1 We shall respect the integrity of courses by following approved course descriptions.
P—3.2 We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.

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

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

Ethical responsibilities regarding colleagues

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

Ideals

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

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

Principles

P—4.1 When an adult learner comes to us with concerns about a colleague’s competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.
P—4.2 When we have concerns regarding a colleague’s competence, fairness, ethics, or accuracy, we will first express our concerns to that colleague. (NAEYC Code P-3A.2.)

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

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

Ethical responsibilities to children and families

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

Ideals

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

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

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

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

(NAEYC Code P-1.1)

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

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

P—5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.

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

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

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

Ethical responsibilities to community, society, and the field of early childhood education

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

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

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

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

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

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

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

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

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

Principles

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

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

P—6.3 When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on current child development and early childhood education research.
P—6.4 We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.

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