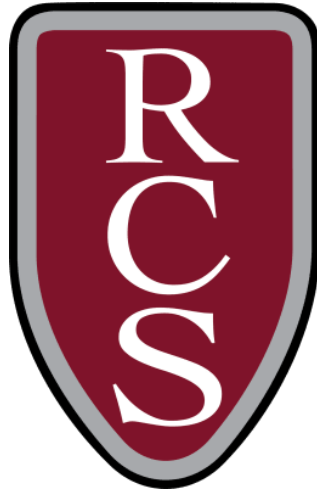


Rochester Community Schools



Early Childhood Programs Personnel Manual



The mission of the Rochester Early Childhood Programs is to provide a secure and caring environment which offers young children opportunities to discover, share, make friends, grow, and begin the journey of lifelong learning.

The mission of the Rochester Great Start Readiness Program is to provide a secure and engaging environment which supports success in kindergarten and beyond by empowering young children to develop socially, emotionally, cognitively, and physically.

This Manual outlines the employment guidelines for Teachers, Associate Teachers, Teacher Assistants, and Caregivers in Pre-K, and Great Start Readiness Program (GSRP) classrooms employed by Early Childhood Programs of Rochester Community Schools. This handbook may be revised, changed, or disregarded at the discretion of the employer. Questions about its contents may be directed to the Director of Early Childhood Programs.

Process of Employment

A written position description including terms of employment as well as personnel policies will be available to all applicants for their review prior to employment.

Staffing is based on need and according to the limitations of the Children's Programs budget. All personnel are hired to work for Preschool Programs, not a specific location.

Description of Employees

Early Childhood staff employed by the Rochester Community Schools fall into the categories listed below and are eligible for the following items based on the requirements listed for each.

Probationary: All employees who work on a regular basis but have not completed a sixty (60) working day probationary period.

Regular: All regularly assigned employees working eight (8) hours or more per week who have successfully completed the probationary period.

Job Descriptions are included in the back of this handbook. Employees are expected to meet or exceed the Performance Responsibilities described in their Job Description.

Work Schedule

The Director of Early Childhood will determine hours of work, and placement each school year for each employee. All employees shall be on site ready to work at the scheduled start time.

The lunch period shall be established by the immediate supervisor for full time, regular employees in accordance with the organizational pattern best suited to the program needs. The lunch period will not be considered as part of the regularly assigned workday. Full-time employees shall have the option of a thirty-minute, unpaid lunch period scheduled away from the assigned work area each day.

Professionalism

All employees are expected to act in a responsible, courteous, and professional manner when dealing with children, parents, school staff, and other RCS staff. As representatives of Rochester Community Schools, employees are to be supportive of all programs that are offered by the school district.

All staff are asked to follow the National Association for the Education for Young Children (NAEYC) Code of Ethical Conduct. A copy is included at the back of this handbook.

Personal Appearance Guidelines

Personal appearance makes a significant impression on parents, children, and building staff. All employees serve as role models to children. It is important that appropriate casual clothing be neat and clean. (Dark wash denim jeans are permitted.) It is expected that good taste, judgment, and personal hygiene be maintained with personal appearance.

Employee Records

A personnel file shall be maintained for each employee and is kept in the Human Resources Office. Employees may review their personnel file by making an appointment with the Human Resources office.

A licensing file shall be maintained for required State of Michigan Licensing forms including but not limited to:

- Record of mandatory training hours (found in “MiRegistry”)
- Proof of negative TB Test (required at time of hire)
- Abuse/Neglect Statement (signed at time of hire)
- Documentation of LARA Fingerprinting Clearance
- CPR - Must be renewed annually
- First Aid - Must be renewed every 3 years.

Performance Evaluations

- The Early Childhood Director shall evaluate new teachers during their probationary period in order to determine employment status and performance.
- Performance Evaluations for staff will be the responsibility of the Director.
- Performance Evaluations will take place annually.

Wage and Salary Information

The rate of pay for will be set annually by the RCS Board of Education. Individual salary increases are based on years of employment according to the scale set by the RCS Board of Education.

All employees working 30 or more hours each week qualify for Health and Dental benefits. All employees qualify for Sick Days, Snow Days, Life Insurance, and paid holidays.

2025-2026 Rochester Community Schools Early Childhood Wage Scale										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10
Pre-K Teacher	22.14	23.60	25.12	25.91	26.61	27.09	27.93	28.10	28.20	28.36
Pre-K Teacher Assistant	15.32	15.87	16.21	16.55	17.00	17.46	17.57	17.67	17.79	17.90

	Step 1	Step 2	Step 3	Step 4	Step 5
GSRP Teacher	25.60	27.91	29.09	30.10	30.36
GSRP Associate Teacher	18.37	19.05	19.96	20.17	20.40
GSRP Caregiver	14.58	15.08	15.58	16.08	16.58

Each pay period consists of two (2) weeks. The Payroll Department of Rochester Community Schools will make electronic deposits at the end of each two-week pay period. Direct Deposit is required by all staff.

All staff are required to use the Red Rover online program to log in and out for all hours worked. For hours worked beyond what is regularly assigned, a comment needs be added to the daily Timesheet, describing the work you did for those hours. Timesheets must be “submitted” for “approval” at the end of each pay period. All wages are based on the hourly rate of pay for the number of hours worked in each two week pay period.

When the program is closed due to an emergency (snow or other), all employees shall be paid their hourly rate for the number of hours scheduled for that day for the first two (2) days of the school year (unless an employee has a pre-arranged absence). Employees may elect to use Personal Illness days for snow days over two.

Jury Duty

Any employee called for jury duty or work-related attendance at any court pursuant to subpoena will be paid for normal scheduled hours for that day. Any fees received for jury duty and/or witness duty shall be sent to the Payroll Department. These days will not be deducted from the employee's sick leave bank.

Staff Conduct

- Under Michigan law, smoking is expressly prohibited on any school property.
- Alcohol and drug use by employees is not permitted at any time while on district property, nor is it permissible to have the odor of cigarettes, drugs, or alcohol on the breath or clothing of the person.
- Confidentiality regarding information about children or their families is mandatory. Student information is never to be shared with another student's parent or discussed within earshot of other parents.
- Personal visitors and personal phone calls should not be received during program hours, except in case of emergency. Cell phone use during work hours is strictly prohibited except in case of emergency. Personal business may not be conducted during program hours.
- Social media should not be used to talk unprofessionally or unkindly about work, co-workers, or children and families. Absolutely no pictures of children should be put on any staff's social media sites.
- Corporal punishment, verbal abuse, punishment that is humiliating or frightening, threats, and derogatory remarks about a child or his/her family are not permitted at any time.
- Staff shall use positive methods of discipline and follow the HighScope 6 Step Conflict Resolution process. This process encourages self-control, self-direction, self-esteem, and cooperation.
- Staff members are required to display exemplary behavior to students, parents, community, and co-workers and to refrain from actions which will detract from the appropriate image of a dedicated, sincere, and conscientious employee.
- Staff members are required to check email each work day and respond to email requests within 24 hours.
- Each child and parent should be greeted positively and professionally as they arrive and leave each session.
- The Child Protective Services Act is designed to protect the welfare and best interest of all children. Under this Act you are considered Mandated Reporters and are required, by law, to report any suspicion of abuse or neglect to the appropriate authorities. Under the Act, Mandated Reporters can be held criminally responsible if they fail to report suspected abuse or neglect. You are not required to discuss suspicions with parents before reporting the matter, nor are you required to investigate the cause of any suspicious marks, behavior, or condition before making a report. If you suspect an incident of child abuse or neglect, the following steps must be completed:
 1. Notify the Preschool Programs Supervisor.
 2. Notify the building principal.
 3. Call Child Protective Services at 855-444-3911
 4. Document the suspected abuse or neglect by completing the DHS 3200 form. Fax the form to DHS and send a copy to the Preschool Programs Supervisor.
- It is expected that you will follow the District Respect Code, and District policies, at all times.
- It is expected that you will be familiar with the information detailed in the Parent Handbook and adhere to the procedures and policies described within.

Staff Health Care Procedures

Handwashing

All staff shall wash their hands appropriately and at the following times:

- Before and after preparing and serving food, eating, and feeding.
- Before and after giving medication.
- After using the toilet or helping a child use the toilet.
- After handling bodily fluids, such as mucus, blood, and vomit, from sneezing, wiping, and blowing noses, from mouths, or from sores.
- After handling classroom animals.
- After cleaning or handling garbage.

Staff shall assure that children wash their hands at the following times:

- Before and after meals, snacks, or food preparation experiences.
- After using the toilet.
- After contact with any bodily fluids.
- After playing in sand or water.
- After handling classroom pets.
- Whenever soiled.

The hand washing procedure that is recommended is:

- Use soap and running water
- Rub hands vigorously for 20 seconds
- Wash all surfaces (backs of hands, wrists, between fingers, under fingernails)
- Rinse well
- Dry hands with a paper towel
- Turn off the water using a paper towel instead of bare hands

Hand sanitizer is not to be used unless soap and running water are not available such as on field trips and outside activities.

Bodily Fluids

Staff members are required to wear rubber gloves when:

- Assisting children who are bleeding and/or vomiting
- Cleaning up vomit or other potentially infectious matter

The cleaning procedure that is recommended is:

- Clean area immediately (or as soon as possible)
- Dispose of cleaning materials in a double bag, separate from other trash
- Flood the area with bleach solution and let it stand for 10 minutes

Cleaning & Sanitizing

All classroom materials and equipment are cleaned and sanitized at the beginning of each semester (September and January). If a child has put a toy in his or her mouth, or an ill child has played with a particular toy, it is set aside and cleaned and sanitized before being put back on a shelf for classroom use. Classroom tables are cleaned at least once daily. The cleaning and sanitizing procedure that is followed is:

- 1.) Wash item / table with soap and water
- 2.) Rinse item / table with water
- 3.) Spray item / table with bleach solution
(1 teaspoon bleach per 1 quart water)

Work Related Injuries

All District employees involved in work-related injuries or illnesses REQUIRE the completion of the Employee Injury Report, which is available from your supervisor, building secretary or below in the Employee Injury Packet. This form must be completed by your supervisor and returned to the Human Resources/Benefits Department within 7 days of the incident.

If medical attention is needed, authorization for treatment must be obtained from your Principal, Supervisor or Human Resources/ Benefits Department. The authorization form MUST be filled out in order for the employee to be seen at Concentra.

*****Please note effective 4/24/2025 Staff should no longer visit Pro-Health for work related injuries*****

Resignation

When an employee desires to terminate his/her employment there must be at least ten (10) working days' notice of resignation in writing given to the Early Childhood Director. It is understood that the terminating employee will work the ten (10) day period. Effective with the date of termination all accrued rights and benefits are forfeited. In the event of re-employment, said employee shall be considered a new employee and begin at the entry level of pay.

Involuntary termination due to reorganization, budget, enrollment, or other circumstances arising out of no fault of the employee are at the discretion of the Early Childhood Director. A ten (10) day notice will be given to employees terminated under these circumstances.

Discipline and Discharge

Depending on the circumstances and disciplinary history of the employee, disciplinary action may take any of the following forms:

- Oral reprimand
- Written reprimands
- Suspension without pay
- Termination

Discharge may take place upon written notice from the director. Reasons for dismissal include but are not limited to the following:

- Unsatisfactory job performance
- Refusal to do work within his/her job description
- Repeated unexcused absences or tardiness
- Under the influence or possession of illegal drugs or alcohol on school grounds
- Misrepresentation of hours worked
- Violation of the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct

Door Keys / Staff ID

Staff will be assigned a door key / copy card upon hire. The door key will only work at the school staff are assigned to. If cards are lost, it will cost \$10 for a replacement. If you lose a card, please let the director know as soon as possible so that the card can be deactivated. The door key / copy card must be returned to the director when staff resigns or retires from the program.

All staff must wear a picture ID badge while at work. Staff must get a new ID badge each school year. ID badges will be made at each school building at the beginning of each school year.

Benefits: Health & Dental Insurance

Health and Dental Insurance is offered to employees who work a minimum of 30 hours a week. Employees with a hire date of 9-1-2014 or after or employees moving into a benefit eligible position after 9-1-2014 will be offered Single Subscriber coverage only (may elect to purchase two person or family benefits at 100% of the cost). Information on specific coverage, cost, and options will be distributed to eligible employees upon hire, and during Open Enrollment each year. Contact the Benefits Office (248-726-3112) for further information.

Benefits: Sick Leave

All regular school year employees will be eligible for a maximum of ten (10) sick leave days each school year. Sick days may be accumulated from year to year to an unlimited amount. Sick days for employees working less than a full day are prorated. Employees working less than five (5) full days will be eligible for sick leave days as follows:

- 2 **full days** worked per week = 4 sick days per school year
- 3 **full days** worked per week = 6 sick days per school year
- 4 **full days** worked per week = 8 sick days per school year

Credited or accumulated sick leave days may be used for personal illness or serious illness in the immediate family only. The immediate family is defined as spouse, son, daughter, parents, or grandparents. An employee may be allowed up to a maximum of five (5) sick leave days per school year for serious illness in the immediate family. The use of these days will be charged against the employee’s sick leave accumulation. If eligible, a Leave of Absence without pay for personal or family illness may be taken in accordance with the Family and Medical Leave Act.

An employee shall be allowed up to a maximum of three (3) non-deducted days for death in the immediate family. The immediate family is defined as parents, spouse, child, grandparents, grandchild, brothers, sisters, and in-laws. An additional five (5) days may be taken for death in the immediate family, these days will be deducted from the employee’s sick leave accumulation.

All employees accumulate sick leave days from the day they are hired, which may be used after completion of the probationary period. Sick leave days will be prorated for the first year of employment if hired after the start of the school year.

Proof of illness from a doctor may be requested at any time by the Preschool Supervisor and will be required for an illness lasting more than three (3) days or the scheduled day before or after a holiday.

Early Childhood Programs cannot guarantee the return of any employee to a specific building or job classification at the conclusion of the period of any lengthy absence. Every effort will be made to return an employee who has been on sick leave to the same or comparable job that he/she held before the absence.

Employees who retire or leave after seven (7) years employment in Children’s Programs will receive a sick pay out of 50% of the unused earned days at 50% of the employee’s current hourly rate. This payment will be paid on the last regular paycheck the employee receives.

Benefits: Approved Leave Days

Upon the approval of the director three (3) of the accumulated sick leave days may be used annually as approved leave days. An approved leave day shall be interpreted as that which requires the presence of the employee at affairs that cannot be handled at a time other than the regularly scheduled workday, such as: legal business, court appearances, medical appointments, funerals, graduation, and/or immediate family commitments.

An approved leave day is not provided for casual or discriminate use. As a rule, an approved leave day will not be granted on the last scheduled day immediately before, and the first scheduled workday immediately after any holiday or vacation period, as well as the first or last week of the school year.

Benefits: Holidays

All regular employees scheduled to work on one of the following holidays will be paid for the day based on the number of hours scheduled on the day the holiday falls. Holidays that fall on Saturday will be based on Friday scheduled hours; holidays that fall on Sunday will be based on Monday scheduled hours. To receive holiday pay staff must work the scheduled day before and the scheduled workday following the holiday. Paid holidays:

- | | | | |
|---------------|----------------|---------------------------|--------------------------|
| Labor Day | Thanksgiving | Friday after Thanksgiving | Christmas Eve |
| Christmas Day | New Year’s Eve | New Year’s Day | Good Friday Memorial Day |

You are paid for the holiday if that is a day that you are normally scheduled to work.

Life Insurance Benefit

A group term life insurance policy with and AD&D rider will be provided for regular employees working the hours listed as follows:

15 to 29 hours per week	\$12,000
30 or more hours per week	\$16,000

The selection of the carrier will be made by the RCS Board of Education.

Automobile Liability Insurance

Liability insurance protection of \$1,000,000 will be provided for employees using personal cars for authorized school business.

Liability Insurance

Liability insurance of \$1,000,000 will be provided for employees covered by this personnel manual.

Employee Assistance Program

Rochester Community Schools has contracted with HelpNet to provide confidential services to all district employees, their dependents and household members. HelpNet counselors are master's level professional with extensive experience in dealing with:

- Marital and family issues
- Addictions
- Emotional problems
- Legal and financial matters
- Careers
- Relationships
- Aging parents
- Stress, anxiety and depression
- Life enrichment techniques

If you are worried about your family, personal life, or work, call HelpNet 24 hours a day, 365 days a year at 1-800-969-6162 or www.bronsonhealth.com/helpnet for assessments, counseling, and community referrals.

Notice of Nondiscrimination

Notice of Nondiscrimination - Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, height, weight, familial status, arrest record or physical and mental disabilities in accordance with the Elliot-Larson Civil Rights Act (ELCRA) MCL 37.2206, Persons with Disabilities Civil Rights Act (PWCRA), MCL 37.1206, Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, the Age Discrimination in Employment Act and the Immigration Reform and Control Act of 1986 (8U.S.C., Section 1324A Et. Seq.) and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board of Education of the Rochester Community School District is responsible on the basis of such characteristics. Rochester Community Schools has designated the following individuals as Compliance Coordinators at 52585 Dequindre Rd., Rochester, MI 48307. Title II and Section 504 – Students: Assistant Superintendent for Special Populations, Diversity, Equity, and Inclusion, (248) 726-3060; Equal Employment Opportunity/Section 504 for non-students: Title IX District Coordinator: David Murphy, Assistant Superintendent of Human Resources, 248-726-3118.



Job Description 10.05 Pre-K Teacher

QUALIFICATIONS:

1. Meets qualifications for the role as stated in the current *Licensing Rules for Child Care Centers* published by the State of Michigan.
or
A bachelor's degree with a major in early childhood education or child development with a specialization in preschool teaching.
or
A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement.
2. Trained in and experience in using the HighScope preschool curriculum and HighScope COR assessment preferred.
3. Ability to interact positively with school/parents and community and to work with limited supervision.
4. Certification in CPR and First Aid.
5. Capable of bending, lifting, and doing overhead work, as well as being physically able to participate with young children.
6. Such alternatives to the above qualifications as the Supervisor of Preschool Programs may find appropriate and acceptable.

REPORTS TO: Director of Early Childhood

SUPERVISES: Assistant Teacher

JOB GOAL: To provide a nurturing, safe environment that provides a developmentally appropriate learning experience for preschoolers.

To facilitate knowledge and/or skills based on the HighScope Preschool Curriculum, aligned with the State of Michigan Department of Education Early Learning Expectations.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates growth in Competency Areas as outlined in the current *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document published by the Michigan Department of Education.
2. Meets qualifications and responsibilities for the role as stated in the current *Licensing Rules for Child Care Centers* published by the State of Michigan.

PERFORMANCE RESPONSIBILITIES:

3. Adheres to the current *Code of Ethical Conduct* published by the National Association for the Education of Young Children (NAEYC).
4. Complies with all current Rochester Community Schools Board Policies and the Rochester Community Schools Early Childhood Personnel Manual.
5. Attends professional development as required.
6. Actively participates in meetings as scheduled and required.
7. Implements the HighScope Preschool curriculum with fidelity as measured by the state recommended program quality tool and child growth in Child Observation Record Advantage (COR Advantage).
8. Plans and implements all parts of the daily routine based on a team-teaching model.
9. Records anecdotal notes regularly, inputs them into the COR Advantage online assessment program, and uses anecdotal notes to inform instruction.
10. Utilizes COR Advantage Lesson Planner to plan for daily lessons.
11. Creates and shares individual COR Reports two times each school year and shares with families both electronically and at conferences.
12. Prepares and sends a weekly COR Advantage Storyboard that aligns with the HighScope Key Developmental Indicators and the Essential Instructional Practices in Early Literacy, Pre-K.
13. Plans and facilitates field trips.
14. Consults with Early Childhood Director and/or Pre-K Program Coordinator to discuss issues and to establish appropriate strategies for dealing with child behavior.
15. Establishes and maintains positive relationships with program members, including children, staff, families, and the external community.
16. Keeps accurate records and meets deadlines.
17. Uses district debit card to purchase approved materials and supplies as needed. Submits original receipts within one week of receipt.
18. Maintains confidentiality.
19. Represents Rochester Community Schools as a positive ambassador.
20. Performs other duties as assigned by the Director.

Adopted: 11-3-99

Revised: 8-4-08; 7-18-11; 9-8-11; 6-14-13; 9-22-15; 7-1-2019; 5-24-2023



Job Description 10.05

Pre-K - Blended Classroom Teacher

QUALIFICATIONS:

1. A bachelor's degree with a major in early childhood education or child development with a specialization in preschool teaching.
or
A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood - General and Special Education (ZS) endorsement.
2. Trained in and experience in using the HighScope preschool curriculum and HighScope COR assessment preferred.
3. Ability to interact positively with school/parents and community and to work with limited supervision.
4. Certification in CPR and First Aid.
5. Capable of bending, lifting, and doing overhead work, as well as being physically able to participate with young children.
6. Such alternatives to the above qualifications as the Supervisor of Preschool Programs may find appropriate and acceptable.

REPORTS TO: Director of Early Childhood

SUPERVISES: None

JOB GOAL: To provide a nurturing, safe environment that provides a developmentally appropriate learning experience for preschoolers.

To facilitate knowledge and/or skills based on the HighScope Preschool Curriculum, aligned with the State of Michigan Department of Education Early Learning Expectation.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates growth in Competency Areas as outlined in the current *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document published by the Michigan Department of Education.
2. Meets qualifications and responsibilities for the role as stated in the current *Licensing Rules for Child Care Centers* published by the State of Michigan.

PERFORMANCE RESPONSIBILITIES:

3. Adheres to the current *Code of Ethical Conduct* published by the National Association for the Education of Young Children (NAEYC).
4. Complies with all current Rochester Community Schools Board Policies and the Rochester Community Schools Early Childhood Personnel Manual.
5. Attends professional development as required.
6. Collaborates with team members, including special education staff and parents on the creation, documentation, implementation, and monitoring of Individualized Education Plan (IEP) goals and objectives.
7. Actively participates in meetings as scheduled and required.
8. Implements the HighScope Preschool curriculum with fidelity as measured by the state recommended program quality tool and child growth in Child Observation Record Advantage (COR Advantage).
9. Plans and implements all parts of the daily routine based on a team-teaching model.
10. Records anecdotal notes regularly, inputs them into the COR Advantage online assessment program, and uses anecdotal notes to inform instruction.
11. Utilizes COR Advantage Lesson Planner to plan for daily lessons.
12. Creates and shares individual COR Reports three times each school year and shares with families both electronically and at conferences.
13. Prepares and sends a weekly COR Advantage Storyboard that aligns with the HighScope Key Developmental Indicators and the Essential Instructional Practices in Early Literacy, Pre-K.
14. Plans and facilitates field trips.
15. Consults with Early Childhood Director and/or Pre-K Program Coordinator to discuss issues and to establish appropriate strategies for dealing with child behavior.
16. Establishes and maintains positive relationships with program members, including children, staff, families, and the external community.
17. Keeps accurate records and meets deadlines.
18. Uses district debit card to purchase approved materials and supplies as needed. Submits original receipts within one week of receipt.
19. Maintains confidentiality.
20. Represents Rochester Community Schools as a positive ambassador.
21. Performs other duties as assigned by the Early Childhood Director.

Adopted: 11-3-99

Revised: 8-4-08; 7-18-11; 9-8-11; 6-14-13; 9-22-15; 7-1-2019; 5-24-2023



Job Description 10.05 - GSRP Teacher

QUALIFICATIONS:

1. A bachelor's degree with a major in early childhood education or child development with a specialization in preschool teaching.
Or
A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood-General and Special Education (ZS) endorsement.
2. Trained in and experience in using the HighScope preschool curriculum and HighScope COR assessment preferred.
3. Ability to interact positively with school/parents and community and to work with limited supervision.
4. Desire to work with at-risk children and families.
5. Certification in CPR and First Aid.
6. Capable of bending, lifting, and doing overhead work, as well as being physically able to participate with young children.
7. Such alternatives to the above qualifications as the Supervisor of Preschool Programs may find appropriate and acceptable.

REPORTS TO: Director of Early Childhood

SUPERVISES: GSRP Associate Teacher and GSRP Caregiver

JOB GOAL: To provide a nurturing, safe environment that provides a developmentally appropriate learning experience for preschoolers.

To facilitate knowledge and/or skills based on the HighScope Preschool Curriculum, aligned with the State of Michigan Department of Education Early Learning Expectations.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates growth in Competency Areas as outlined in the current *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document published by the Michigan Department of Education.
2. Meets qualifications and responsibilities for the role as stated in the current *Licensing Rules for Child Care Centers* published by the State of Michigan.
3. Adheres to all sections of the current GSRP Implementation Manual.
4. Adheres to the current *Code of Ethical Conduct* published by the National Association for the Education of Young Children (NAEYC).

PERFORMANCE RESPONSIBILITIES:

5. Complies with all current Rochester Community Schools Board Policies and the Rochester Community Schools Early Childhood Personnel Manual.
6. Attends professional development as required.

7. Actively participates in meetings as scheduled and required.
8. Implements the HighScope Preschool curriculum with fidelity as measured by current program quality tool used by the Grantee and child growth in Child Observation Record Advantage (COR Advantage).
9. Participates in required classroom observations, feedback and goal setting sessions, and shows progress related to annual classroom goals over the course of a program year. If the End of Year classroom rating score is at or below 3.5, commits to participating in Oakland Schools support to attain a score above 3.5 by the following End of Year observation.
10. Plans and implements all parts of the daily routine based on a team-teaching model.
11. Records anecdotal notes regularly, inputs them into the COR Advantage online assessment program, and uses anecdotal notes to inform instruction.
12. Utilizes COR Advantage Lesson Planner to plan for daily lessons.
13. Creates and shares individual COR Reports three times each school year and shares with families both electronically and at conferences.
14. Prepares and sends a weekly COR Advantage Storyboard that aligns with the HighScope Key Developmental Indicators and the Essential Instructional Practices in Early Literacy, Pre-K.
15. Prepares and sends anecdotes to families weekly using COR Advantage Messages.
16. Schedules and conducts two home visits with each family each school year.
17. Consults with Early Childhood Director and/or Pre-K Program Coordinator to discuss issues and to establish appropriate strategies for dealing with child behavior.
18. Establishes and maintains positive relationships with program members, including children, staff, families, and the external community.
19. Keeps accurate records and meets deadlines.
20. Uses district debit card to purchase approved materials and supplies as needed. Submits original receipts within one week of receipt.
21. Maintains confidentiality.
22. Represents Rochester Community Schools as a positive ambassador.
23. Performs other duties as assigned by the Director.

Adopted: 11-3-99

Revised: 8-4-08; 7-18-11; 9-8-11; 6-14-13; 9-22-15; 7-1-2019; 5-24-2023



Job Description 10.07a GSRP Associate Teacher

QUALIFICATIONS:

1. Associates Degree in Early Childhood Education.
2. Possess excellent organizational skills.
3. Ability to interact positively with school/community and to work with limited supervision.
4. Ability to interact appropriately with children.
5. Desire to work with at-risk children and families.
6. Be capable of bending, lifting, and overhead work as well as physically able to stand two (2) or more hours at a time.
7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: GSRP Teacher and Director of Early Childhood

SUPERVISES: None

JOB GOAL: To facilitate knowledge and/or skills based on the HighScope Preschool Curriculum, aligned with the State of Michigan Department of Education Early Learning Expectations.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates growth in Competency Areas as outlined in the current *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document published by the Michigan Department of Education.
2. Meets qualifications and responsibilities for the role as stated in the current *Licensing Rules for Child Care Centers published by the State of Michigan*.
3. Adheres to all sections of current GSRP Implementation Manual.
4. Adheres to the current *Code of Ethical Conduct* published by the National Association for the Education of Young Children (NAEYC).
5. Complies with all current Rochester Community Schools Board Policies and the Rochester Community Schools Early Childhood Personnel Manual.
6. Attends professional development as required.

PERFORMANCE RESPONSIBILITIES:

7. Actively participates in meetings as scheduled and required.
8. Implements the HighScope Preschool curriculum with fidelity as measured by the current program quality tool used by the Grantee and child growth in Child Observation Record Advantage (COR Advantage).
9. Participates in annual classroom observations, feedback and goal setting sessions, and shows progress related to classroom goals over the course of a program year. If the end of the year classroom rating score is at or below 3.5 commits to participating in Oakland Schools support to attain a score of 3.5 by the following end of the year observation.
10. Plans and implements all parts of the daily routine based on a team-teaching model.
11. Records anecdotal notes regularly, inputs them into the COR Advantage online assessment program, and uses anecdotal notes to inform instruction.
12. Utilizes COR Advantage Lesson Planner to plan for daily lessons.
13. Establishes and maintains positive relationships with program members, including children, staff, families, and the external community.
14. Keeps accurate records and meets deadlines.
15. Maintains confidentiality.
16. Accompanies GSRP teacher on two home visits to each GSRP family.
17. Represents Rochester Community Schools as a positive ambassador.
18. Performs other duties as assigned by the Pre-K Teacher and Early Childhood Director.

Adopted: 6-22-10

Revised: 9-22-15, 7-1-2019; 5-24-2023



Job Description 10.07 Pre-K Teacher Assistant

- QUALIFICATIONS:**
1. Associates Degree in Early Childhood Education preferred.
 2. Experience using HighScope curriculum and COR assessment preferred.
 3. Experience with groups of preschool age children preferred.
 4. Ability to interact positively with school/community and to work as a member of a teaching team.
 5. Be capable of bending, lifting, and overhead work as well as physically able to stand two (2) or more hours at a time.
 6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Pre-K Teacher and Director of Early Childhood

SUPERVISES: None

JOB GOAL: To work as a member of an early childhood teaching team, engaging children in a play-based learning environment, following the High Scope curriculum.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates growth in Competency Areas as outlined in the current *Michigan Core Knowledge and Core Competencies for the Early Care and Education Workforce* document published by the Michigan Department of Education.
 2. Meets qualifications and responsibilities for the role as stated in the current *Licensing Rules for Child Care Centers* published by the State of Michigan.
 3. Adheres to the current *Code of Ethical Conduct* published by the National Association for the Education of Young Children (NAEYC).
 4. Complies with all current Rochester Community Schools Board Policies and the Rochester Community Schools Early Childhood Personnel Manual.
 5. Attends professional development as required.
 6. Actively participates in meetings as scheduled and required.
 7. Implements the HighScope Preschool curriculum with fidelity as measured by Program Quality Assessment (PQA-R) items and child growth in Child Observation Record Advantage (COR Advantage).
 8. Plans and implements all parts of the daily routine based on a team teaching model.
 9. Records anecdotal notes regularly, inputs them into the COR Advantage online assessment program, and uses anecdotal notes to inform instruction.
 10. Utilizes COR Advantage Lesson Planner to support Lead Teacher in planning for daily lessons.
 11. Establishes and maintains positive relationships with program members, including children, staff, families, and the external community.
 12. Keeps accurate records and meets deadlines.
 13. Maintains confidentiality.
 14. Performs other duties as assigned by the Pre-K Teacher or Director.
- Adopted: 8-4-08; Revised 9-22-15, 7-1-2019



Job Description 10.07c Pre-K GSRP Caregiver

- QUALIFICATIONS:**
1. High School Diploma
 2. Experience using HighScope Preschool Curriculum preferred.
 3. Experience with groups of preschool age children preferred.
 4. Ability to interact positively with school/community and to work with limited supervision.
 5. Ability to interact appropriately with children.
 6. Be capable of bending, lifting, and overhead work as well as physically able to stand two (2) or more hours at a time.
 7. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: GSRP Teacher and Director of Early Childhood.

SUPERVISES: None

JOB GOAL: To work as a member of an early childhood teaching team, engaging children in a play-based learning environment, following the High Scope curriculum.

PERFORMANCE RESPONSIBILITIES:

1. Assists children who have intense and challenging behaviors.
2. Engages with children during all aspects of the school day.
3. Promotes curiosity and discovery (indoors and outdoors) by encouraging children to become actively engaged with classroom equipment and materials.
4. Supports children's pro-social development by reflecting respect, kindness and compassion for others.
5. Follows all school and licensing procedures to safeguard health and safety of the children, including hand washing, appropriate sanitary measures, playground safety rules, and rules regarding the use of supplies and equipment.
6. Remains knowledgeable about information forms and emergency procedures; checks identification of unknown persons picking up children from the program.
7. Is knowledgeable of fire, tornado, or other emergency procedures.
8. Informs GSRP Teacher of any safety issues or behavioral issues including inappropriate conduct or activity of children.
9. Performs other duties as assigned by the GSRP Teacher or Director.
10. Supports GSRP Teacher with Preschool Quality Assessments (PQA-R).
11. Implements the GSRP as defined by the state Department of Education.

Adopted: 4-2014; Revised 7-1-2019



Code of Ethical Conduct and Statement of Commitment

Revised April 2005,
Reaffirmed and Updated May 2011

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

*Endorsed by the Association for Childhood Education International and
Southern Early Childhood Association*

Adopted by the National Association for Family Child Care

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf and the "Code of Ethical Conduct: Supplement for Early Childhood Program Administrators," online at http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf)

Core values

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

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

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

Conceptual framework

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

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

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

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

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are commit-

ted to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

- I-1.1**—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.
- I-1.2**—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.
- I-1.3**—To recognize and respect the unique qualities, abilities, and potential of each child.
- I-1.4**—To appreciate the vulnerability of children and their dependence on adults.
- I-1.5**—To create and maintain safe and healthy settings that foster children’s social, emotional, cognitive, and physical development and that respect their dignity and their contributions.
- I-1.6**—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.
- I-1.7**—To use assessment information to understand and support children’s development and learning, to support instruction, and to identify children who may need additional services.
- I-1.8**—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
- I-1.9**—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.
- I-1.10**—To ensure that each child’s culture, language, ethnicity, and family structure are recognized and valued in the program.
- I-1.11**—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.
- I-1.12**—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

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

Principles

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

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

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, immigration status, preferred home language, 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 use two-way communications to involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information. (See also P-2.4.)

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, including involvement in shared decision making.

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

- I-2.4**—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.
- I-2.5**—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs to ensure a culturally consistent environment for all children and families.
- 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, as staff are enhancing their understanding of each child through communications with families, and support family members in the continuing development of their skills as parents.
- I-2.9**—To foster families' efforts to build support networks and, when needed, participate in building 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, cultural practices, 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. (See also I-2.3.)
- P-2.4**—We shall ensure that the family is involved in significant decisions affecting their child. (See also P-1.4.)
- 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 ensure that families' input is an important contribution to the planning and implementation of 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. (Note: Section III includes responsibilities to co-workers and to employers. See the “Code of Ethical Conduct: Supplement for Early Childhood Program Administrators” for responsibilities to personnel (employees in the original 2005 Code revision), online at http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf.)

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.

Section IV

Ethical Responsibilities to Community and Society

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

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

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

Ideal (Individual)

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

Ideals (Collective)

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

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

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

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

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

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

P-4.12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

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

Glossary of Terms Related to Ethics

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

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

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

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

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

Professional Ethics. The moral commitments of a profession that involve moral reflection that extends

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

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

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

Sources for glossary terms and definitions

- Feeney, S., & N. Freeman. 2005. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.
- Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Fireside.
- Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

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

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

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

NAEYC Code of Ethical Conduct 2005 Revisions Workgroup

Mary Ambery, Ruth Ann Ball, James Clay, Julie Olsen Edwards, Harriet Egertson, Anthony Fair, Stephanie Feeney, Jana Fleming, Nancy Freeman, Marla Israel, Allison McKinnon, Evelyn Wright Moore, Eva Moravcik, Christina Lopez Morgan, Sarah Mulligan, Nila Rinehart, Betty Holston Smith, and Peter Pizzolongo, NAEYC Staff

Statement of Commitment*

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

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

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