



NOVA SOUTHEASTERN  
UNIVERSITY

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**Mailman Segal Center for  
Human Development**

## **Employee Handbook of Administrative Policies**



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## WELCOME

Welcome to Nova Southeastern University's Mailman Segal Center for Human Development (MSC). As an MSC employee, you are part of a team dedicated to advancing best practices in the fields of early childhood, parenting and autism. We do this both in the classroom environment and through professional training for university students in numerous fields of study including education, psychology, family therapy, speech/language and occupational therapy. At MSC, we believe that every day is an opportunity to expand our professional knowledge, apply research-based practices in the classroom, and support children and families in our center and the community. We are also committed to research activities and participate in numerous grants and projects.

To maintain a professional work environment, we adhere to a set of collective goals and standards. This handbook contains many of the policies and procedures necessary to understand and apply in order to be successful in your career at MSC.

**In addition to this handbook, you will find extensive useful information on the MSC website ([www.nova.edu/humandevelopment](http://www.nova.edu/humandevelopment)). Be sure to familiarize yourself with the staff section ([www.nova.edu/humandevelopment/staff](http://www.nova.edu/humandevelopment/staff)) that has links to important forms, calendars, and the NSU Policy Manual for which will be covered at your mandatory NSU orientation. More detailed information NSU policies, procedures and employee benefits can be found at <http://www.nova.edu/cwis/hrd/emphanbk>**

The Mailman Segal Center is an organization of people who work together through collaborative activities, professional and community outreach, and mutual respect and support. We are a leader in the fields of early childhood, parenting and autism thanks to the continued professionalism and dedication of every staff member. Thank you for being a part of the MSC team!

## HISTORY

The Mailman Segal Center is one of seventeen schools, centers, and colleges that comprise Nova Southeastern University. Dr. Marilyn Mailman Segal began our program in 1972, when she was awarded a 4-year grant to produce a public TV series focused on the first year of life. As part of that series, "To Reach a Child," she established a school for parents at NSU that, by 1975, had become known as the Family Center.

The next ten years in the center's history recorded tremendous growth. Both the Parent/Child Program and Family Center Preschool were opened in a span of just two years. In 1981, the school, which had been based in a trailer on campus, stepped into its own building named the Mailman Family Center in honor of our founder. In 1983, the university acquired the Fort Lauderdale Oral School. Originally a school for the hearing impaired, it eventually was transformed into the Baudhuin Preschool for children with autism and related disorders.

In 2002, the Family Center changed its name to the Mailman Segal Institute for Early Childhood Studies. The following year, with support from the JM Family Enterprises and the A.L. Mailman Foundation, the center brought all its programs under one roof into the Jim & Jan Moran Family Center Village, the only demonstration and training facility of its kind in the nation.

In 2010, the center expanded its focus to include programs and services across the lifespan for persons with autism and officially became the Mailman Segal Center for Human Development. With this expansion also came a directed emphasis on MSC's development and offering of academic programs for adult learners in collaboration with other divisions in the university.

As part of one of the largest independent universities in the United States, the center is privileged to draw on the collective knowledge and expertise of the university's faculty and our center staff to support teachers, students, and researchers in our fields of study. We are committed to the work of the university and subscribe to its mission, core values and vision.

## **Mission Statement**

The Mission of Nova Southeastern University, a private not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

## **Core Values**

### ***Academic Excellence***

Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified and skilled instructional faculty and staff, opportunities for contextual learning, state-of-the-art facilities, beautiful surroundings, and effective resources necessary to support learning at the highest level. Additionally, academic excellence reflects the successful relationship between engaged learners and outstanding instructional faculty and staff.

### ***Student Centered***

Students are the focus of institutional priorities, resource decisions, and planning. We are stewards of student needs and advocates for student academic success and professional development.

### ***Integrity***

Integrity involves honesty and fairness, consistency in instruction, ethics of scholarship, freedom of inquiry, and open and truthful engagement with the community through effective communication, policies and practices.

### ***Innovation***

Innovation is the creative and deliberate application of teaching, research, scholarship and service for effective education, and the development of useful products or processes providing a value added to the community.

### ***Opportunity***

Opportunity fosters the possibility for anyone associated with NSU to acquire an education or an educational experience through creative, yet sound pedagogical programs.

### ***Scholarship/Research***

Research and scholarship products are disseminated and evaluated through intellectual discourse, application, assessment, and other mechanisms of the relevant peer community.

***Diversity***

Diversity includes, but is not limited to, race, ethnicity, culture, religion, philosophy, gender, physical, socioeconomic status, age and sexual orientation. Differences in views, interpretations and reactions derived from diversity are important. Diversity enriches a learning environment focused on preparing individuals to live and work in a global society.

***Community***

NSU is a community of faculty staff, students and alumni that share a common identity and purpose who engages with the university's external community through diverse services, clinical programs, and community-based research and resources. Our community extends into professional, intellectual, as well as geographical domains that both support and are the focus of our educational mission.

**2020 Vision**

By 2020, through excellence and innovations in teaching, research, service and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public, as a premier private not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.



*The safety, health and well-being of all children, employees and families who attend or work at MSC are paramount and is the primary obligation of MSC faculty and staff. If staff, **regardless of rank or position**, observes **any** practice that they feel jeopardizes the safety, health, and/or well-being of children, families, or employees, they **are obligated to** report their concerns to a member of the senior administrative team (program director or above). Reporting any/all concerns is mandatory for all staff and there is a zero tolerance for any retaliation that stems from reporting.*

*Child abuse and neglect reporting is required by law under Chapter 39 of the Florida Statutes. **You are mandated by law to call the statewide number immediately at 1-(800) 96-ABUSE (1-800-962-2873) if there is suspicion of abuse. Immediately report any suspicion of child abuse to your supervisor.** The State of Florida provides a website regarding child abuse: <http://www.dcf.state.fl.us/abuse/report/>. For more information, see the section on Abuse and Neglect Reporting in this handbook.*

*Through weekly meetings, staff have a forum to participate in continuous dialogues with their co-workers and supervisor(s) whereby they can offer suggestions for improving current classroom, health and safety practices at the center.*

For the purpose of this manual, “classroom staff” includes teachers and aides. “Direct service staff” includes classroom staff, occupational therapists, speech therapists, physical therapists, summer camp/adventure camp staff counselors, behavior therapists, autism specialists, nurse, and other individuals who provide direct service to children. “Staff collectively” includes classroom staff, direct service staff, administrators, office staff, and other MSC employees.

## General – applicable to all Mailman Segal Center Employees

### Absence from Work

- In case of illness, call your supervisor or the program front desk (Baudhuin Preschool: 954-262-7100; Family Center and/or Parenting Place: 954-262-6918, by 7a.m. to ensure appropriate classroom or office/desk coverage. Leave your first name and last names, classroom number and department.
- Upon returning to work, all employees must complete a Shark Time (Kronos) online form and forward it to their immediate supervisor for approval. In addition, hard copy forms may be requested by your department.
- Requests for leave must be approved by your supervisor prior to the start of the leave.
- All employees must accurately account for absences on Shark Time (Kronos).

### Abuse and Neglect Reporting

- Child abuse and neglect reporting is required by law under Chapter 39 of the Florida Statutes. **You are mandated by law to call the statewide number immediately at 1-(800) 96-ABUSE (1-800-962-2873) if there is suspicion of abuse. Immediately report any suspicion of child abuse to your supervisor.** The State of Florida provides a website regarding child abuse: <http://www.dcf.state.fl.us/abuse/report/>. This website includes information about reporting requirements and methods. It provides the phone, Telecommunication Device for the Deaf (TDD), and fax numbers for use in reporting. It includes a link to the web reporting system and guidelines for using that system. It also includes a copy of the current form to use in reporting suspected abuse via fax.
- **All new classroom employees must complete the mandated 4-hour Child Abuse and Neglect (CAN) training prior to starting their employment.** Verification, in the form of a transcript, that training has been completed must be submitted before entering a classroom. Classroom employees cannot ‘test out’ of CAN training. No classroom employee can opt out of this training for any reason.
- **Current classroom employees must renew their CAN training every two (2) years** by completing the online 4-hour DCF Child Abuse and Neglect Training (information about this training is available from the Employee Services representative).

### Accidents/Injuries (See also: Workman’s Compensation)

When a work-related injury or illness occurs, the employee must immediately notify their supervisor and report to the Employee Services Department to complete a First Report of Injury or Illness form. This form will be immediately submitted to the NSU Risk Management Office.

Employee Services will also notify the Risk Management Office of the incident and the Supervisor will notify the Office of Public Safety directly.

In the case of an emergency, contact the Office of Public Safety; they will call 911 to provide medical attention for emergency situations. Medical care will be provided through the Workers' Compensation Network, NSU's insurance company and coordinated by the Risk Management Office.

For additional information see: <http://www.nova.edu/cwis/hrd/emphanbk/workcomp.html>.

### **Arrival to Work**

- All MSC employees must arrive and be ready to work at their scheduled time. Your work schedule is established by your direct supervisor and hourly staff are paid according to their agreed upon scheduled hours. Additional paid hours must be approved in writing by your supervisor.
- If an employee is going to **be absent**, they must call their supervisor or the program front desk (Baudhuin Preschool: 954-262-7100; Family Center and Parenting Place: 954-262-6918). The employee is to leave their first name and last name, classroom number and department.
- If an employee is going to be **late**, they are to call and let the program front desk know what time to expect them. If they are later than what was stated, they must call back and provide an update.
- If arriving late and/or leaving early becomes an issue or pattern of behavior, it may result in corrective action.

### **Collection of Monies**

At times, it may be necessary to collect money for activities sponsored by the Mailman Segal Center.

- The specific activity that will require the collection of funds is to be discussed with the program administrator and written approval given in advance of the activity.
- Funds collected are logged onto a form provided by your supervisor which lists names of participants and amount of monies collected. This list is submitted and signed by the employee collecting the monies and given to your supervisor each day. Only one person per classroom will be designated to collect monies.
- Collected monies are delivered to the designated program supervisor to be placed in the locked safe in the MSC Business Office at the end of each day.
- A log of the monies collected must be kept by the employee who received the money and is to be initialed by the Business Office Bursar when placed in the safe.

## Conference and Workshop Attendance

All employees are encouraged to present at conferences and workshops to enhance their knowledge, abilities, and skills.

- Presentation proposals must be approved by administration before they are submitted. Request forms can be obtained from the program director. Conference attendance is subject to approval by your supervisor and the dean of MSC.
- When approved in advance, expenses will be paid for employees who present at professional conferences.
  - Meal expenses will be covered as per NSU policy. Alcohol, in-room movies, and personal expenses are not reimbursable.
  - All original receipts must be submitted.
  - Travel arrangements must be made through Nova Southeastern University's travel agent unless otherwise approved.
- There is an expectation that conference attendees will make a formal presentation to MSC staff after attending the conference.

For more information see: <https://www.nova.edu/portal/hr/policies/travel.html>

## Confidentiality

- Confidentiality will be maintained by all Mailman Segal Center employees. Safeguarding the information about a student or parent that has been obtained by the employee in the course of teaching, practice, or investigation is a primary obligation for all employees. Such information **is not** to be communicated to others unless there is a duty to warn, in which case a member of the senior administration team must be consulted.
- Except as defined below, confidential issues regarding children, families, and staff are not to be discussed with other MSC staff, other families, or other university personnel or students.
- Teacher and staff confidential employment and/or personal issues and concerns are not to be discussed with staff members, program participants or anywhere within the vicinity of program participants. This applies both to on and off campus sites.
- All personal information, including but not limited to photographs, lists of children and family participant names and/or addresses and/or phone numbers, attendance records, videos, and/or work products, that may concern students and/or families, must be used only for purposes directly connected with the center and with prior approval from program directors. Documents containing identifiable personal information may not be shared with advisories, Board of Governors, or other bodies that do not have the official responsibility of providing services to the students and/or families.

- While information about students and families may not be divulged, there are exceptions:
  - Records, which do not identify families or students, may be released for research purposes, when such research is approved by the dean and NSU's Institutional Review Board.
  - If an individual has declared any intention to harm other persons or property, this must be reported to the appropriate person and/or agency immediately. Additionally, this is to be immediately documented and shared with the program director and/or senior MSC administrator.
  - Suspicion or allegations of abuse, neglect, or exploitation regarding a program participant or MSC staff must be reported to appropriate agencies and to the program director and/or senior MSC administrator (See section and page)
  - Information may be obtained from individuals or agencies when a Release of Information/Records Form has been signed by the parent or guardian of the involved individual, or the individual him/herself if the individual is over 18 years of age. The following conditions must occur before information may be released or obtained:
    - A Release of Records/Authorization to Obtain Information Form is completed and signed for each specific and identified source from which the information is being requested.
    - The parent must be informed of the purpose of the collection of information.
- Release of student's records, except as part of the contractual relationship with Broward County Public School programs, requires written permission by the parent. A Release of Records Form should be completed by the parent or guardian, and is available from the program director.

For more information see: <https://www.nova.edu/portal/hr/policies/general-information.html>

## Copyright

An awareness of copyright law and its implications are essential. Employees of the Mailman Segal Center must understand and obey this law. Educators are **NOT** exempt from or immune to the copyright law. Infringement is unprofessional, unethical, and illegal. Please contact your supervisor for guidance on how to follow proper copyright procedures.

For more information see: <https://www.nova.edu/portal/hr/policies/copywrite-patent.html>

## Documented Communication with External Parties

All contacts with professionals outside of the Mailman Segal Center shall be documented and approved ensuring that there is a written record of all communication. Referrals to therapists (i.e., psychologists, speech/language therapists, occupational therapists, etc.) are not to be given by classroom staff to MSC program participants. If a referral is requested, refer the parent to your program director.

- Before sharing any information about a child or family, the Mailman Segal Center will verify that the appropriate release forms have been signed by the parent/guardian. No information will be released to anyone for whom a signed release of information is not available.

- When a Mailman Segal Center classroom staff member has verbal communication concerning a student with any professional not employed by the Mailman Segal Center, the contact will be entered on the Contact Sheet located in each classroom.
  - The entry will consist of the student's first and last name, date of communication, name of the person contacted, the specific nature of the information shared, and name of the staff member releasing the information.
  - A copy of the contact sheet shall be provided to the Program Director, and a copy placed in the student's file.

## **Dress Code**

All Mailman Segal Center staff are expected to dress in a professional manner, appropriate to their position.

The dress code for classroom staff will include:

- Pants, capris, or long shorts (knee length or longer)
  - Jeans are permitted only on Fridays. Jeans must not be ripped or torn.
  - Collared or crewneck shirts or blouses.
    - Tube tops, tank tops, half or short tops, low cut, spaghetti strapped or sheer tops may not be worn.
  - Clothing with appropriate lettering, logos, or slogans is permitted. Classroom staff can wear shirts with NSU and/or MSC logos.
  - Closed-toed shoes are required for safety purposes.
    - Athletic sneakers, loafers, and flats
    - Open-toed shoes (this includes flip-flops and sandals) and high heeled shoes are not be permitted.
- The supervisor has the discretion to request staff to change into appropriate attire during work hours. Supervisors are responsible for interpreting and enforcing dress code in their areas of responsibility. Supervisors reserve the right to require employees who violate any part of the dress code to change into appropriate attire and/or return home, if necessary to ensure that they are dressed appropriately.
    - Should an employee be asked to leave due to a dress code infraction, they must clock out when they leave and may clock back in when the altered attire has been approved by their supervisor.

## **Drug-free policy**

- NSU's Drug Free Schools and Campuses policy:

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C. F. R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs:

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs\* and alcohol are prohibited in and on Nova Southeastern University owned or controlled

property and as a part of any of its activities. No Nova Southeastern University employee or student shall report to work or school while under the influence of any illicit drugs or alcohol.

- NSU's Alcohol-Free Workplace policy:
  - The possession, distribution, sale, or attempt to sell alcoholic beverages on duty, other than as part of assigned job duties is prohibited.
  - The unauthorized use or being under the influence, of alcoholic beverages on duty is prohibited.
  - The use of alcohol off duty that adversely affects the employee's work performance, his or her own or other's personal safety, or NSU or MSC's reputation in the community is prohibited

- NSU Drug-Free Workplace policy:  
In order to comply with the Drug-Free Workplace Act of 1988 (Pub. L. No. 100-690, 5151-5160), Nova Southeastern University has adopted the following policy:

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in and on Nova Southeastern University owned or controlled property. Any Nova Southeastern University employee determined to have violated this policy will be subject to disciplinary action for misconduct, which action may include dismissal. No employee is to report to work while under the influence of illegal drugs. Violation of these policies by an employee will be reason for evaluation/treatment for a drug use disorder or for disciplinary action up to and including dismissal. All Nova Southeastern University faculty and employees will, as a condition of their employment, abide by the terms of this statement.

- The full content of NSU's drug and alcohol free policies can be reviewed at [http://www.nova.edu/cwis/hrd/emphanbk/drug\\_alcohol\\_free.html](http://www.nova.edu/cwis/hrd/emphanbk/drug_alcohol_free.html)

## **E-Mail**

- All regular full-time and part-time employees must establish an NSU e-mail account (sign-up instructions can be found at: [www.nova.edu/sbin/employee\\_accounts](http://www.nova.edu/sbin/employee_accounts) or see the MSC Employee Services office).
- Communication from administration is sent through e-mail and it is mandatory to check e-mails on a daily basis.
- Your university e-mail address may not be given for personal use, such as for bank accounts, telephone bills, or credit cards.
- Communication with parents via e-mail may not be sent without approval from the program director.
- Only NSU email accounts are to be used for work related communications.

## **Emergency Evacuation of Building**

***(For classroom staff see section titled 'Early Childhood Programs' for appropriate procedures)***

Monthly fire drills are required for all Early Learning Programs. In addition, we are required to hold annual severe weather and lockdown drills.

- In case of building evacuation, staff must:
  - Turn out all lights and close office doors upon exit.
  - Proceed in an orderly, rapid fashion out the nearest appropriate exit
  - Proceed to a designated "safe" area unless otherwise directed
  - Non-teaching staff and teachers are mandated to support classroom staff during evacuations.
  - Do not return to the building until an "all clear" is issued.
  - Note that individuals may not turn on the engines of their cars nor move their cars during a drill.

## **Employee Evaluations**

Because we believe evaluation leads to professional growth, evaluations are an ongoing process. Staff is observed throughout the school year with feedback being provided by their supervisors. Formal written performance appraisals take place at least once per year. Merit raises are determined by performance appraisals.

**Hurricane Preparedness: See page 4 of Emergency Manual**

## **Leave and Absence Requests**

Requests for leaves and/or absences due to personal reasons must be communicated to your program administrator for approval, in writing, one week in advance. If notice is not received at least one week in advance it may not be approved.

All leave is at the discretion of the dean, or designee, and is based on the needs of the business.

## **Licensure/Certification**

Professional staff members are responsible for maintaining appropriate licensure or certification. Documentation and fees incurred are the responsibility of each staff member.

## **Mail**

- All staff members are required to check their individual mailboxes each morning when they arrive and each afternoon prior to departing.
- Non NSU or personal information may not be distributed to other staff mailboxes without prior approval from the MSC Director of Employee Services, Director of Operations and/or Dean.



- Outgoing mail may be placed in the “outgoing” mail bin in the front business office (2<sup>nd</sup> floor, Bldg. 100) or given to the receptionist at either front desk for daily pick-up. Stamps must be provided for personal mail.

### **Lockdown Procedures: See Page 4 of Emergency Manual**

### **New Employees**

Go to: <http://www.nova.edu/resources/nsuitendity.html> or click on Quick Links on the NSU Homepage ([www.nova.edu](http://www.nova.edu)) then SharkLink, then Get My Sharklink ID. Record and keep information given in a secure location.

- All new employees are required to attend a new hire orientation within the first 30 days of employment.
- In addition, all new employees are responsible for the following:
  - Establishing an NSU email account (sign-up instructions can be found at: [www.nova.edu/sbin/employee\\_accounts](http://www.nova.edu/sbin/employee_accounts)).
  - Obtaining an NSU issued ID card.
  - Obtaining a parking permit within 30 days from date of hire.
  - Completing the online Code of Conduct Training and Sexual Harassment within 90 days from the date of hire. <http://www.nova.edu/cwis/hrd/training/index.html>
- All new classroom staff must register for, complete, test out of, or get an educational exemption for the mandated 40 hours of training within their first six (6) months of employment.
  - Failure to complete this training within the timeframe specified by MSC will result in corrective action.
  - **The 4-hour Child Abuse and Neglect Training must be completed prior to starting in the classroom.**
  - **The 5-hour Early Literacy Child Care Training class must be completed within the first week of employment.**
- As per NSU policy, all new employees are on “probation” status for the first 90 days of their employment. At the end of this time period, employees are formally evaluated by their supervisor.
- All new classroom staff must enroll in a DCA program (unless exempt) within six months of employment as agreed by your direct supervisor.

## **Parking**

- The center's buildings have limited parking. Certain parking spaces, therefore, are reserved exclusively for our families and visitors. Staff may park in the designated areas located in the southernmost area of our parking lots or across SW 36<sup>th</sup> Street in the University Park Plaza. These spots are indicated by a green triangle on the parking stone.
- All staff vehicles must display a valid NSU Parking Permit.

## **Personal Possessions**

For the safety and health of the children in MSC, all personal belongings (purses, wallets, back packs, electronics, etc.) are to be stored in locked cabinets out of reach of the children and families in our programs at all times. The Mailman Segal Center is not responsible for loss of any personal possessions or property.

## **Photographs and Video Recording**

The Mailman Segal Center is a research and demonstration site for graduate students, faculty, and the community. Everyone participating in the center's programs is asked to sign a consent form for photographs and video recordings. In order for Mailman Segal Center students to appear in photographs or video recordings, a signed permission slip for each child must be kept on file in the front office. Children without signed permission slips must be moved to another location before an entire class is recorded or photographed.

## **Professional Behavior**

Please refer to NSU Policy: <https://www.nova.edu/portal/hr/policies/conduct-ethical-behavior.html>

## **Resignation**

Employees who voluntarily resign their position should provide written notice indicating the last day that they will be working at MSC. Professional standards require that:

- The employee should submit a letter of resignation to their supervisor at least two weeks in advance of departure.
- All Mailman Segal Center property will be returned to the supervisor (keys, photo ID, library card, books, curriculum material, computer, software, etc.).
- The employee may request to meet with a Human Resources representative on their last day for an exit interview.

## **Sale of Goods and Services**

Sale of merchandise, other than approved school sponsored items, is not permitted.

## Security

The Mailman Segal Center for Human Development is required to establish procedural safeguards to ensure that the children in our programs participate in a safe and healthy environment. As a result, we have instituted the following requirements for all MSC employees:

- All MSC administration, faculty, staff, student employees, camp counselors, adjuncts, and proctors must undergo a level 2 screening with either Broward County Child Care Licensing or the Broward County School Board prior to beginning their work assignment.
- Employees are required to have their NSU ID badge with them at all times when at work.
- Work keys and ID badges should not be left in a visible area away from an individual's control as many keys and badges have access to secure areas within the facility.
- Access-secured doors and gates should not be propped open.
- Front desk areas should not be left unattended. If an employee notices that no one is at the reception desk(s), he or she should contact their supervisor and remain there until coverage arrives.
- If anyone is seen inappropriately accessing preschool areas, playgrounds, or fountain from the side doors or gates, employees should make contact, identify who they are and direct the person to the appropriate front entrance.
  - The gates should not be opened for anyone to let them in as everyone must access the facility through the front lobbies.
  - Doors to secure areas should not be held open for anyone an employee does not know.
- Employees must be in possession of their walkie-talkies when on the playground or taking children outside of their classroom.
- Employees should assist in ensuring that families in our programs:
  - Bring a picture ID with them when they drop off or pick up their child;
  - Fill out the proper form listing the names of individuals approved to pick up their child;
    - If someone who is not on a child's pick-up list is going to pick up the child, the parent should fax a letter to the director with their name, child's name, the name of the person picking up the child and the best phone number for us to reach them at that day. A phone call will be made to the parent for confirmation.
    - The person picking up the child must have a picture ID with them.
- Family members, friends and/or caregivers who wish to visit a child's classroom may do so during scheduled events or upon request.

- All requests for supervised visitations, outside therapeutic visits, or requests for other individuals to have access to children in preschool programs must be submitted, in writing, by the parent/guardian to the program director and are subject to approval.
- Parenting Place and parents may access the playground and fountain between 12:00 p.m. and 3:00 p.m. weekdays and 10:00 am-12:30 pm on Saturdays.
  - If parents are on the playground during those times, they **must NOT** open the gates to let anyone enter the facility from the playgrounds. Everyone must enter the facility through the building lobbies.
- Important points to remember include:
  - All employees share in the responsibility for the safety and security of staff, program participants, and our environments.
  - Whenever employees see someone they do not know walking in the center, they should ask them to identify themselves and see if they can be of assistance. If unidentified or if there is ANY concern, escort the person to the front desk and immediately contact your supervisor or the public safety officer on site.
  - All internal and external doors and gates must be remained closed to secure areas as employees enter and exit.
  - Everyone must access the facility through the front lobbies. Do not enter classrooms or playgrounds through side doors or gates.
  - Any suspicious behaviors, broken windows, doors or gates, lights that are out, suspicious packages, strange vehicles by the playgrounds or busing area, or any other safety or security concern that employees may come across should be immediately reported to their supervisor or public safety.

### **Smoking/Tobacco**

Nova Southeastern University, including the Jim & Jan Moran Family Center Village, is a tobacco-free campus. The non-smoking areas include building interior, playgrounds, external walkways and parking lots.

### **Shark Time (Kronos)**

- In keeping with University Policy, Shark Time (Kronos) record keeping must be completed on a bi-weekly basis for all non-exempt (hourly) paid employees and employees who are paid through grant-funded projects.
- Shark Time (Kronos) records must include all hours worked for each day and all weeks in the pay period.
- All non-exempt (hourly) employees are required to sign in to KRONOS at:
  - the beginning of every shift;
  - the beginning of each lunch break;
  - the end of a lunch break; and
  - the end of each shift.
  - Classroom staff may not return to the classroom until they clock back into KRONOS.

- Hourly employees who require an adjustment to their KRONOS timesheet must complete a 'KRONOS Adjustment Form'. This form is available at the front desk, must be signed by the employee, must include a reason for the KRONOS adjustment, and must be signed/approved by an administrator.
- Sick, personal, vacation, and holidays must also be accounted for by all exempt and non-exempt staff.
- All overtime must be approved in advance. Approved overtime must be indicated in the appropriate column and requires an additional supervisor signature.
- *It is the responsibility of the employee* to have Shark Time (Kronos) record completed, approved by a supervisor, and forwarded to the Employee Services Department by the appropriate deadline so that an employee receives a paycheck on time.

### **Tuition Waivers**

Please review the complete NSU tuition waiver policy, available on-line at [http://www.nova.edu/cwis/hrd/tuition\\_benefits.html](http://www.nova.edu/cwis/hrd/tuition_benefits.html)

Employees may not attend class, student teaching or internships during regularly scheduled working hours unless approved in writing by their supervisor.

Tuition waiver forms are available in the MSC Employee Services office. Completed forms must be initialed by the employee's direct supervisor and signed by the dean, or designee.

### **Use of Resources**

MSC facilities, supplies, and equipment (including computers) are to be used for university-related purposes only and should not be utilized for personal use. Classroom property including books, music, art supplies, etc., may not be taken from the classroom for personal use.

### **Vacation Time/Time Off**

- Vacation time is available in accordance with NSU policies. Vacation time must be approved in advance by your supervisor.
- Classroom staff, with the exception of twelve month staff, is not eligible for paid vacation time.
- Requests for vacation must be received, in writing, at least one week in advance of requested time off.
- Classroom staff are given scheduled vacation time in accordance with each school calendar. Please note that certain dates are not available for vacation leave. Check with your program director for a list of non-approved dates.

- For 12-month staff, it is strongly recommended that half of all vacation time is taken before the spring semester and that vacation time is taken when the program is closed.
- Please refer to the approved school calendar for your program to see when school will be in session.

### **Worker's Compensation Procedures**

- Staff will follow the University's policies related to Worker's Compensation.
- Report accidents to the MSC Employee Services Representative who will contact Risk Management at 954-262-5404 immediately and assist employee in completing all NSU required paperwork.
- Contact Public Safety about the accident/injury at 954-262-8999.
- The forms will be forwarded to the Office of Risk Management via fax to 954-262-6860.
- In an emergency, call 911 and NSU Public Safety at 954-262-8999 immediately and the employee may be transported to the nearest Emergency Room.

### **Early Learning Programs – Staff**

*The safety, health and well-being of all children, employees and families who attend or work at MSC are paramount and is the primary obligation of MSC faculty and staff. If staff, **regardless of rank or position**, observes **any** practice that they feel jeopardizes the safety, health, and/or well-being of children, families, or employees, they **are obligated to** report their concerns to a member of the senior administrative team (program director or above). Reporting any/ all concerns is mandatory for all staff and there is a zero tolerance for any retaliation that stems from reporting.*

*Child abuse and neglect reporting is required by law under Chapter 39 of the Florida Statutes. **You are mandated by law to call the statewide number immediately at 1-(800) 96-ABUSE (1-800-962-2873) if there is suspicion of abuse. Immediately report any suspicion of child abuse to your supervisor.** The State of Florida provides a website regarding child abuse: <http://www.dcf.state.fl.us/abuse/report/> For more information, please see the section on Abuse and Neglect Reporting in this handbook.*

*Through weekly meetings, staff have a forum to participate in continuous dialogues with their co-workers and supervisor whereby they can offer suggestions for improving current classroom, health and safety practices at the center*

### **Bathroom Procedures (See also: Diapering)**

Students will be taken to the bathroom as needed in a safe and appropriate manner.

- **Only employed staff will accompany children to the bathroom. Volunteers, high school students, practicum students, and visitors are not permitted to take students to the bathroom.**
- **Bathroom doors should remain open during toileting.**
- **Due to the age of the students to whom we provide programs, staff is often required to participate in diapering and toilet training activities.**

Note: in the Family Center Preschool and Infant & Toddler Program food can never be used as an incentive during toilet training (even if asked to by parents).

### **Buggy Protocol**

- All children must be strapped in their appropriate size seats before the buggy moves.
- Adults may not sit in the buggy.
- Children may not push the buggy.
- The buggy must always have all four wheels on the ground at the same time.
- Buggy must be pushed slowly.
- All buggies must have two people escorting it. One to push and one to monitor the children with special attention to any obstacles that might present a hazard.
- Buggy must be kept away from walls, furniture and other potential obstacles.
- Special attention must be paid when entering/exiting doorways, especially in regards to children's arms, legs, feet and hands.
- The buggy is not suitable for children 36 months and above.
- There is a maximum weight capacity of 45 lbs. for each seat.

### **Classroom Attendance Records**

All Early Learning programs must maintain an accurate daily attendance record for each class.

#### *Family Center Preschool*

An accurate record (including a child's first and last name) of students who attend "Jumpstart" and "Afternoon Fun" is to be maintained each day and should be submitted to the Business Office on a weekly basis.

### *Parent-Child Classes*

Parent-Child class attendance records are to be completed daily and submitted weekly to the MSC Business Office.

### *Baudhuin Preschool*

An accurate record of each child's attendance is to be maintained on a daily basis, and will be collected by the administrative team or designated staff member on a weekly basis.

### **Care of Classroom**

- Learning environments are to be clean, safe, organized, attractive, and appropriately structured to reflect the educational philosophy of the Mailman Segal Center.
- Each teacher is responsible for maintaining instructional areas, bulletin boards, hallways adjacent to classrooms, and developing and instituting an appropriate learning environment.
- Classroom environments should reflect the needs and interests of the children and should provide the structure necessary for play and learning.
- Teachers are expected to maintain classroom furniture, and ensure the counters and floors are clean and free from debris.
- At the end of each day, all classrooms should be cleaned and organized to prepare for the next day.
- Items may be hung on walls with non-damaging adhesives, with approval from the program director.
- Personal possessions of classroom staff including, but not limited to, purses, lunch items, etc. must always be placed in locked storage cabinets.
- Zoning of classroom staff is mandatory to insure supervision of all students.
- Standing and/or sitting on tables, counters or any furniture not designated for sitting or standing is prohibited.
- **Spray bottles containing chemicals must be kept on a high shelf out of the reach of children.** Bottles should be clearly labeled. Note: due to sensitivities among children and staff, room deodorizers, cleaning products other than Hepacide or bleach and water solution strongly scented perfume, soap, lotion or personal hygiene products may not be used.
- Storage of paper or other flammable or dangerous supplies or materials is prohibited on top of cabinets, on floors, or against walls. All supplies must be secured in a manner that does not present a hazard to others.



- The program director will visually inspect classrooms regularly and reserves the right to request that classroom staff stay or return to clean and/or organize their rooms.
- The program director, or designated operations liaison, should be notified in writing of all repairs needed within the indoor and outdoor environments.
- The Town of Davie Fire Department regularly conducts inspections of our facility. The Fire Code requires that:
  - Wall decorations may only comprise up to 30% of the total wall area.
  - Any wall covering must be properly sprayed with the appropriate flame retardant, which may be obtained from program directors.
  - A clear path (6 to 8 feet) of entrance and egress must be maintained in halls and exits.
  - Storage of paper or other flammable or dangerous supplies or materials is prohibited on top of cabinets, on floors, or against walls. All supplies must be secured in a manner that does not present a hazard to others.
  - Any hazardous cleaning materials must not be kept in classrooms but must be stored in a locked cabinet or kept in a storage room.

### **Classroom Checklists (See also: Appendix 7)**

- Each classroom has been provided with a safety checklist.
- The safety checklist must be completed two (2) times a day. Once upon arrival and once at the end of the day.
- When practicable, the checklist should be transmitted to the Operations Manager electronically.
- All hardcopy checklists must be handed in daily to the front desk staff who will give them to the Operations Manager for review.
- If an item requires immediate attention, the completed checklist should be given to the front desk where it will be processed by the Operations Manager.
- If additional checklists are needed –please see the front desk.
- Administrators will follow the same procedures for the checklists on the cores and pantries.

### **Cleaning, Disinfecting and Sanitation Frequency Table (SEE APPENDIX 1)**

The routine frequency of cleaning, disinfecting and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Frequency Table located in *Appendix 1*. Please review and follow the procedures outlined for cleaning, disinfecting and sanitizing classroom surfaces and equipment. Remember, ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

## Communication with Families

Regular communication between teachers and parents is an important aspect of our programs. The following should criteria apply:

- All written communication must be approved by the program administrator prior to being sent home. This includes newsletters and flyers.
- Teachers are required to call parents of children who are absent for more than one day if they have not heard from the parents.
- Parenting Place teachers are required to call families who miss two consecutive classes.
- MSC classroom staff should not communicate with parents, 'befriend parents,' or broadcast information about parents on personal social networking sites (such as Facebook or MySpace). All communication with parents must take place using approved media only (such as NSU email accounts).
- Concerns about any aspects of a child's development (e.g. physical, cognitive, emotional), must be immediately shared with the program director or designee<sup>1</sup>. Forms are available which need to be completed and submitted to the director.
- Parents must not be contacted about their child unless teachers have spoken with the director or designee first. The director or designee is to be fully informed about all programmatic issues and approve phone calls or e-mails.
- If for any reason a teacher has communicated with a family without consulting the director or designee beforehand, they must immediately inform him or her and provide a detailed, written account of what took place.
- If a parent discusses a concern about their child that goes beyond the scope of typical behavioral or developmental challenges, the director or designee must be informed to determine appropriate next steps.
- Teachers must present issues that do not require immediate attention at Child Study meetings.
- Classroom staff must not discuss an issue regarding a child with anyone other than the director or designee and the child's parents. Confidentiality is a critical component of effective and professional communication.

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<sup>1</sup> Since Baudhuin Support Staff (speech-language pathologist, occupational therapist, behaviorist, autism specialist, mental health counselor, ESE Specialist, etc.) are assigned to each classroom teacher, throughout this document, the term "designee" after program director is used for any of the support staff identified by the director to be the first correspondent with the classroom teacher.

- Parents will often seek advice about their child's school or classroom placement. Classroom staff must not recommend a particular school or a particular teacher in the program. MSC values all staff and has confidence in their ability to meet the needs of every child.
- Recommendation forms to prekindergarten or kindergarten programs must be shared with the director and approval sought before submission.

### **Diapering Procedures (See also: Bathroom Procedures)**

- *Diapers must be changed as soon as they are soiled following the procedures described in Appendix 3.*
- Staff must change children's diapers or soiled underwear only in the designated changing areas in each classroom. Each bathroom has a changing table to use when needed.
- Surfaces used for changing and on which changing materials are placed are not to be used for any other purpose.
- Step cans located in each bathroom must be used for disposal of soiled diapers and diapering materials.
- All containers are kept closed and are not accessible to children.

### **Discipline Procedures/Positive Behavioral Support**

The goal of all programs at the Mailman Segal Center is to teach our children the skills they need to be responsible members of our community. Our approach to teaching behavior is the same as teaching skills in other areas. When a child exhibits a behavior that is not appropriate, it provides an opportunity for us to help the child learn alternative ways of acting. The practices of positive behavior support should be the guiding principles behind our approach to unacceptable or challenging behavior:

1. Behavior happens for a reason
2. We must find the reason for the behavior that will be a target for change
3. Our actions must focus on teaching the skills that will meet the same need as the challenging behavior
4. We can make adjustments to our classroom environments that will help the child behave more appropriately
5. We, the staff, have the responsibility for helping the child to behave more appropriately

When a more positive, proactive approach to managing behavior is used, it is important that we respond to the child's inappropriate behavior in a way that shows the child what to do instead of punishing what was done. To that end, the following are practices that are not endorsed at the Mailman Segal Center:

1. Physical punishment of any kind

2. Verbal threats or scare tactics  
eg: threatening to call parents, bringing a child to the Director's Office or other classroom, or removal from the classroom.
3. Physically rough handling
4. Withholding snacks, meals, or recess
5. Aversive techniques during toilet training

Sometimes, children in our programs may need physical guidance and support in order to participate in the classroom and school activities or to ensure their safety and the safety of other children and staff. The following are procedures for the safe handling of children:

1. Hold children by the hand when walking when possible
2. If a child needs more support to walk within the classroom, the building, or in and out of the playground, contact your program supervisor for guidance in transporting children
3. Never pick a child up by their hands/arms. Pick them up by providing support under the armpits
4. Do not swing a child by their arms
5. When picking up or holding infants, be sure to support their head and neck
6. If a child loses total control and you feel that the child is a danger to himself or others, call for assistance from a supervisor immediately

If a staff member does not comply with the center's discipline policy, there is cause for immediate dismissal. If a staff member observes another staff member implementing any discipline procedures that are not in adherence to MSC's stated policy, they must immediately report this incident to an administrator.

### **Drinking & Eating in the Classroom**

- Classroom staff may not consume beverages that are not available to children, and should only be eating and drinking when children are eating and drinking.
- **For safety purposes, hot beverages are never to be consumed in classrooms or hallways adjacent to children's classrooms.**
- Employees may not consume or store alcoholic beverages at the Jim & Jan Moran Family Center Village.
- In accordance with NSU's Alcohol-Free Workplace policy:
  - The possession, distribution, sale, or attempt to sell alcoholic beverages on duty, other than as part of assigned job duties is prohibited.
  - The unauthorized use or being under the influence, of alcoholic beverages on duty is prohibited.

- The use of alcohol off duty that adversely affects the employee's work performance, his or her own or other's personal safety, or NSU or MSC's reputation in the community is prohibited

### **Educational Requirements and Certification**

- All teachers of the Mailman Segal Center's Early Learning Programs are required to have a minimum of a Bachelor's degree from an accredited university. The area of degree specialization is to be Early Childhood Education, Child Development, Special Education, or a related field (with approval from the program director).
- All teachers in the Family Center Preschool and Infant & Toddler Program and the Baudhuin Preschool are required to possess a current Florida Teaching Certificate appropriate to their area of teaching. Teachers must keep their certificate current, and all teachers are encouraged to continue their education.
- All classroom staff must complete a 5-hour literacy course within one week of hire.
- It is the responsibility of all teachers of the Family Center Preschool, Infant & Toddler Program, and Baudhuin Preschool to maintain their Florida State Certification. Failure to do so may result in termination.
- Any Family Center Preschool or Parenting Place staff member who does not possess a degree in early childhood or a related field, is required to complete the CDA program within one year of hire.
- All staff not possessing the 45-hour state-mandated child care training credential are required to:
  - Successfully complete the online 5-hour Child Abuse and Neglect training prior to their first day of employment (it is not acceptable to 'test-out' of this training).
  - Show evidence of registration for all required courses by the end of the first 90 days of employment, and complete all 40 hours within six months. A copy of the registration form is to be turned into your program administrator.
  - Complete ten (10) hours of certified training annually. Documentation of the completed training must be delivered to the program director.

### **Emergency Evacuation of Building (see also: Lockdown) See page 3 of Emergency Manual**

### **Extra-Curricular Responsibilities**

MSC staff is expected to participate in programs beyond assigned work hours. Staff is periodically required to attend evening functions, including open houses, parent meetings, and trainings in excess of their scheduled hours.

## Food and Beverage Protocols for Children

- Liquids and foods that are hotter than 110 degrees Fahrenheit are not permitted in the classroom.
- Foods that are choking hazards for children 4 years of age and younger are not to be served in any of our classrooms. These include, but are not limited to:
  - Hot dogs, sliced or cut into rounds
  - Whole grapes
  - Popcorn
  - Raisins and other dried fruit
  - Hard Pretzels
  - Nuts
  - Raw peas
  - Chunks of raw carrots
  - Ice cubes
  - Large chunks of meat or cheese
- Staff shall cut food into pieces smaller than ¼” for infants and ½” for toddlers. At all times, a child’s individual capacity for chewing and swallowing must be considered by staff.
- The Family Center Infant & Toddler Program accepts expressed human milk for feedings. All milk must be labeled with child’s name and date and stored in an appropriate container (fresh (unfrozen): bottle; frozen: bag).
- Frozen milk can be stored in the classroom up to one week. We will not store refrigerated expressed milk overnight.
- Only formula and food that is sent into the classroom in prepared bottles or factory sealed containers can be served. Each item must be labeled and dated.
- All human milk or formula that has not been completely consumed by the child will be discarded after one hour.
- Bottles are warmed in bottle warmers or crock pots. Warmers/crock pots must always be kept on low and no bottle shall remain in the warmer for over 5 minutes.
- Microwaves are never used to warm any bottles or food for any child in any of our classrooms.
- Due to potential life-threatening allergies, MSC is a “nut aware” facility. Staff must be vigilant in adhering to the ‘nut-free policy’.
  - If there is a child with a specific allergy in the classroom, the allergy must be posted and all classroom staff must be vigilant in ensuring the safety of that child.
- Children may be encouraged but never forced to eat food prepared at home – even when parents strongly request that staff ensure children finish all (or most) food provided. Any/all uneaten food must be returned to the child’s lunch box.
- If parents request special mealtime considerations, staff must always discuss this request with an administrator to determine if the accommodation can be made.
- If there is a child with a specific allergy in the classroom, the allergy must be posted and all classroom staff must be vigilant in ensuring the safety of that child.
- Sharing of food prepared by parents for their child’s lunch or snack is not permitted (note: food provided by ‘snack parents’ for all the children in the classroom must be store-bought).
- Appropriate food hygiene procedures must be followed:
  - Food must be clean, wholesome, free from spoilage, and prepared so as to be safe for human consumption.
  - Staff must wash hands and wear gloves before directly handling food.
  - Tables must be sanitized before and after mealtimes.

- Food that falls onto the floor or is contaminated in any way must not be served.
- Food or drink that is stored, prepared, transported, or served, and utensils after being washed, must be protected from dust, flies, vermin, rodents, and other contamination.

### **Gifts from Parents**

From time to time, parents may give gifts to classroom staff in appreciation for the work they have done. It is appropriate to accept modest gifts. Accordingly, excessive or lavish gifts may not be accepted. If a 'lavish' gift (\$100+) is received, classroom staff should report it to their immediate supervisor to determine a professional way to address the situation.

### **Hand washing Procedures**

Proper hand washing is essential to ensuring a healthy work environment for everyone. All staff must adhere to the hand washing protocol as outlined in Appendix 2.

### **Health, Immunization, and Background Screening Documentation Requirements**

The State Department of Childcare Licensing requires that all staff working with children five years of age and younger provide documentation of "Good Health" recorded on form #609 Y-78 (Form is available in the staff section of the MSC website) This form must be renewed and updated every two years. It is the responsibility of each staff member to make sure required documentation, forms, and records are accurately and currently on file.

All staff members are required to have a current screening completed through the Florida Department of Law Enforcement (FDLE). The screening is provided by the Department of Child Care Licensing and Enforcement for all classroom staff with the exception of the Baudhuin Preschool. To be eligible to work at the Baudhuin Preschool, all new hires and current staff members' are required to clear a background screening conducted by Broward County Public Schools This screening includes the Affidavit of Good Moral Character, every year at the start of the school year, and fingerprinting, a screening that is to be completed every five years.

### **Illness (children)**

- Children are not permitted to be in school if they are unwell. Any child attending school who appears ill should be brought to the program director or school nurse where a decision will be made whether or not the parent should be called.
- If a child is sent home, they may not return to school for 24 hours. An exception to this policy may be made by the program director or nurse with a doctor's note stating that the child is well enough to attend school and is not contagious.

### **Items Brought Into Classrooms**

In an effort to keep the classroom environment as safe as possible, classroom staff should not bring items into the classroom without first obtaining permission from their supervisor. Items not permitted include, but not limited to the following:

- Hot glue guns

- Hairdryers or other hair-styling instruments such as flat irons
- Nail polish
- Refrigerators, microwaves, and toaster ovens
- Home remedies
- Crock pots
- Knives

### **Leaving the Classroom with Children**

- It is required that classroom staff must **always** take a Walkie-Talkie with them when leaving the classroom with children—this includes, but is not limited to, playground time and specials.
- Head counts should be taken each time children leave and enter the classroom.
- It is prohibited that children accompany classroom staff as they visit staff-only areas of the center. This includes, but is not limited to, storage areas, teacher resource rooms, the business office, and staff offices on the second floor.
- It is prohibited that children accompany staff as they conduct administrative tasks (such as submitting time sheets).

### **Lunch Hours and Breaks**

Classroom staff members working more than six (6) hours are entitled to a minimum of a one half (½) hour lunch break. In keeping with university policy, this lunch break is mandatory and is considered unpaid time.

All non-exempt staff must log in/out of Kronos for their lunch and other breaks.

### **Medical Emergencies**

A “Life Threatening Medical Emergency” means that a person requires immediate medical intervention to stabilize and prevent the medical condition from deteriorating. A non-exhaustive list of life threatening medical emergencies includes:

1. compound fractures;
2. severe lacerations;
3. internal bleeding;
4. severe burns;
5. difficulty in breathing;
6. heart problems;
7. shock;
8. severe allergic reactions to insect bites/foods, medications;
9. poisonous plant contact or animal bites;
10. ingestion of chemicals/poisoning; and/or
11. unconsciousness.



## **Procedure for Life Threatening Emergencies**

Person finding injured or ill person shall:

- Remain calm.
- Call 911 for emergency medical services and report the incident or request that someone else call (use an intercom or walkie talkie to notify front office). Stay on line with the dispatcher and provide information as requested.
- Complete Incident/Accident form.

Program Director or designee shall:

- Report the incident to NSU Public Safety, or call 911 if they have not already been called.
- Notify the child's parents or legal guardian.
- Assign an individual to meet the emergency medical personnel to guide them to the location. All other staff and students should remain in their classrooms and hallways are to be left clear until an "all clear" announcement is made.
- Pull the #1 or medical release form of the injured from the files and provide it to the emergency medical personnel upon arrival.
- Assign a staff member to accompany the patient to the hospital.
- The student's emergency card with his/her physician's telephone number and other pertinent information should be brought to the hospital if s/he is accompanied by a staff member.
- Insure that the appropriate paperwork is completed (Accident/Incident report).
- Contact the following to report the incident:
  - Licensing Representative, if necessary
  - Immediate supervisor
- Maintain communications with staff member assigned to stay with the patient for progress reports.

## **Medication (Children's)**

- Parents or legal guardians must fill out a #5 form (or medication authorization form) to accompany each of their child's medications. Note: Classroom staff must not administer prescription or over-the-counter medication to a child without written approval of the child's parent or legal guardian.
- Prescriptions **MUST** be brought to school by the parent in the pharmacy container with the child's name, date, doctor's name and instructions.
- Over-the-counter medications **MUST** be accompanied by a doctor's prescription.
- Only authorized persons can administer medication. Approval must be obtained from the program director or, in the case of the Baudhuin Preschool, the nurse.
- Staff who administer medication must have specific training by the nurse on 'the five right practices for medication administration':

(1) Verifying the right child receives the

- (2) right medication
- (3) in the right dose
- (4) at the right time
- (5) by the right method with documentation on the #5 form (or medication authorization form) of each right each time the medication is given.

- All medication for the Family Center Preschool and Infant & Toddler Program is kept in a locked cabinet in the director's office. If medication must be refrigerated, it will be stored in the refrigerator in the director's office. Medication for the Baudhuin Preschool is located in the clinic.
- Teachers who have children requiring EPI Pens must receive training and carry the pens with them at all times.

### **Medication (Employees')**

Drugs, exclusive of prescribed medication, are expressly prohibited in accordance with university policy and federal law. All approved medication, including but not limited to prescription medications, aspirin, acetaminophen, nasal spray, decongestants, etc. must be kept in a secure, locked location during hours of operation.

Proper storage and disposal procedures for all medications and medical equipment must be followed.

### **Missing/Unsupervised Child(ren) (See also: Supervision)**

A missing child is defined as a unaccompanied/unsupervised child who leaves the confines of the educational setting they are in – whether it be the classroom, hallway, gym, playground, OT or speech therapy areas without proper adult supervision.

- Staff must conduct a search of all areas of the facility, including closets, cabinets, etc., and the immediate surrounding area.
- Immediate notification of NSU Public Safety (28999) must be made.
- In the Baudhuin Preschool a 'code green' must be called (see Appendix 4). In the Preschool, an "unsupervised child" situation will be announced.
- Attempts should be made to confirm whether or not a family member may have picked up the child.
- Make all other required notifications – notify administration, director, and front desk.
- Continue searching while waiting for the police/security to arrive.
- The program director is to remain at the center as the point person and to gather information/description of the child to share with authorities.

## **Observations by Private Professionals**

Observations by professionals providing private educational or therapeutic services to students must be scheduled through the program director or designee. An Authorization to Release/Obtain Information must be completed and signed by the parent or guardian prior to the observation. Professionals observing the child must be accompanied by the program director or designee.

## **Ordering Materials**

All ordering of supplies or materials must be approved by the program director. Please see your supervisor for information about how to place an order, what catalogs to use and what the budget limits are for each order.

## **Parent Manual**

All classroom employees should familiarize themselves with the MSC Early Learning Programs Parent Handbook. <https://www.nova.edu/publications/humandevlopment/early-learning-parent-handbook>.

## **Parental Custody/Restraining Orders**

Teachers and staff are responsible for adhering to legal documents regarding parental custody and restraining orders pertaining to students.

- Copies of court documents including legal guardianship and/or restraining orders will be placed in all files pertaining to a student.
- Those staff responsible for releasing students from school must familiarize themselves with and adhere to all legal documents regarding restraining orders and child custody documents/arrangements.
- Students will be released only to those persons identified by the legal guardian on the Student Information Sheet/#1 Form.
- If at any time a staff person encounters a questionable situation or problem regarding student releases, they must immediately contact their supervisor or a senior MSC administrator.

## **Planning**

Time is allotted each day for planning and preparation. It is the responsibility of each teacher to write weekly lesson plans which will be submitted to their supervisor on the assigned date for approval.

## **Professional Expectations (See also: Appendix 5 NAEYC Code of Ethical Conduct)**

The Mailman Segal Center expects the highest standards of professional performance from its staff. The center expects that each individual continually updates him or herself as their field advances, and share that knowledge with staff and program participants.

To maintain an atmosphere that cultivates the growth and development of children, each staff member must act as a positive role model for children and parents. The term “role model” is defined by qualities of professionalism displayed toward those with whom we work, and our program’s families and children. It is the expectation of the Mailman Segal Center that all staff interact with co-workers and program participants with courtesy, patience, tolerance, and respect.

## **Release Procedures for Children**

Only those persons listed on the child’s Enrollment Information Form (#1) may pick up a child from school. If a parent requests that a person not listed on the form be allowed to pick-up the child, the following procedures must be followed:

- The custodial parent must notify the school either in writing via email or text (with phone verification).
- The person picking up the child must show photo identification, corresponding to the parent’s written authorization, before the child will be released to him or her.
- The person picking up the child must know the child’s confidential pass code.

***If all three of these criteria are not met, a child may not be released under any circumstances.***

In the case where a student is not picked-up by the close of the center, and there has been no contact from the custodial parent, the following procedures must be followed:

- Make all reasonable attempts to contact the parent and persons named on the #1 form.
- Alert the director of the program or an MSC senior administrator. .
- Contact the Davie Police.

*At least one staff member must remain with the child until s/he is picked-up by a parent or approved adult.*

## **Request for Intervention**

Any teacher who feels that additional information is needed regarding the performance of a child should discuss his or her concerns with a program director or, in the Baudhuin Preschool, Baudhuin Support Staff assigned to the classroom and submit a completed Referral Form.

## **Reimbursement for Incidental Expenses**

It may be necessary for employees to purchase items for classroom usage. **Approval must be received prior to purchase.**

- Employees must submit reimbursement forms and original receipts to their supervisors.
- Supervisors must approve and forward to the finance department for reimbursement.

### **Recess/Playground**

Recess and playground time, as any other scheduled activity, should be planned and directed by staff.

- All adults on the playground are required to interact with children on the playground; to supervise, monitor, and provide appropriate play and learning experiences for children. Cell phones cannot be used for personal calls during playground time.
- Staff is responsible for **ALL** children on the playground. Playground time is an extension of the classroom, and staff is required to interact with children at all times.
- The classroom teacher must develop a zoning plan for the playground as well as for all activities on the daily schedule. Playground zoning must identify specific coverage areas on the playground. Examples include:
  - Specifically stand by & supervise playground gate area (zone 1),
  - Stand by & supervise/facilitate interaction among the children by sand play and bathroom (zone 2)
  - Stand by and facilitate interactions among children at the jungle gym (zone 3)
- In the event of an accident, the injured child should be accompanied to the nurse's office, if appropriate, by a staff member. Other playground staff should then assume the responsibility of supervising the class of the injured student.
- Remember: **CIRCULATE – PARTICIPATE – SUPERVISE**

### **Safe Handling of Children**

- Hold children by the hand.
- Never pull a child by their arm(s).
- Do not swing a child by their arms.
- When holding infants, be sure to support their head and neck.
- When picking up an infant, support their head and neck.

### **Seizure Handling Procedure**

A seizure happens when the brain's nerve cells (neurons) communicate with each other by giving off tiny electric signals. When someone has a seizure (convulsion) the way the brain's nerve cells give off signals suddenly changes, causing different muscles in the body to cause or twitch uncontrollably.

You cannot stop a seizure once it starts but you can do the following to protect the child:

- Stay calm. Call 911 and immediately notify front desk by walkie talkie to call.

- Place the person on his or her side or stomach on a safe flat surface such as the floor.
- Keep the person away from furniture or objects that may cause injury.
- Tilt the individual's head to the side to prevent choking.
- Do not restrain the person. Allow the seizure to occur.
- Check for breathing. If the child is not breathing perform CPR **if you have been certified on this procedure**. AED equipment is located throughout the center.
- Do not put anything in the individual's mouth or between their teeth.
- Observe the child carefully so that you can report the event accurately.

## **Special Events**

### **On-site**

Special events include but are not limited to: PALS or PTO sponsored events, Get acquainted Day/Meet and Greet, Orientations, Open House, Picture Day, Screening Day, Special tours, and classroom parties.

- All visitors (with the exception of parents) will wear name tags and sign in.
- If necessary additional staff will be called upon to guide visitors to classrooms, answer questions and provide an extra layer of safety and supervision.
- No visitor will go to a classroom or any area within the school unless they are escorted by a staff member.
- Staff is aware that they are in charge of the children in their care during school hours even if the child's parent(s) or other staff are present (including but not limited to support staff, directors, administration, visitors).

### **Off -Site**

- No staff member is to organize or coordinate an event to be held offsite for families (for example, a visit to the zoo or other attraction).
- If staff is invited to any event organized by parents and held offsite, they are to refrain from feeding, lifting or in other ways conducting caregiving activities for any child.

## **Staff and Child Records (See also: Confidentiality)**

All student and staff records are considered confidential and are to remain in the center at all times, with the exception of during fire drills and fire alarms.

## **Supervision of Children (See also: Missing Children)**

### **General Supervision**

- Classroom staff must be able to supervise infants and toddlers/twos by sight and sound at all times. All infants and toddlers should be easily seen by at least one member of the teaching staff.
- Classroom staff supervise preschool children (preschool children are defined as children age 30 months-5 years) by sight. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g. those who can use the bathroom independently, who are in a library area, or who are napping).

- All staff is responsible for knowing how many children are in their care at any given date and time.
- Everyone is responsible for counting the children and knowing where children are at all times. Every classroom must have a plan that is followed daily on the various checkpoints where counting/checking takes place. Staff must be able to articulate the plan. Remember:
  - All staff must conduct headcounts often throughout the day.
  - Particular attention to headcounts must be paid when transitioning to and from the classroom or other areas.
  - Before leaving the classroom, playground, or other area, the headcount must be compared with the daily attendance log maintained by each staff member.
  - Staff should proceed with the transition only when all children are accounted for.
- **Staff must conduct a visual inspection of the classroom, playground, or other area(s) before leaving with children to ensure no one is missing from their group (include the bathroom and other potentially 'hidden' spots when conducting a visual inspection).**
- Every classroom must have a zoning plan that is followed daily. Staff must be able to articulate the plan.
- If the Lead Teacher is absent there must be a designated lead person for that day.
- Staff must not leave the classroom, playground, or other area(s) out of ratio for any reason including bathroom and phone call breaks. Notify the front desk if you must leave your room and an administrator will maintain ratios while you are out of the room.
- Wandering the halls or leaving your classroom frequently to collect supplies is unacceptable and may result in disciplinary action.
- No child should ever be brought to another classroom or to another member of staff not affiliated with the child's classroom for disciplinary reasons.
- Volunteers, work study students, parents and other visitors do not count for classroom ratios.
- Children should be visible and supervised at all times, including nap time.
- Staff must maintain Broward County ratios at all times including playground time.
- Classroom staff who have assigned responsibility for the children must not engage in any activity that takes their focus away from supervision eg: administrative tasks.
- ***Failure to adequately supervise children and/or conduct accurate head counts will result in disciplinary action up to and including termination.***

### **Sleeping and Naptime Supervision**

- When the children are sleeping the room can be dim but must be light enough so that all children are clearly visible.
- When napping or sleeping, young infants (defined as children under 12 months) should be positioned on their back and on a firm surface to reduce the risk of Sudden Infant Death Syndrome (SIDS) unless an alternate position is authorized in writing by a physician. All documentation shall be maintained in the child's records. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable position if they can easily turn themselves from the back position.

### **Telephone Calls**

#### **Parent Telephone Calls**

If a staff member receives a telephone call from a parent, and it is an emergency, s/he will be called out of the classroom to answer the telephone. If the call is not of an urgent status, a message will be taken. All non-emergency calls are to be returned after the children leave at the end of the day. All calls from parents are to be answered the day they are received.

#### **Personal Telephone Calls**

Classroom staff will not be called from classrooms for personal telephone calls unless it is an emergency. If a personal call is received, the receptionist/secretary will take the name and telephone number of the caller and the message will be placed in the teacher's mailbox. Calls can be returned during your break or lunch hour. Long distance personal calls are not permitted on Mailman Segal Center telephones.

Cellular telephones must be turned off during the school day. Cell phone use is limited to breaks and lunches and never used for calling, texting, emailing, photographing, or playing music within classrooms, playgrounds, or other common areas.

### **Universal Precautions (See also: Diapering Procedures, Bathroom Procedures, Hand washing)**

#### *How to Proceed In Accidental Spills:*

Contact front desk, custodial staff and/or Operations Manager.

RED-Z is ideal for use on potentially infectious spilled body fluids such as blood, urine, vomit, and feces. The following simple steps are recommended for fast, safe clean-up:

1. Put on disposable gloves and appropriate protective clothing
2. Sprinkle RED-Z over spilled area. Liquid will quickly congeal for safer handling.
3. Remove gelled material with scoop and scraper. Carefully place in RED BIOHAZARD BAG. Clean away remaining solids with absorbent towel.
4. Disinfect affected surface area with Germicidal Wipe or hospital grade disinfectant.



5. Place all contaminated materials (including gloves) in RED BAG. Seal and dispose of bag as required by local regulations for infected solid waste.
6. Wipe hands with antimicrobial hand wipe. Wash with soap and running water as soon as possible.

**Failure to adhere to Universal Precaution procedures may result in corrective action.**

**Walkie Talkie Procedures and Protocols**

- Walkie talkies must be charged every night.
- Walkie talkies must be in the “off” position to recharge properly.
- Walkie talkie must be in the “on” position at all times during the school day and must be carried whenever outside of the classroom (including, but not limited to, buggy rides, fountain/playground time, emergency drills)
- Report malfunctioning or lost walkie talkies to the Operations Manager immediately.
- Children should not operate or carry walkie talkies.
- Walkie talkies should not be used for chatter or long conversations. Request the person “see me” or call by telephone.
- Never use full names when referring to students. A first name and last initial is preferred.
- Be aware that our frequency is accessible to others.

**Water Play Safety**

- Precautions are needed to ensure that communal water play does not spread infectious disease:
  - Children wash hands before/after engaging in water play.
  - No child drinks or sits in water play equipment (such as basins, pools, etc.).
  - Children with exposed sores are not permitted to participate in communal water play.
  - Fresh water is used at portable water tables, and the water is changed before a new group of children comes to participate in the water play activity.
  - When the water table activity is completed with each group of children, the water is drained.



## Cleaning, Sanitizing, and Disinfecting Frequency Table

Cleaning, Sanitizing, and Disinfecting Frequency Table (see criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	Before Each Use	After Each Use	Daily (At the End of the Day)	Weekly	Monthly	Comments
<b>Food Areas</b>						
Food preparation surfaces	Clean, Sanitize	Clean, Sanitize				Use a sanitizer safe for food contact.
Eating utensils & dishes		Clean, Sanitize				If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; Use of an automated dishwasher will sanitize
Tables & highchair trays	Clean, Sanitize	Clean, Sanitize				
Countertops		Clean	Clean, Sanitize			Use a sanitizer safe for food contact
Food preparation appliances		Clean	Clean, Sanitize			
Mixed use tables	Clean, Sanitize					Before serving food
Refrigerator					Clean	
<b>Toilet &amp; Diapering Areas</b>						
Changing tables		Clean, Disinfect				Clean with detergent, rinse, disinfect
Potty chairs		Clean, Disinfect				Use of potty chairs is not recommended, but if used should be cleaned and disinfected after each use.
Handwashing sinks & faucets			Clean, Disinfect			
Countertops			Clean, Disinfect			
Toilets			Clean, Disinfect			
Diaper pails			Clean, Disinfect			
Floors			Clean, Disinfect			Damp mop with a floor cleaner/disinfectant

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>

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## Cleaning, Sanitizing, and Disinfecting Frequency Table

Cleaning, Sanitizing, and Disinfecting Frequency Table (see criteria 5.A.08, 5.C.01, 5.C.02, and 9.C.06)						
Areas	Before Each Use	After Each Use	Daily (At the End of the Day)	Weekly	Monthly	Comments
<b>Child Care Areas</b>						
Plastic mouthed toys		Clean	Clean, Sanitize			
Pacifiers		Clean	Clean, Sanitize			Reserve for use by only one child; Use dishwasher or boil for one minute
Hats			Clean			Clean after each use if head lice present
Door & cabinet handles			Clean, Disinfect			
Floors			Clean			Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles)
Machine washable cloth toys				Clean		Launder
Dress-up clothes				Clean		Launder
Play activity centers				Clean		
Drinking Fountains			Clean, Disinfect			
Computer keyboards		Clean, Sanitize				Use sanitizing wipes, do not use spray
Phone receivers			Clean			
<b>Sleeping Areas</b>						
Bed sheets & pillow cases				Clean		Clean before use by another child
Cribs, cots, & mats				Clean		Clean before use by another child
Blankets					Clean	

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>

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## Cleaning, Sanitizing, and Disinfecting Frequency Table

Definitions	
<b>Cleaning</b>	physically removing all dirt and contamination, oftentimes using soap and water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
<b>Sanitizing</b>	reducing germs on inanimate surfaces to levels considered safe by public health codes or regulations. Sanitizing can be achieved with an unscented, household grade (5-10% hypochlorite) solution of 1 tablespoon bleach and 1 gallon of cool water.
<b>Disinfecting</b>	destroying or inactivating most germs on any inanimate object, but not bacterial spores. Disinfecting can be achieved with an unscented, household grade (5-10% hypochlorite) solution of 1/2 -3/4 cup of bleach and 1 gallon of cool water OR 1-3 tablespoons bleach and 1 quart cool water.
<i>Look for the EPA registration number on the product label, which will describe the product as a cleaner, sanitizer, or disinfectant. Use the least toxic product for the particular job and use according to manufacturer's instructions.</i>	

Source: Adapted from American Academy Of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>

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## Hand washing Procedures

- Post a sign on the front door of the classroom asking all people who enter to wash their hands. This includes children, parents, volunteers, and all staff members.
- Teach hand washing procedures and monitor children as they wash their hands. Assist children as needed.
- Children and adults are required to wash their hands:
  - a) On arrival to the classroom.
  - b) Before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (meat, eggs, poultry).
  - c) After diapering or using the toilet.
  - d) After blowing/ wiping noses, coughing on a hand or touching mucus, blood, or vomit.
  - e) After playing in water that is shared by 2 or more people.
  - f) After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.
  - g) When moving from one group to another that involves contact with infants and toddlers.
  - h) After handling garbage or cleaning.
- Adults also wash their hands:
  - Before and after feeding a child.
  - Before and after administering medication.
  - After assisting a child with toileting.
  - After handling garbage or cleaning.
- Proper hand washing procedures are followed by adults and children and include:
  - Using liquid hand soap and running water.
  - Rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, in between fingers, under and around any jewelry and under fingernails, rinsing well, drying hands with a paper towel, and avoiding touching the faucet with just-washed hands.
- Staff wear gloves as an optional supplement but not as a substitute, for hand washing.
  - Staff should wear gloves to avoid contamination with blood.
  - Staff does not use hand washing sinks for bathing children or for removing fecal material.
  - In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize sinks before using them to prepare food.
- Alcohol based hand rubs are not recommended in lieu of hand washing. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.

## **Diapering Procedures**

Diapering and toileting carry distinct health risks to children and adults. Diligence in frequent, proper hand washing and good personal hygiene habits are the first line of defense against the spread of infectious disease caused by fecal contamination. The following steps to diaper changing are provided as a daily reminder:

### **1. Get Organized.**

- Before you bring the child to the diaper changing area, wash your hands and gather what you need: a nonabsorbent paper liner large enough to cover the changing surface from the child's shoulders to beyond the child's feet, a fresh diaper, clean clothes (if you need them), wipes removed from the container for cleaning the Child's bottom, a plastic bag for any soiled clothes, disposable gloves, and a dab of any diaper cream (if the child uses it) on the corner of the disposable paper
- Put on the disposable gloves.

### **2. Avoid contact with soiled items, and always keep a hand on the child.**

- Carry the child to the changing table, keeping soiled clothing away from you. Be sure to keep a hand on the child the entire time the child is on the diapering table.
- If the child's feet and clothing cannot be kept out of the diaper during the changing process, completely remove the child's shoes, socks, and those clothing items so the child does not contaminate them with the contents of the diaper.
- Put any soiled clothes in a plastic bag, and securely tie it to send the soiled clothes home.

### **3. Clean the child's diaper area.**

- Place the child on the diaper change surface, and unfasten the diaper but leave the soiled diaper under the child.
- Use disposable wipes to clean the skin on the child's bottom. Remove the stool and urine from the front to the back, and use a fresh wipe each time. Put the soiled wipes into the soiled diaper or directly into a plastic lined, hands free, covered can.

### **4. Remove the soiled diaper without contaminating any surface not already in contact with stool or urine.**

- Fold the soiled surface inward.
- Put the soiled diaper into the covered, plastic-lined step can.
- If reusable cloth diapers are used, put the soiled cloth diaper and its cover in a plastic bag or into the plastic-lined, hands free, covered can to give the parents or the laundry service without dumping or rinsing contents.

- Check for spills under the child. If there are any, fold over the disposable paper under the child's feet so that a fresh unsoiled paper surface is now under the child's clean bottom.
- If gloves were used, remove them into the plastic-lined hands-free, covered can. Whether or not gloves were used, use a disposable wipe to clean the surfaces of the caregiver's hands and another to clean the child's hands, and put the wipes into the plastic-lined step can.

**5. Put on clean diaper and dress the child.**

- Apply any necessary ointments or creams to the child's diaper area.
- Note and plan to report any skin problems such as redness.
- Slide a fresh diaper under the child, adjust and fasten it. If pins are used, place your hand between the child and the diaper when inserting the pin.

**6. Wash the child's hands, and return the child to a supervised area.**

- Use soap and water at a sink to wash the child's hands, if you can. If a child is unable to stand and is too heavy to hold safely for hand washing at a sink, use the following method for hand washing:
- Wipe the child's hands with a damp paper towel or clean disposable wipe.
- Discard the towel or the wipe into the plastic-lined, hands-free covered can.

**7. Clean and sanitize the diaper changing surface.**

- Dispose of the paper liner used on the diaper changing surface into the plastic-lined step can.
- Clean any visible soil from the changing surface with soap and water or detergent and water.
- Spray a sanitizing solution to wet the entire changing surface (e.g....1 tablespoon household bleach to 1 quart of water, mix fresh daily).
- Put the spray bottle of disinfectant away and leave the bleach solution on the surface for at least 2 minutes. The surface can then be wiped dry or left to air dry.

**8. Wash your hands and record in the child's daily log.**

- Wash your hands using soap and running warm water.
- Use a paper towel to turn off the water faucet.
- Use hand lotion to keep your hands from becoming dry and chapped.
- Record in a daily log what was in the diaper and any problems such as diarrhea, an unusual odor, or blood in the stool, or any skin irritations. Report as necessary.

**9. Gloves.**

- Remove soiled gloves without touching contaminated surface of the gloves with bare hands.
- With gloved right hand, pinch palm of glove on left hand and pull left glove down and off fingers. Form removed left glove into a ball and hold in fist of right hand while removing right gloves as follows:
- Insert 2 fingers of left ungloved hand under inside rim of right glove on palm side.
- Push glove inside out and down onto fingers and over left glove.

- Grasp gloves which are now together and inside out, with left hand, and remove from right.
- Discard gloves in plastic bag and seal bag.
- **WASH HANDS.** Remember wearing gloves is not a substitute for good hand washing.

## APPENDIX 4

### **CODE GREEN PROCEDURES (Baudhuin Preschool)**

- If a child is missing, immediately call a CODE GREEN on the walkie.
- Give the child's first name and last initial, the teacher's name and your location. EXAMPLE: CODE GREEN! John D., Miss Mary's class, the Baudhuin Playground.
- Receptionist will confirm the information and repeat over the intercom (all call) and call NSU Public Safety.
- All walkie and intercom conversation will stop immediately and will not resume until the child is found.
- Once the child is found "Code Cancelled" will be announced on walkie and intercom.

### **Staff Assignments During CODE GREEN**

- **Teachers and Aides:** Do a head count. Check classroom and patio area. Stay with your children in the classroom or your current location.
- **Speech/Language Pathologists:** Check the South exterior side of the building (outside the Red Cottage.)
- **Autism Specialists:** Check the West side of the building, playgrounds and entrance to Building 100.
- **Occupational Therapists:** Check the North side of the building, bus lane, and street and plaza parking lot.
- **Associate Director and the CBAS:** Check the East side of the building, Baudhuin entrance, parking lot and canal.
- **School Nurse and Front Desk Administrative Assistant:** Check the gym, pantries, rest rooms, OT room, and Therapy rooms.
- **ESE Department:** Check 2<sup>nd</sup> floor.

### **NOTE**

- Each department should have a walkie with them in their offices when not treating in the classrooms or therapy rooms.
- Each department will take the walkie with them during a CODE GREEN.



## Appendix 5 NAEYC Code of Ethical Conduct



# Code of Ethical Conduct and Statement of Commitment

Revised April 2005

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

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Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

## Preamble

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

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

## Core values

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

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

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

## Conceptual framework

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

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

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

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

## Section I

### Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe,

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

### Ideals

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

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

## Principles

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

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

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

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

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

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

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

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

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

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

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

## Section II

### Ethical Responsibilities to Families

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

### Ideals

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

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

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

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

- I-2.4**—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.
- I-2.5**—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.
- I-2.6**—To acknowledge families' childrearing values and their right to make decisions for their children.
- I-2.7**—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.
- I-2.8**—To help family members enhance their understanding of their children and support the continuing development of their skills as parents.
- I-2.9**—To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

## Principles

- P-2.1**—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.
- P-2.2**—We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).
- P-2.3**—We shall inform families of and, when appropriate, involve them in policy decisions.
- P-2.4**—We shall involve the family in significant decisions affecting their child.
- P-2.5**—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.
- P-2.6**—As families share information with us about their children and families, we shall consider this information to plan and implement the program.
- P-2.7**—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.
- P-2.8**—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.
- P-2.9**—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.
- P-2.10**—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.
- P-2.11**—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.
- P-2.12**—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
- P-2.13**—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.
- P-2.14**—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
- P-2.15**—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.



## Section III

### Ethical Responsibilities to Colleagues

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

#### A—Responsibilities to co-workers

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##### 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,

- P-2.8**—We shall treat child assessment information sexual orientation.

#### B—Responsibilities to employers

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##### 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

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##### Ideals

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

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

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

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

## Principles

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

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

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

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

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

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

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

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

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

## Section IV

### Ethical Responsibilities to Community and Society

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

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

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

**Ideal (Individual)**

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

**Ideals (Collective)**

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

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

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

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

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

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

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

**Principles (Individual)**

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

**P-4.2**—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we

do not have the competence, qualifications, or resources to provide.

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

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

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

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

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

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

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

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

**Principles (Collective)**

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

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

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



## Glossary of Terms Related to Ethics

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

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

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

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

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

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

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

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

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

### *Sources for glossary terms and definitions*

- Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.
- Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Fireside.
- Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26–30.

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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.

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### NAEYC Code of Ethical Conduct Revisions Workgroup

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## Statement of Commitment\*

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

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

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

## Appendix 6: The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520

Appendix 7 Checklist  
(See Below)

email to [gruendel@nova.edu](mailto:gruendel@nova.edu)

### MSC Cleanliness/Repairs Report

Classroom # \_\_\_\_\_

Check if  
applicable

*No cleanliness or repair concerns at this time*

#### FLOORS/CARPETS

Classroom floors (carpet, laminate, bathroom) did not appear to be cleaned when I arrived this morning. *(Give details)*

An accident/spill occurred on the floor today. Please have carpet shampooed **tonight (must report before 5pm)**.

*(Explain type of accident and location)*

Classroom carpet is not clean and needs routine maintenance shampoo. (non-emergency)

Climbing structure carpet needs routine maintenance shampoo. (non-emergency)

#### BATHROOM

The bathroom did not appear to be cleaned/stocked when I arrived this morning. *(Explain)*

Toilet(s) and sink are not in proper working order. (toilet seat loose, plumbing concerns) *(Explain)*

#### GARBAGE

The garbage can needs to be washed.

The diaper pail needs to be washed.

#### GENERAL

The room temperature is: ☐ Too hot ☐ Too cold

Classroom has broken/missing shades.

Light bulb(s) needs to be replaced.

How many?

Exterminator is needed. *(Explain type of bug and location)*

Classroom PC/printer needs OIT attention. *(Explain problem)*

Broken toys or equipment need repair. *(Explain)*

Other *(Explain)*

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

# MSC EMERGENCY PLAN

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## Accidents/Non-Emergency

- **Programs where children attend without parents (Family Center Preschool, Infant and Toddler, Baudhuin Preschool, The Academy, Just for Kids):**

Attend to the child's injury and ensure that the child is safe and comfortable. In the Baudhuin Preschool, take the child to the clinic for first aid. All children with a possible head injury, regardless of program, are to be taken to the clinic. An accident/incident report must be completed every time an injury or incident occurs using the following guidelines:

- If a child is hurt in any way, a report must be completed immediately after the incident occurs and signed by classroom staff.
- The report must be immediately brought to an administrator and signed by the administrator.
- Parents must be notified by telephone of the incident by the nurse or teacher.
- Parents must sign the incident report when they arrive to pick up their child. If a parent refuses to sign, classroom staff must record this (i.e. Parent refused to sign).
- The program director or nurse will determine whether to notify Public Safety at ext. 28999 and report a non-emergency incident/accident (no EMS required).
- A Public Safety officer will complete a report if their services are required.
- The original copy of all incident/accident reports will be filed in a secure location. A duplicate copy will be given to the director of early childhood.
- If a child arrives in the classroom with an injury or mark, the steps outlined above must be followed.

- **Programs where children attend with parents (Parenting Place, Starting Right):**

Attend to the child's injury and ensure that the child is safe and comfortable. An accident/incident report must be completed every time an injury or incident occurs using the following guidelines:

- If a child is hurt in any way, a report must be completed immediately after the incident occurs and signed by classroom staff.
- The report must be immediately shared with the parent/guardian/caregiver accompanying the child and signed by him/her. If a parent/guardian/caregiver refuses to sign, classroom staff must record this (i.e. Parent/guardian/caregiver refused to sign).
- The report must be brought to an administrator and signed by the administrator immediately following the incident.

- The program director or nurse, in consultation with the accompanying parent/caregiver, will determine whether to notify Public Safety at ext. 28999 and report a non-emergency incident/accident (no EMS required).
- A Public Safety officer will complete a report if their services are required.
- The original copy of all incident/accident reports will be filed in a secure location. A duplicate copy will be given to the director of early childhood.
- If a child arrives in the classroom with an injury or mark, the steps outlined above must be followed.

Forms should be available in the classroom. Additional forms are located in the teacher resource room and in the director and associate director's offices.

#### **Active Shooter/Intruder**

- Call 9-1-1 immediately and then Public Safety at x28999 to advise them of the situation. The person making the call to 9-1-1 needs to know the following information, if possible:
  - Location of stranger/shooter
  - Number of strangers/shooters
  - Do they have weapons, and if so, what type
  - Any victims and if so, how many
  - Above all, if you cannot speak because the stranger/shooter is nearby, after dialing 9-1-1 and/or Public Safety, leave phone line open.
  - Follow directions regarding Lockdown procedure

#### **Emergency Evacuation of Building (Offices)**

Monthly fire drills are required for all Early Learning Programs. In addition, we are required to hold annual severe weather and lockdown drills.

In case of building evacuation, staff must:

- Turn out all lights and close office doors upon exit.
- Proceed in an orderly, rapid fashion out the nearest appropriate exit.
- Proceed to a designated "safe" area unless otherwise directed.
- Non-teaching staff and teachers are mandated to support classroom staff during evacuations.
- Do not return to the building until an "all clear" is issued.
- Note that individuals may not turn on the engines of their cars nor move their cars during a drill.



## Emergency Evacuation of Building (Classroom)

*Monthly fire drills are required for all MSC programs. In addition, we are required to hold annual severe weather and lockdown drills.*

In case of building evacuation, **teachers** must:

- Gather all classroom staff and students in a calm, orderly fashion.
- Take a head count and ensure that all children are accounted for. Head counts must be performed at departure, during transitions and at arrival and must be checked against daily attendance sheets.
- Children who are not walking must be placed in an evacuation crib. The crib is to be wheeled outside to the designated area.
- Teachers must take the attendance sheet, classroom walkie-talkie (be sure walkie-talkie is active), and emergency contact numbers for parents when exiting the building.
- **No one may stop for coats or any other personal items.**
- Turn out all lights and close the doors to the classroom as you exit.
- Proceed in an orderly, rapid fashion out the nearest appropriate exit. Follow the emergency exit plan indicated on your classroom map.
- Be sure to have an alternate evacuation route in case your assigned path is blocked.
- Take attendance of the assembled group.
- Do not return to the building until an “all clear” is issued. Please monitor your walkie-talkie for messages.
- When you return to the classroom, attendance should be taken again.
- Do not release a child to their parents or family member during an emergency evacuation. Parents must return to the building and sign their child out as required.

## Hurricane Preparedness

- At the discretion of NSU administration, the Mailman Segal Center and the university may close in the case of a hurricane watch or warning. If a hurricane watch or warning is issued for Broward County, please check the NSU Emergency Hotline **800-256-5065**, the Mailman Segal Center Hotline **954-262-5656**, or the Nova Southeastern University website for notification as to school closings.
- If the university is not closed, you are expected to report to work unless otherwise instructed.
- If the university must close during the day, after staff and students have arrived, it is necessary for staff to remain at the school until the last student is picked up or has left on county buses.

- When requesting to leave early, permission must be given from your program supervisor to ensure that there is sufficient coverage and to allow the administration to account for all staff.
- If a hurricane is approaching Broward County, and it appears possible that Broward County will be threatened within the next 36 hours, it is important that you take necessary precautions to protect your classrooms and work space. You will receive notification informing you of what steps need to be followed in order to ensure adequate protection of equipment, materials, and other property.
- The university has a dedicated website to offer detailed information on weather emergencies at <http://www.nova.edu/hurricane/index.html>
- Should the NSU web site ([www.nova.edu](http://www.nova.edu)) become unavailable due to a hurricane, an alternate informational web site will become available at <http://208.63.152.2>.

## **Lockdown**

In the case of a Lockdown, quickly determine the most reasonable way to protect your life, the lives of your students, and the lives of your co-workers. Remember that students and visitors are likely to follow the lead of teachers and administrators during an active shooter situation.

### **Administration**

Upon Lockdown notification, the designated Program/Area Captain will assign the following tasks:

- If necessary, call Public Safety at x28999 to confirm the Lockdown status and to remind them to remotely lock doors and secure parking lots immediately.
- Insure that announcements are made we are in a Lockdown situation on all address systems including intercoms and walkie-talkies. All announcements should be repeated three times.
- Place signs in front windows to instruct visitors to return to their vehicles and preferably leave the premise.
- Check all exterior doors to ensure no doors have been left ajar.
- Make sure that all exterior areas have been cleared (playgrounds, fountain, breezeways) (via walkie talkie or other safe method)
- Dean's office will send a group text to cabinet members, Associate Provost, Dean of Human Services and Dean's administrative assistant.

### **Front Desk**

- Announce we are in a LOCKDOWN situation on all address systems including intercoms and walkie-talkies. All announcements should be repeated three times.
- Place signs in front windows to instruct visitors to return to their vehicles and preferably leave the premise.

### **Staff**

Upon notification of a LOCKDOWN immediately:

- Remain in classroom or office (or return to nearest classroom or office) in a calm but swift manner.
- Lock the classroom door using your intruder key; or lock your office door (DO NOT open the door to check).
- Make sure classroom patio doors are not ajar.
- Pull shades/blinds.
- Turn off lights.
  
- Conduct a head count and take attendance.
- Infants should be placed in evacuation cribs.
- Move children to a designated “safe zone.”
- Lead teacher or designated lead will put their personal cell phone on SILENT mode (not vibration) and keep them on their person.
- Everyone must remain as quiet as possible.
- Monitor walkie-talkies and intercom.
- DO NOT open doors for anyone except First Responders.
- Wait for official notification for next steps.

### **Medical Emergencies**

A “Life Threatening Medical Emergency” means that a person requires immediate medical intervention to stabilize and prevent the medical condition from deteriorating. A non-exhaustive list of life threatening medical emergencies includes:

12. compound fractures;
13. severe lacerations;
14. internal bleeding;
15. severe burns;
16. difficulty in breathing;
17. heart problems;

18. shock;
19. severe allergic reactions to insect bites/foods, medications;
20. poisonous plant contact or animal bites;
21. ingestion of chemicals/poisoning; and/or
22. unconsciousness.

#### **Procedure for Life Threatening Emergencies**

Person finding injured or ill person shall:

- Remain calm.
- Call 911 for emergency medical services and report the incident or request that someone else call (use an intercom or walkie-talkie to notify front office). Stay on line with the dispatcher and provide information as requested.
- Complete Incident/Accident form.

Program Director or designee shall:

- Report the incident to NSU Public Safety, or call 911 if they have not already been called.
- Notify the child's parents or legal guardian.
- Assign an individual to meet the emergency medical personnel to guide them to the location. All other staff and students should remain in their classrooms and hallways are to be left clear until an "all clear" announcement is made.
- Pull the #1 or medical release form of the injured from the files and provide it to the emergency medical personnel upon arrival.
- Assign a staff member to accompany the patient to the hospital.
- The student's emergency card with his/her physician's telephone number and other pertinent information should be brought to the hospital if s/he is accompanied by a staff member.
- Insure that the appropriate paperwork is completed (Accident/Incident report).
- Contact the following to report the incident:
  - Licensing Representative, if necessary
  - Immediate supervisor
- Maintain communications with staff member assigned to stay with the patient for progress reports.

#### **Automated External Defibrillator [AED]**

An AED is a portable electronic device that diagnoses and treats life threatening cardiac arrhythmias in a patient by applying an electric shock that stops the arrhythmia, allowing the heart to re-establish an effective rhythm.

In the event a person is having a medical emergency, please call 9-1-1 first then and call **NOVALERT** at **(954) 262-8999**. Public Safety will dispatch Public Safety officers to assist and to guide fire rescue and medical personnel to the site.

The Jim & Jan Moran Family Center Village has 3 AEDs located at:  
Building 100, 1<sup>st</sup> floor-Preschool next to restrooms  
Building 100, 2<sup>nd</sup> floor next to dental clinic  
Building 200, 1<sup>st</sup> floor center core near external doors (breezeway)

### **Severe Weather Alerts: Tornado, Severe Thunderstorms**

- Announce on all address systems including intercoms and walkie-talkies that everyone should immediately bring their classes to the “T” zone of the preschools.
- Bring classroom walkie-talkie and student contact information with you.
- Position children sitting with their faces towards the walls, their heads down and hands over head in a “take cover position.”
- If teachers cannot reach this area quickly, the class should take cover in the safest internal room they can immediately access (pantries, bathrooms).
- Avoid rooms with windows.
- Lead teacher should keep a cell phone and student emergency contact information with him/her.
- Make sure all children are accounted for immediately following emergency.
- Listen for further instructions to be announced via walkie-talkies and intercom after weather event has ended.
- Report missing or injured persons to the Administration or Emergency Response Team.

### **Office/Second Floor Staff**

- All second floor employees should attempt to move to the first floor as soon as a weather alert is received.
- Assist teachers/staff with keeping children calm and positioned in “T” zone.
- If an “immediate take cover” occurs and you cannot get to the first floor, find an internal room without windows. Close doors to all offices with windows.
- If possible, take your cell phone with you.

## **Emergency Response Team:**

Roni Leiderman, Dean

Susan Kabot, Executive Director of Autism Institute (Autism Programs)

Lorraine Breffni, Director of Early Childhood (Early Learning Programs)

Laural Robbins, Director of Employee Relations (Personnel)

Chris Gruendel (Facilities)

Jamie Mayersohn, Director of Communications

Donna Hillier, Director of Academics

Nurit Sheinberg, Director of Research

Employee Signature Form

Employee Name: \_\_\_\_\_

I acknowledge that I have received and read the MSC Employee Handbook of Administrative Policies and will abide by the policies and procedures contained within it.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to your program director or immediate supervisor as soon as possible.