

We are so happy you chose to apply for our open teaching position. Please take a minute to read the attached material which includes a job description, our personnel policies, a school calendar and our mission and philosophy. See below for some important information about our teaching positions and our pay scale. Please note that for placement on the pay scale as well as to verify early lead teacher qualifications, we will need a letter from previous employers which state how many hours were worked in a licensed early childhood education program.

Information about teaching at Ruth Washburn

Lead teachers are actively with children Monday-Wednesday from 8:30-11:30 a.m. (9 hours). Teachers are expected to be in their classrooms at least a half hour before class begins and to clean up after class for at least a half hour. Teachers also attend Friday staff meetings and work in their classrooms planning for the following week. Additionally, teachers will meet weekly with the Education Director and with their Assistant Teacher. Lead teachers are paid for 19 hours per week, but the actual work week may be shorter or longer depending on the time it takes to complete tasks. Below is a sample schedule:

Monday	5 hours	12:00-12:30	Meeting with Assistant
7:30-8:30	set up/planning time	Wednesday	5.5 hours
8:30-11:30	class time	7:30-8:30	set up/planning time
11:30-12:00	clean up time	8:30-11:30	class time
12:00-12:30	Meeting with Education director	11:30-12:00	clean up time
		12:00-1:00	Assessment
Tuesday	5 hours	Friday	3.5 hours
7:30-8:30	set up/planning time	12:00-1	Meeting
8:30-11:30	class time	1:00-3:00	Planning with roommates
11:30-12:00	clean up time	3:00-3:30	Work on newsletters or other planning

Pay scale

		Education						
Experience- New Staff can only bring in up to 5 years of prior experience		ELT Qualified	BA/BS+ELT or DQ	BA/BS+DQ	MA/MS+ELT	MA/MS+DQ	PHD+ELT	PHD+DQ
	0	12.80	12.99	13.19	13.38	13.59	13.79	14.00
	1	12.96	13.15	13.35	13.55	13.76	13.96	14.17
	2	13.12	13.32	13.52	13.72	13.93	14.14	14.35
	3	13.29	13.49	13.69	13.89	14.10	14.31	14.53
	4	13.45	13.65	13.86	14.07	14.28	14.49	14.71
	5	13.62	13.82	14.03	14.24	14.46	14.67	14.89
	6	13.79	14.00	14.21	14.42	14.64	14.86	15.08
	7	13.96	14.17	14.38	14.60	14.82	15.04	15.27
	8	14.14	14.35	14.56	14.78	15.00	15.23	15.46
	9	14.31	14.53	14.75	14.97	15.19	15.42	15.65
	10	14.49	14.71	14.93	15.16	15.38	15.61	15.85
	11	14.67	14.89	15.12	15.34	15.57	15.81	16.05
	12	14.86	15.08	15.31	15.54	15.77	16.01	16.25
	13	15.04	15.27	15.50	15.73	15.97	16.21	16.45
14	15.23	15.46	15.69	15.93	16.17	16.41	16.65	

ELT Early Lead Teacher Qualified
DQ Director Qualified with Letter

Ruth Washburn Cooperative Nursery School
914 N. 19th St.
Colorado Springs, CO 80904

EARLY CHILDHOOD LEAD TEACHER JOB DESCRIPTION

Preschool teachers are hired by and have direct responsibility to the Executive Director. The Education Committee or an ad hoc group may be involved in interviewing and evaluating candidates.

Minimum Qualifications: Colorado Early Childhood Lead Teacher qualified, a demonstrated interest in and a knowledge of children, concern for children's proper care and well-being.

Preferred Qualifications: Formal education background in child development or early childhood education and experience working with children in a child care or nursery school setting.

Responsibilities include:

1. PROGRAM IMPLEMENTATION

Teachers are responsible for planning, supervising and implementing the program for the class in accordance with the School's philosophy, policies and goals. This responsibility includes:

- a. Treating each child with dignity and respect
- b. Helping each child to become aware of his/her role as an integral member of a group.
- c. Considering the individuality of each child's cultural and socio-economic background.
- d. Utilize assessment tool on a regular basis to document children's development.

2. HOME VISITS/POTLUCK

Teachers visit each child in his/her home in August before school starts for the purpose of getting acquainted with the child in an environment that feels safe and familiar to the child. The teacher takes the Home Visit folder with various handouts such as "What to Bring on the First Day of School" to the family at that time. Teachers also partner with the Class Coordinator to have a Potluck late in August for the adults in the class. Classroom procedures, parent helping responsibilities and the parent help calendar will all be shared at that time.

3. CHILDREN'S ORIENTATION

Teachers plan and implement an orientation for children scheduled in advance on either the Thursday or Friday before the first full day of school in the fall.

4. ARRIVAL AND DISMISSAL

Each day teachers must insure that parents or authorized people sign the children in and out on the proper forms using signatures (not just initials). Completed forms are to be turned in to the office and will be used for attendance. This procedure is required by law. The teacher is responsible for releasing the children only to authorized persons named on the Pick-Up Authorization Form for a specific child, or escorting children to the Afternoon Explorers staff and signing them in to Afternoon Explorers.

5. TEACHER-PARENT COMMUNICATION

Teachers are responsible for promoting effective communication between parents and the School. Specific duties include:

- a. Writing at least a monthly letter for parents of children in the class.
- b. Writing periodic articles for the School newsletter as requested.
- c. Giving parents specific ideas for promoting children's healthy development at home.

- d. Talking about how the family and staff handle aspects of child-rearing such as discipline, "feeding," toileting and other important issues to avoid confusion for the child.
- e. Attending at least one meeting of the Board of Governors each year is encouraged.
- f. Attending the fall, winter and spring (All-School picnic) All-Parent Meetings is encouraged.

6. PARENT-TEACHER CONFERENCES

Teachers organize and conduct Parent Conversations in November and Parent-Teacher Conferences in March. Teachers prepare a progress report for each child before the conferences and give copies of the reports to the parents at the conferences. Teachers are to give a copy of the reports to the Education Director. Other conferences are held as deemed appropriate or if requested by a parent.

7. PARENT HELPER, CLASS COORDINATOR AND ASSISTANT TEACHER

- a. Teachers are responsible for overseeing the parent who helps in the classroom. This includes actively communicating to each parent the expectations and tasks for the day when the parent helps. Teachers are responsible for posting a list of duties of parent helpers in the classroom.
- b. Teachers work with a class coordinator. Please see the job description for the class coordinator. A copy is included in the Staff Handbook.
- c. Teachers are responsible for overseeing and meeting with the assistant who works in the classroom. A 30 minute meeting time each week will be scheduled by the teacher and assistant.

8. HOUSEKEEPING/UPKEEP

- a. Teachers are responsible for the ordered arrangement, appearance, décor, learning environment and day-to-day cleanliness of their own classrooms and bathrooms.
- b. Teachers assume an equal share of the joint housekeeping responsibilities of the staff, which includes helping care for the kitchen, playground and storage areas. In general, teachers do not have responsibility for major cleaning or building and equipment maintenance. However, they will need to keep the Director informed of needed repairs. Teachers are asked to monitor and record what is needed on the list maintained on the office bulletin board.

9. PURCHASING

Teachers may purchase materials for their classroom without prior authorization if the amount is reasonable and the privilege is not overused. Larger purchases should be approved by the Director in advance. Requests for reimbursement go to the Director and checks are issued on a monthly basis. Receipts must be submitted within 30 days of purchase for reimbursement.

10. HEALTH AND SAFETY

Teachers are responsible for the health and safety of their class group by modeling, teaching and encouraging healthy practices. Ruth Washburn adheres to the regulations and guidelines of NAEYC, the El Paso County Health Department and the Colorado Department of Human Services. These include, but are not limited to:

- a. Preventing the spread of germs by using a solution of bleach and water to disinfect surfaces such as the snack table before and after each use.
- b. Encouraging and modeling health practices such as washing hands and using tissues.
- c. Keeping electrical outlets covered with protective caps.
- d. Practicing evacuation routes with the children every month. Administration will arrange times with the staff in advance.
- e. Ensuring that all children are supervised by sight and sound at all times.
- f. Ensuring that toys and materials are kept clean and sanitary.

11. ILL CHILDREN

Children who become ill while at school should be isolated in the office with a staff member. Parents should then be notified by the child's teacher, if possible. If the teacher cannot make the telephone call, then someone in the office can call for him/her. In the event of an accident or injury, follow emergency procedures. Also, an accident/injury report must be filed. Forms can found in the front office and must be turned into the front office after they are signed.

12. STAFF ABSENCES

a. Health Policy

Staff members are expected to adhere to the School's Health Policy in determining whether to come to work or not.

b. Substitutes

When absent, staff members must find their own substitute from the list of approved substitutes and notify administration. If a reasonable effort has been made and a substitute cannot be found, the office staff will assist in making other suggestions.

c. Recording absences and working as a substitute

Staff members are responsible for recording absences on a absence reporting form (found in the Education Director's Office).

13. FIRST AID / CPR / UNIVERSAL PRECAUTIONS

Teachers are required to complete a CPR class every other year and a Universal Precautions and First Aid course (preferably Pediatric First Aid) every three years. The courses are offered at RWCNS during the summer. If a teacher does not attend the class offered at RW, he/she must make other arrangements to attend another approved class offered in the community. Fees are paid by RWCNS.

14. SNACKS

Teachers are responsible for ensuring that only nutritious, non-sugary snacks are served and good nutrition is discussed with the children. Records of snacks served must be kept and available to parents for a minimum of three months.

15. PROFESSIONAL PRACTICES

Professional practices expected from teachers at Ruth Washburn included:

- a. Adhering to the NAEYC Code of Ethical Conduct and Statement of Commitment. A copy is included in the Staff Handbook.
- b. Being acquainted with the Personnel Policies of the school. A copy is included in the Staff Handbook.
- c. Maintaining a professional attitude and loyalty to the school.
- d. Attending all weekly staff meetings/trainings.
- e. Attending Inservice training before school begins in August and the day after Memorial Day.
- f. Completing all required trainings during the school year and/or summer (the time will be paid at an hourly rate).

Ruth Washburn Cooperative Nursery School
914 N. 19th Street
Colorado Springs CO 80904

PERSONNEL POLICY

These policies are not intended as a contract for employment.

AT-WILL EMPLOYMENT

Ruth Washburn Cooperative Nursery School reserves the right to terminate the employment relationship at any time and for any reason or for no reason at all.

PERSONNEL

A. Administrative Staff:

Executive Director: Reports directly to the Board of Governors and is responsible for the oversight of the day-to-day operations of the school, including direction of all personnel, as well as management of the Parent Cooperative. (Salaried position).

Education Director: Reports directly to the Executive Director and has administrative, program and cooperative responsibilities including supporting teachers, helping with day to day activities of the front office, supporting families and helping maintain program materials. (35 hours per week).

Front Office Assistant: Reports directly to the Executive Director and is responsible for daily operations, including greeting families, maintaining preschool software and billing and payments. (25 hours per week).

B. Teaching Staff:

Early Childhood Teacher: Person responsible for implementing the preschool program of the school for a designated group of children.

Afternoon Explorers Supervisor: Person responsible for implementing Afternoon Explores Program. Assists Director with supervision and hiring of teachers and assistants.

Afternoon Explorers Lead Teacher: Person responsible for overseeing the day-to day operation of the Afternoon Explorers program.

Afternoon Explorers Assistant Teacher: Person who implements program activities under direct supervision of an Afternoon Explorers Lead Teacher.

Teaching Assistant: Person responsible for assisting a Preschool Teacher in implementing the preschool program for a designated child or group of children.

C. Volunteers:

Volunteers may at times participate in the preschool program under the supervision of paid staff members. Volunteers, with the exception of parent helpers in the classroom, are bound by the policies in this document. Volunteers and parent helpers are not eligible for compensation for work performed or for benefits as outlined in this document nor are they required to participate in staff meetings, professional development, or staff evaluation.

D. Full time employment: 32 or more hours worked per week as defined in the employee's job description.

E. Part-time employment: Fewer than 32 hours per week.

STAFF MEETINGS

Staff meetings are held on a regular weekly basis as set by the administration. All teaching staff are expected to attend these meetings which are led by the Executive Director or other individual designated by the Executive Director. All staff is expected to attend monthly staff development meetings. In addition to regular staff meetings, the School provides in-service workshops throughout the year which all teaching staff are expected to attend.

PARENT MEETINGS

All staff members are encouraged to attend the three general all-school/parent meetings held in the fall (orientation), in January, and in May (the end-of-year picnic) They are invited to attend all other parent and parent education meetings and are welcome at monthly Board meetings and all social functions. All staff members are encouraged to attend at least one Board meeting each school year. Additionally, preschool teachers are expected to attend and lead their Fall Class Potluck.

FUNDRAISING

All staff members have a very important role in developing positive relations not only between the School and the community but also within the Cooperative. Part of this responsibility includes supporting fund-raising activities in the school. All teaching and administrative staff shall make an effort to attend and participate in the major fund-raising event(s) during the year. Teaching staff members are not responsible for planning, organizing, or implementing specific fundraisers.

LEAVE

Ruth Washburn Cooperative Nursery School has as its top priority the emotional well-being of the children enrolled in the School. A close, personal, stable relationship between a child and his/her teacher is one of the most important parts of school life that fosters that well-being. A teacher's absence can be unsettling to nursery-school-age children, and insecurities and behavior problems may flare up when the child's teacher is not there.

From time-to-time, however, a teacher will need time away from school for medical or compelling personal, family, or business reasons. While the School recognizes these needs and supports the teachers as much as possible at these times, the School must balance these needs with those of the children and the constraints of the budget.

Except for unplanned sickness, leave must be approved by the Executive Director, or in the case of the Executive Director, leave must be approved by the Board.

A. Paid Leave

Paid Time Off (PTO) Hours for the school year are calculated for staff in the following manner:

	Lead Teacher
2 day a week class	16 Hours
3 day a week class	24 Hours
4 day a week class	32 Hours

Administrator	AE Supervisor
Hours in Typical Work Week X 2	Hours in Intended Work Week minus intended planning time X2

PTO time is offered at the beginning of each school year and cannot be carried over into the next school year. PTO time can only be utilized in the role it was given. Example: Teacher PTO Time can only be used for Lead Teacher Time off. PTO is not offered to temporary or substitute employees.

B. Unpaid Leave

The Executive Director must approve days of absence without pay. In the event of any request for more than two consecutive school days of absence without pay, prior request should be submitted in writing to the Executive Director. Situations for which unpaid leave may be appropriate could include,

- a. The birth of a child and care of a newborn child.
- b. The placement and care of a child for adoption/foster care.
- c. A serious health condition of an employee's spouse, child, or parent.
- d. An employee's own serious health condition.

C. Emergency Closure of School

Employee pay will not be affected by emergency closures such as inclement weather cancellations.

D. Maternity Leave

Full-time employees are eligible for six (6) weeks of maternity leave.

BENEFITS

A. Professional Development

Ruth Washburn School requires professional development in order to enrich the program and enhance the professionalism of its staff. Formal professional development that is

required in order to meet/maintain state licensing requirements will be provided by Ruth Washburn.

Paid leave and limited financial support for professional development will be available commensurate with the needs and resources of the School, and must be approved by the Executive Director. Prior written application for leave and support funds should be submitted to the Executive Director in a timely manner.

B. Employee Discounts for Tuition and Afternoon Explorer Fees.

Teachers are entitled to a 20% tuition discount for their child(ren) attending Ruth Washburn. Teachers, Assistants and Afternoon Explorer Supervisors may have one of their children attend Afternoon Explorers free of charge for the hours that the parent is working at the school.

STAFF EVALUATION

Evaluation of the teaching staff is the responsibility of the Education Director and Executive Director.

Staff members' performances are evaluated in three ways: (1) informal staff conference(s), (2) formal evaluations and 3) feedback from the annual parent survey.

While it is recognized that parents have varying degrees of ability to evaluate the professional competence of a teacher, the opinions of the parents concerning the teacher are extremely important in the smooth operation of a cooperative and must be taken into consideration.

The Board of Governors is responsible for evaluating the Executive Director. The Executive Director is responsible for the evaluation of all other personnel.

LETTER OF INTENT

The Executive Director on an annual basis will issue a letter of intent setting forth the salary and dates of employment to employees. The letter of intent is not intended as a contract for employment.

RAISES

The budget for salaries is determined by the Board on an annual basis and allotted to employees by the Executive Director.

GRIEVANCE/CONCERNS POLICY

With regard to teaching staff, problem solving between the people directly involved is encouraged and supported. If additional intervention is desired by any affected party, the Education Director can be called upon to facilitate a resolution. If additional intervention is desired by any affected party, the Executive Director can be called upon to facilitate a resolution. Once the resolution has been agreed upon, the parties involved will determine the necessary follow-up actions to ensure the issue or concern has been resolved.

With regard to the Education Director or Front Office Assistant, again, problem solving between the people directly involved is encouraged and supported. If additional intervention is desired by any affected party, the Executive Director can be called upon to facilitate a resolution.

With regard to the Executive Director, any staff member who has issues or concerns about the legal, ethical or moral behavior or actions of the Executive Director, may submit in writing to the President of the Board of Governors a description of the issue or concern. The Board of Governors will review the submitted document and determine the appropriate follow-up actions.

EQUAL OPPORTUNITY / AFFIRMATIVE ACTION STATEMENT

Ruth Washburn Cooperative Nursery School is an Equal Opportunity employer and seeks to make all personnel decisions regarding hiring, assignment, promotion, and other terms and conditions of employment on the basis of an individual's qualifications and other job-related factors, and the business needs of Ruth Washburn Cooperative Nursery School, regardless of race, color, religion, sex, sexual orientation, gender expression, national origin, age, disability, marital status, veteran status, or any other protected class as required by applicable law. All employees are expected to actively support these principles and objectives in our work environment and with others with whom we come into contact. It is our firm conviction that equal opportunity will contribute to the success of both Ruth Washburn Cooperative Nursery School and its employees.

FREEDOM FROM HARRASSMENT

Ruth Washburn Cooperative Nursery School expects that all employees, including supervisors and managers, will not engage in harassment directed to other employees, or to volunteers, visitors, or contractors of Ruth Washburn Cooperative Nursery School. This policy applies also to harassment committed by volunteers, visitors, and contractors. Any such harassment may be reported and addressed under this policy.

Harassment based upon race, national origin, color, age, disability, sexual orientation, marital status, veteran status, protected activity (opposition to prohibited discrimination or participation in making a complaint of harassment or discrimination) or any other illegal basis is strictly prohibited.

Sexual harassment is also strictly prohibited. Conduct is prohibited when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; (3) conduct occurs that

is unwelcome and is sufficiently severe or pervasive as to interfere with an employee's work performance or create an intimidating, hostile, or offensive work environment.

Examples of the types of conduct that are prohibited by the policy include, but are not limited to, the following:

- Touching, such as rubbing or massaging someone's neck or shoulders, stroking someone's hair, or brushing against another's body
- Sexually suggestive touching
- Grabbing, groping, kissing, fondling
- Suggestive whistling
- Lewd, off-color, sexually oriented comments or jokes
- Foul or obscene language directed at an individual
- Leering, staring, stalking
- Suggestive or sexually explicit posters, calendars, photographs, graffiti, cartoons, or screen savers
- Unwanted or offensive letters or poems
- Gesturing in a sexually suggestive manner
- Offensive or suggestive e-mail or voice mail messages
- Requesting dates after the person has suggested he/she does not want to date
- Asking for dates, sex or sexual favors in return for promotion, pay increase, transfer, etc.

If an employee feels that (s)he has been subjected to or is a victim of racial, sexual, or other harassment, or if an employee believes (s)he has observed such harassment, the employee should report the harassment immediately to his/her supervisor or a member of the Board of Governors. Employees who observe or hear about harassment of others should not attempt to resolve such incidents, but are expected to report the matter promptly. Employees are encouraged to report harassment before it becomes severe or pervasive. Even if you are not sure if certain conduct that offends you or that you feel is inappropriate for the workplace would be considered harassment under the law, such conduct may still be inappropriate and should be reported according to this policy. Ruth Washburn Cooperative Nursery School desires to have an opportunity to address harassment before it arises to the level of unlawful harassment. Harassment is extremely serious misconduct and may result in disciplinary action as determined appropriate by Ruth Washburn Cooperative Nursery School. Harassment may also subject the harasser to personal legal and financial liability.

Ruth Washburn Cooperative Nursery School will review and, as it deems appropriate in the circumstances, investigate the report. At the conclusion of the review and any investigation conducted, Ruth Washburn Cooperative Nursery School will take such action as it deems appropriate, which may include immediate discharge or disciplinary action if Ruth Washburn Cooperative Nursery School determines harassment has occurred.

Ruth Washburn Cooperative Nursery School may seek to preserve confidentiality regarding the matters alleged in the report to the extent that such confidentiality does not conflict with efforts to review, investigate, and otherwise address the report, take remedial or other action in response to the report, and/or to prevent further harassment.

Retaliation against persons who bring a complaint of actual or perceived racial, sexual or other harassment is prohibited. Employees should not engage in adverse treatment of others because they have reported harassment or have provided information in connection with a harassment report. Employees who believe they have experienced or observed retaliation should report it immediately to one of the persons designated above. Retaliatory behavior may result in immediate discharge, disciplinary action, or other remedial action, as deemed appropriate in the circumstances by Ruth Washburn Cooperative Nursery School.

SOCIAL MEDIA

Social media is defined as online technology tools that enable people to communicate easily – via the internet – and to share information.

While social media can keep you connected with colleagues and friends it is not without inherent risks. Once information is released into cyberspace it is gone forever and can never be retrieved. It can be copied and passed – literally – to millions of people in a fraction of a second.

You may think social media posts are private but they are never private.

Protect confidential information at all times. Never post any information or photos about a child or family involved with Ruth Washburn Cooperative Nursery School, either by name or by other descriptive nature, on any social media site. This includes positive as well as negative comments.

Violations of this policy are grounds for discipline including the possibility of termination of employment.

Use of school computers is for business use only.

NO BABYSITTING POLICY

Staff members are not permitted to babysit for families in our program. Should any parent/legal guardian/staff member take exception to this policy, each parent/legal guardian and staff member must sign the attached Consent to Hold Harmless and deliver a fully executed copy of it to the Executive Director before any such babysitting arrangement is carried out.

STAFF MAY NOT DRIVE STUDENTS

Under our current insurance policy, staff may not drive students (other than their own children).

Whistleblower Policy

A whistleblower as defined by this policy is an employee, volunteer, or board member of the Organization who reports an activity that he or she considers to be illegal or dishonest to one or more of the parties specified in this Policy. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures; appropriate management officials are charged with these responsibilities.

Examples of illegal or dishonest activities are violations of federal, state or local laws; billing for services not performed or for good not delivered; and other fraudulent financial reporting.

If an employee or volunteer has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee or volunteer is to contact the Board Treasurer or the Board President who is responsible for investigation and coordinating corrective action. The employee or volunteer must exercise sound judgment to avoid baseless allegation. An employee or volunteer who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

Whistleblower protections are to cover two important areas—confidentiality and against retaliation. Insofar as possible, confidentiality of the whistleblower will be maintained. However, identity may have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. The Organization will not retaliate against a whistleblower. This includes, but is not limited to, protection from retaliation in the form of an adverse employment action such as termination, compensation decreases, or poor work assignments and threats of physical harm. Any whistleblower who believes he or she is being retaliated against must contact the Board Treasurer or the Board President immediately, the right of the whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

Employees or volunteers with any questions regarding this policy should contact the Executive Director or the President of the Board.



Code of Ethical Conduct and Statement of Commitment

Revised April 2005

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

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

Preamble

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

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

Core values

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

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

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

Principles

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

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

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

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

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

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

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

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

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

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

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

Section II

Ethical Responsibilities to Families

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

Ideals

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

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

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

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

Section III

Ethical Responsibilities to Colleagues

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

A—Responsibilities to co-workers

Ideals

- I-3A.1**—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.
- I-3A.2**—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.
- I-3A.3**—To support co-workers in meeting their professional needs and in their professional development.
- I-3A.4**—To accord co-workers due recognition of professional achievement.

Principles

- P-3A.1**—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.
- P-3A.2**—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.
- P-3A.3**—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.
- P-3A.4**—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations,

age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

- I-3B.1**—To assist the program in providing the highest quality of service.
- I-3B.2**—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

- P-3B.1**—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.
- P-3B.2**—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
- P-3B.3**—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.
- P-3B.4**—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.
- P-3B.5**—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C—Responsibilities to employees

Ideals

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

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.

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.

Mission and Philosophy

of Ruth Washburn Cooperative Nursery School

Ruth Washburn Cooperative Nursery School (RWCNS) is a non-profit preschool dedicated to educating and nurturing children in an enriching play-based environment and engaging families in a supportive community.

Ruth Washburn Cooperative Nursery School Core Values

At RWCNS we believe.....

- That by calling ourselves a “nursery” school we strive to honor the child at the developmental stage where he or she is now, rather than focusing on “preparation” for future schooling.
- Deeply in the value of play and the learning attained when children are invited to explore with a variety of materials including music, art, movement, and dramatic play.
- In providing an atmosphere focused on the “whole child;” where a child’s emotional, physical, social and cognitive needs are carefully nurtured.
- In helping children develop and sustain a positive self-image by learning to engage in caring interactions with others.
- In class sizes that are small and where teachers guide and facilitate activities, allowing children to make their own choices and direct their own work.
- In the blending of school and family life to create a cooperative community which provides the richest, most caring environment possible for children.

We operate....

- As a parent cooperative because we feel strongly that educating young children is best accomplished with the active presence of parents within the school.
- Where parents assist in the classroom and take responsibility for the maintenance and financial well-being of the school.
- So that in turn, RWCNS provides its families with opportunities for parent education and support.
- With a more than a 50 year history of excellence in play-based education, and thus, we strive to make the school and its teachers a community resource and to act as a model for local and national preschools and educators.

How are we different than other programs?

We often get calls asking if we are like: Montessori, Reggio Emilia, Waldorf, Goddard School, Primrose School, Head Start, etc. While many of these programs are developmentally appropriate, we are definitely our own program and don't prescribe to those specific philosophies.

Our Ruth Washburn Philosophy is to provide developmentally appropriate, research based play activities in thoughtfully planned environments with parents actively involved in the education process. We value early childhood as its own stage of development which is why we don't use the word preschool in our name. Our academics are embedded within the play of each day and our highly skilled teachers spend hours planning and implementing curriculum from all developmental domains (Social/Emotional, Language/Literacy, Science/Math and Physical) to meet each class and child where they are at. Children are assessed on all areas of development to determine, not only where they are within developmental norms, but how to encourage their individual sense of wonder about the world. Each child is like a snowflake so no two classes will look the same, but there are constants at Ruth Washburn including:

- **Open ended play within thoughtfully designed environments**

This allows for children to explore their surroundings, extend their play, engage in social experiences and begin managing conflict. We have dramatic play which gets changed weekly depending on the theme. It might be a cowboy campfire one week and a bicycle shop or veterinarian's office the next. There is a block area with multiple types of blocks, people, vehicles, animals, and many other add-ons to extend the block experience. There is a science area that gets changed weekly. This week might be pine cones, seeds, flowers and microscopes to look at everything. Next week could be balances, electric scales, rocks for measuring, graduated cylinders and beakers to measure water. The writing center is a wonderful place to explore writing your name, making grocery lists, cards for mom, stamping, cutting, etc. There is a cozy reading nook and award winning books in each classroom to explore, a woodworking table to saw, hammer and create "projects", a sensory table to play with sand, water, beans, floam, keys, buttons or anything messy.

- **Healthy Snack**

This time is vital in our day. Children learn about food from many cultures, cooking skills, conversational give and take, self-help skills, nutrition and wellness, and patience.

- **Circle Time/Story Time**

This time is when children gather for music, movement, scientific discovery, hands on activities, listening activities, journal writing, magical storytelling and sharing of ideas. After outside time, children return to circle for a story time before dismissal. This allows for a formal gathering to say goodbye, process the day's activities, plan for the next class time and to finish with a high quality children's book to reinforce literacy skills.

- **Process Art**

At Ruth Washburn you won't see 10 children all trying to recreate a craft that the teacher demonstrates. Art becomes science as children discover many different ways to manipulate the provided elements. Children will have 2, 3 or 4 art activities they can choose from each day. They might build a sculpture with wood and nails at the woodworking bench, paint with flyswatters (yes, this is as messy as it sounds), paint at the easel or make "flower" painting by using a mallet to pound flowers into water color paper. The sky is the limit and you will be amazed at how many household items you can paint with (shoes, potato mashers, bubbles, chalk and graters, pipettes, golf balls, baby bottles, ice cubes, spray bottles, etc).

- **Outside Time**

We have an unparalleled outdoor backyard with three distinct playgrounds. On our Farm we have real chickens, an organic garden, a tractor, big wheel hill and many natural areas for discovering. The Prairie has teepees, a covered wagon with horses, a water play feature with pump, a pirate ship (what Prairie doesn't have a

schooner?), and a climbing hill with rope. The Hillside is our wild and rugged space with a log climbing structure, bridges and dry stream bed, tire swing, hiking paths with tunnel, and don't forget the giant sandbox.

- **Parent Involvement**

Parents are children's first teachers and are involved in all areas of the school including helping in the classroom, working on a committee and supporting fundraising efforts. Research shows that parental involvement in a child's education is one of the most important indicators of future success. In the classroom, parents help approximately once per month. As the parent helper, they play with children, encourage social interactions, prepare healthy snack, participate at circle time, provide support outside, read with children, help clean up at the end of the day and really act as an assistant during the 3 hour class time. This time is invaluable to both the child and the parent is what truly sets us apart from other programs.