About Helen Gordon Child Development Center

Helen Gordon Child Development Center (HGCDC) is Portland State University’s full-day children’s program. In addition to offering preschool and infant-toddler programs and a full-day kindergarten, the Center is a laboratory for students and faculty participating in observation, research and practicum activities in Early Childhood Education and the related fields of Elementary Education, Child and Family Studies, Psychology, Social Work, Special Education, and Speech Communication. As a laboratory school, it is our goal to provide a model program for the children and families we serve, as well as for students, faculty and community members who visit and participate. The teachers are professionals in early childhood education and have appropriate degrees and experience. In addition to the professional staff, each classroom has a number of PSU students assisting in carrying out the program. Many of the students are majoring in fields related to teaching young children such as Child and Family Studies, Education, Social Work, and Psychology.

Our Classrooms

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Room Type</th>
<th>Children</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moon Room</td>
<td>7 children</td>
<td>4-12 months</td>
<td>4-12 moths</td>
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<tr>
<td>Sun Room</td>
<td>10 children</td>
<td>12-18 months</td>
<td>12-18 months</td>
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<tr>
<td>Star Room</td>
<td>10 children</td>
<td>18-24 months</td>
<td>18-24 months</td>
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<tr>
<td>Starfish Room</td>
<td>12 children</td>
<td>24-30 months</td>
<td>24-30 months</td>
</tr>
<tr>
<td>Seahorse Room</td>
<td>12 children</td>
<td>30-36 months</td>
<td>30-36 months</td>
</tr>
<tr>
<td>Turtle Room</td>
<td>16 children</td>
<td>3 years old</td>
<td>3 years old</td>
</tr>
<tr>
<td>Bumblebee Room</td>
<td>11 children</td>
<td>3 &amp; 4 years old</td>
<td>3 &amp; 4 years old</td>
</tr>
<tr>
<td>Ladybug Room</td>
<td>18 children</td>
<td>3-4 years old</td>
<td>3-4 years old</td>
</tr>
<tr>
<td>Grasshopper Room</td>
<td>15 children</td>
<td>3 years old</td>
<td>3 years old</td>
</tr>
<tr>
<td>Caterpillar Room</td>
<td>24 children</td>
<td>3 &amp; 4 years old</td>
<td>3 &amp; 4 years old</td>
</tr>
<tr>
<td>Dragonfly Room</td>
<td>20 children</td>
<td>4 years old</td>
<td>4 years old</td>
</tr>
<tr>
<td>Butterfly Room</td>
<td>21 children</td>
<td>5 years old</td>
<td>5 years old</td>
</tr>
</tbody>
</table>

Student Teachers

Student Teachers are a wonderful and valued addition to our staff. HGCDC student employees are studying in various departments and have a range of previous experiences with children. They also bring an amazing level of commitment from their diverse and remarkable perspectives. We understand that Students are here to learn about and use our philosophy and gain valuable experience in our program. We endeavor to give our Student employees mentorship and ongoing coaching in their work with us. This handbook is intended to support this process.

Center Staff Roles and Responsibilities

The staff at Helen Gordon Center has many important and varied responsibilities in their work. We hope to clarify and highlight the various professional roles in our program. Below is a listing of each position with a brief description of the duties and responsibilities, intended to give you a better understanding the various roles in the Center.

Directors: The Directors of the Center assume responsibility for the overall operations of the child development facility. They communicate and maintain Center philosophy, curriculum and goals; hire and supervise Center staff; implement evaluation procedures for teachers; assess staff and program needs; identify and complete the necessary steps to be taken for Center licensing and accreditation; provide parents with information and support.

Coordinators: The Center Coordinators assist the Directors with the overall program leadership and have particular roles and responsibilities in providing support for staff and addressing program needs. They serve as mentor teachers as needed for classroom support and staff development. Individually and
collectively they respond to a wide range daily and monthly program needs such as visa cards and classroom expenditures, tech support, facilities, licensing compliance, and classroom scheduling. Individually and collectively they are our program’s “operations managers” and work to ensure smooth functioning of our program while providing support for teachers with concerns that arise in their daily work. They are the “go-to’ people for support during medical emergencies and other situations with children or families in which teachers need counsel, advocacy, support or additional expertise.

**Studio Program Leads (Studio Specialists):** The Studio Teacher is a visual arts specialist who works cooperatively with the classroom teachers to create and enhance long-term project work and critical thinking. The Studio Teacher develops research and documents children’s ideas to expand community collaboration and creativity in the school. The Studio Specialist is a master teacher who provides leadership and support within an assigned wing and across the school.

**Student Employment Coordinator:** The student coordinator manages the Center’s student employment functions including hiring, orienting, scheduling, and supervising the PSU students and classified substitute teachers employed by Helen Gordon Child Development Center each term. The Student Coordinator opens the Center each morning and responds to changes in the daily classroom staffing patterns. She arranges daily staffing to meet required teacher to child ratios; coordinates and communicates daily classroom changes.

**Inclusion Specialist:** The inclusion specialist works across the programs as needed to promote optimal inclusion and enhance the classroom experience of children with special needs and their relationships with peers and teachers in the community. She assists teachers in creating curriculum, materials, environments, and routines that support children’s individual needs and learning styles and seeks out and provides teachers with resources and information.

**Kindergarten Program Lead:** The Kindergarten Program Lead is responsible for the day-to-day operations and general management of the Helen Gordon Center’s Kindergarten program. She plans, implements and executes the overall philosophy and goals of our Kindergarten. The Kindergarten Program Lead is a certified teacher who maintains certification and works with the PSU teacher certification program as a practicum supervisor. She is in charge of a daily classroom of 21 children and plans and performs a progressive curriculum, which exceeds state standard.

**Office Manager:** The Office Manager maintains the Center’s office and business functions including: enrolling children, tracking payments and accounts, running monthly billing reports and tracking payments, answering the telephones, maintaining the children’s files, and creating classroom forms and lists for teachers. The Office Manager responds to additional needs and concerns of the parents, staff and PSU student employees as they arise.

**Office Specialist:** The office specialist shares in staffing the Center’s front office responding to the needs and concerns of the parents, staff, and PSU employees as they arise. She greets parents, children and visitors to the center. She also answers the telephones, takes messages, and provides information for parents, staff, and general public.

**Lead Teachers:** The Early Childhood Lead Teacher works as a member of a teaching team with a co-teacher in one of the Center’s classrooms. The Lead Teacher works cooperatively with the other teachers to plan and implement a model early childhood program; to build and sustain high-quality relationships with parents and any Center visitors; to collaborate on curriculum development and classroom and center-wide planning; to oversee daily operations of the classroom; and to maintain a safe and healthy environment for children.
Assistant Lead Teachers: The Assistant Lead Teacher works as a member of a teaching team with an Early Childhood Lead Teacher and student teachers in one of the Center’s classrooms. The Assistant Lead Teacher works cooperatively with the other classroom teachers to plan and implement a model early childhood program and to develop a strong and cohesive curriculum.

Cooks: The Center Cooks share responsibility for ordering kitchen supplies, & preparing nutritious meals for the children in the program, following USDA guidelines. They work collaboratively; preparing, cooking and cleaning up breakfast, lunch and afternoon snack. They also assist classroom staff with cooking projects when needed.

Student Teacher (Teacher Qualified): A Teacher qualified Student Teacher is responsible for assisting the Teachers of the classroom and from time to time is left in charge of the classroom. She/he supports the Teachers in supervising small groups of young children. She/he contributes to maintaining a positive, healthy and safe environment for the children.

Student Teacher (Aide 2): A Student Teacher/Aide 2 is responsible for assisting the Teachers of the classroom. She/he supports the Teachers in supervising small groups of young children. She/he contributes to maintaining a positive, healthy and safe environment for the children.

Student Teacher (Aide 1): A Student Teacher/Aide 1 is responsible for assisting the Teachers of the classroom. She/he supports the Teachers in supervising small groups of young children. She/he contributes to maintaining a positive, healthy and safe environment for the children. As required by state licensing, an Aide 1 is never left alone with children.

A note regarding Student Employees: While the Student Coordinator is responsible for all student staff, their training, performance reviews, time sheets, wages, personnel files, and scheduling, the students are directly supervised in the classrooms by the teaching staff of the Center and must check in with their teachers at the beginning of work each day. The teachers are involved in the performance review of each student, conduct preliminary disciplinary action, and maintain ongoing mentorship and leadership with all student employees assigned to their classrooms.

Next few pages describe the program’s philosophy, goals and curriculum. As we continually strive to evolve and improve our program, policies and procedures may change over time. The following reflects our current best practices. We invite you to join in supporting our efforts.

Our Core Values

The program’s core values are grounded in respect for human diversity and commitment to peace and social justice. Our program is based on an image of the child as capable, full of life, and unique. The child is viewed as a competent co-creator of his or her own educational experience, fully participating in the life of the school. We recognize that children are citizens from birth and make valuable contributions within their communities.

Our Program and Pedagogy

A big idea is an overarching idea that unifies, inspires, and resonates with children, an idea that is rich with possibilities and permits teachers and children to work together in many ways.

-Christine Chaillé

Informed by the theories of Piaget and Vygotsky, we believe that children construct their own ideas and theories through interaction and experimentation with the social and physical world. We are inspired by the work of the municipal pre-primary schools in Reggio Emilia, Italy. We also collaborate on the development of curriculum with PSU professor Christine Chaillé and each year choose a “big idea” to explore together.
We strongly support the emergent process of curriculum and believe that assessment, documentation and collaboration are key to knowing how to proceed with children. Extended projects emerge from the classroom and surrounding community. Teachers observe and plan carefully to provoke, enhance and extend children’s learning by supporting their theory-building and providing a framework for playful inquiry.

The vibrant urban community that surrounds us offers many invitations for exploration. We experience the community in authentic, meaningful ways, building relationships over time.

**Curriculum and Planning**

In our program we leave a lot of latitude for teachers to create a fun, interesting, challenging and engaging curriculum with children. The following practices for assessment, documentation, curriculum, planning and record keeping are basic and essential elements to each classroom:

- Assessment is used to identify both individual and classroom interests.
- Documentation is used to clarify a child/teacher/family or group’s work.
- Curriculum is well balanced and developmentally/culturally appropriate, encourages language development, social and physical skills and creativity.
- Curriculum promotes problem solving, reasoning, questioning and experimenting.
- Curriculum is designed to engage children’s interests and to make school a joyful and pleasurable experience.
- Experiences planned for small groups of children are incorporated into the weekly routine to allow for more focused learning.
- Curriculum respects and reflects cultural and family diversity.
- Curriculum uses family, university and community resources.
- Planning reflects the needs of individual children and the group.
- Written/visual “lesson plans” are posted to illustrate and document daily/weekly and ongoing classroom curriculum. Written plans serve as a guide and record for teachers and illuminate goals and values for the larger center community.
- Portfolios are created for each child in order to build a balanced view of that child’s development. Portfolios are a collection kept through the year of children’s work and teacher’s anecdotal records to show a child’s progression in their social/emotional/cognitive abilities.
- All lead staff is allotted three afternoons per week from 2:30-4:00 pm for planning time. During this time, lead teachers are able to work on a variety of projects such as documentation, portfolios, and curriculum planning, as well as attending meetings with other staff members or families at the center.

**Anti-bias Education and Policy Statement**

We are committed to incorporating non-sexist, multi-cultural, and anti-bias learning experiences into our daily curriculum. We strive to provide materials, activities and an environment that reflects a respect for, and celebration of, diversity in race and culture, physical appearance and ability, and family composition and lifestyle. Our goal is to have every child, family, and staff member feel welcomed and supported in our program.

Implementing anti-bias curriculum is a process. Issues will never stop coming up and your children will always surprise you with some comment or action. You have to provide a safe, open environment for children to explore their bias issues and to ask questions. If you think you have handled a situation differently than you would have liked, go back and revisit the issue. Make it a goal to be inclusive of differences that come up on a day-to-day basis.

An anti-bias curriculum, as defined by Louise Derman-Sparks of Pacific Oaks College, will:
• Foster each child’s sense of self-identity.
• Foster acceptance of diversity among people by allowing children to ask questions and explore differences.
• Encourage critical thinking about bias by helping children to identify acts of discrimination and stereotypic images in their world.
• Encourage empathy toward others.
• Foster each child’s ability to stand up for her/himself and others in the face of bias.

Parents are encouraged to contribute to the curriculum by sharing ideas or materials with teachers or by working in the classroom. Often, parents have special skills or knowledge of interest to the children. We welcome parent involvement in the classroom! Each year, teachers invite in members of the extended family community to interact with the classroom. This is carried out in many different ways and takes on a life of its own which makes each classroom unique. This type of inclusion is an essential piece of the Center’s overall objectives of inclusion and anti-bias work.

Some specific ways to support anti-bias work in the center include:

• Recognize that because we live in a society where many biases exist, we must counteract them—or else we will support them through our silence.
• Give children messages that deliberately contrast stereotypes by providing books, dolls, toys, wall decorations, and records that show: Men and women in nontraditional roles, people of color in leadership positions, people with disabilities doing activities familiar to children, and various types of families and family structures.
• Make it a firm rule that a person's appearance is never an acceptable reason for teasing or rejecting them. Immediately step in if you hear or see your child behave in such a way.
• Talk positively about each child's physical characteristics and cultural heritage. And, help children learn the differences between feelings of superiority and those of self-esteem and pride in their own heritage.
• If you feel uncomfortable talking about something, direct the child to someone who is comfortable with the subject matter.

Thoughts about Anti-Bias and Holidays

As a school we have moved away from the celebration of holidays as part of our curriculum and program. Instead, we strive to create our own celebrations that are shared and meaningful to our own community. In addition, we recognize the value that holidays and celebrations often hold in children’s lives. We encourage families to share how they celebrate a holiday or a time of year that is meaningful to them.

Relationships with Children and Families

At Helen Gordon Center, we strive to collaborate with parents and other staff to build relationships with our children and families. Parents are the primary “expert” of their own children. With this concept in mind, we ask that parents share their thoughts and feelings about their children’s abilities and lifestyle with us; this is done throughout the year. In every classroom, we ask parents to bring in pictures of who and what is important in the lives of their children so that we may post these pictures on some form of family board or book, preferably at eye-level or accessible to the children in the class. Key points to remember when building relationships with children and their families include:

• We are aware of the child’s individual needs—emotionally, cognitively, physically and socially.
• We make an effort to relate to all children and make concerted efforts to relate to children who are difficult or who do not demand attention.
• We enjoy children, and show contentment and satisfaction from working with them.
• We are friendly in our interactions with parents.
• We listen carefully and respectfully to parents, and refer any concerns to the Lead Teachers.
• We recognize that there are cultural differences in parenting practices and work to understand and support all parents.

Supporting Children’s Individual Needs

At Helen Gordon Center we value and strive to recognize individual strengths and needs. You may find that some children in your classroom require additional support to access the curriculum, build positive social relationships, and feel comfortable in school. We have access to a variety of resources both in and outside of the Center to support teachers in their work with individual children. There are also systems in place to help identify children who may need extra support and to guide teachers in planning individualized curriculum, support strategies and environments that support all learners. If you ever have a concern regarding a child, please talk with the Lead Teachers of the classroom.

Protocols and Guidelines for Supporting Children with Challenging Behaviors:

This following is intended to outline possible steps teachers can take in their support of children with challenging or aggressive classroom behaviors. We also recognize the great degree of variability and individualized response that will be necessary in each situation. Always check with a Lead Teacher in your classroom to see if there is a plan in place regarding a child’s behavior.

Possible Steps and Strategies:

a. Collect information/data about the child’s behavior
   • Document behavior using one or both of the following: HGCDC Incident Report Forms or another behavior observation form(s) that allows teachers to track patterns, timing, and what happened before/after the behavior.

b. Stop aggressive behavior when it occurs with a firm, calm and consistent response. Avoid “over-talking.” Give the child some time and physical space before discussing what happened.

c. Follow the Positive Discipline tool of “Connection before Correction.” Always do your best to connect with and understand a child before correcting their behavior.

Relationships with Co-workers

As a Student Employees you are a vital and integral component in our program. Just as parents and children are clientele of the Center, we view and strive to treat our student staff in the same manner. We try to take the time to get to know the interests, goals, and background of each student. We hope to offer positive mentorship and guidance and build positive relationships with our student staff. Our lead teachers maintain daily communication with student employees through an employee bulletin board and a classroom communication spindle or notebook. Student employees are asked to write a small biographical paragraph to post in the classroom alongside their photo.

Our Coordinators and teachers conduct evening training meetings throughout the year and a performance review of each student once annually. The evening trainings and performance reviews are a collaborative effort between staff regarding the needs of the individuals as well as the Center as a whole.

As Staff of Helen Gordon Center, in our work with PSU Student employees, Substitutes, and Practicum students we strive to:

• Model appropriate skills/techniques for and with students.

• Use a variety of supervision techniques and approaches to improve our effectiveness by finding the best approach for the individual student.

• Conduct meetings with our classroom student staff; usually in the evening at least once a term.
• Understand that students come to work with varying cultural backgrounds, experiences, and skill levels and are ready to train them.
• Give clear directions and share expectations.
• Determine when a situation is beyond the student’s capacity and provide support as needed
• Help students to feel that they are an important part of the classroom by creating a team atmosphere.

Collaboration is the key to our work with one another. We strive to create a respectful, friendly and accepting atmosphere in our workplace. We recognize that at times we may feel and think passionately regarding our personal vision of work with children yet we maintain a professional demeanor when conflicting opinions arise.

Overall, we strive to support one another and recognize each teacher, student employee, and substitute as a researcher, nurturer, guide, mentor, and a hard working human being from whom we can learn and gain valuable knowledge.

Specifically:

• We conduct ourselves professionally—maturely, reasonably, and are aware of our impact on others.
• We are supportive of each other.
• We maintain a good sense of humor and flexibility.
• We work toward open, strong and effective communication with other staff members.
• We understand work concerns and problems and effectively work toward cooperatively and appropriately solving them.
• We carry out duties in an appropriate and timely fashion so as not to impede classroom or team functions.
• We are able to take and reflect upon constructive and critical feedback.
• We communicate our own concerns and ask for help when needed.

Classrooms, Shared Spaces, and School Environment

In our program we hope to provide a comfortable home-away-from-home environment with varied and engaging materials for children. We wish to foster a healthy respect of the use of materials and space in our Center. We also want children and adults in our program to gain a deeper understanding of the ability to wisely use resources and respectfully take care of our surroundings. In turn, we hope to foster a sense of belonging and shared ownership in regards to any space in the program, indoor and outdoor. As we collectively take care of the school’s environment and our surroundings, this value is transmitted to our children and families.

Please help us by:

• Ensuring the safety of the children in the classroom and outdoors by following the policies/guidelines in place and help children to understand the basic safety boundaries.
• Using positive discipline and guidance techniques.
• Promoting an environment that is non-biased and promotes diversity.
• Keeping the environment clean and reasonably neat, make sure the classroom is in compliance with health and safety standards.
• Supporting the classroom routines for personal care and hygiene with adequate time and support for hand washing.
• Assisting teachers in keeping the classrooms and all shared spaces, indoor and outdoor, clean and in good order. Walkways are swept; hallways are uncluttered; the laundry room is clean and clear of all excess clothes and spills are cleaned up; tables are wiped clean with a soapy sponge and then
sprayed with bleach solution, floors are swept and kept food free after meals; closets are neatly labeled and kept in good order; the after-hours excess kitchen dishes are rinsed and stacked.

**Spaces within the classroom:**

Your understanding of the program and your ability to support the child will be greatly enhanced if you understand how the various areas of the classroom are used. Below are some general guidelines. As each classroom may have unique features, please check with your supervising teacher for additional details regarding how your specific classroom functions. Overall we encourage you to observe children and document their independent and uninterrupted play; however, the following helpful strategies are useful for supporting children as they engage with the classroom areas.

**Book Area:**

1. Reading
   - Read stories to the children.
   - Talk about books they would enjoy reading.
   - Encourage children to read together.

2. Creating Stories
   - Make up or dramatize a story
   - Act out characters; use different voices.
   - Let your creative side change elements of the story
   - Use your imagination, creativity, emotion…and have fun!

3. Books
   - Treat books gently and return them to the shelf when done.
   - Point out the components of the book such as the cover, title page, and the author and illustrator.

**Message/Writing Center:**

- Write down children’s dictated stories.
- Encourage children to write messages or notes to friends and family
- Reflect and encourage children’s efforts to communicate through written symbols
- Respond to children’s requests for assistance by sharing ideas, tools and modeling as needed.

**Block Area or Building Studio:**

- Sit on the floor, and be available to help or extend play.
- Use how and why questions as you talk to the children about their play.
- Introduce other manipulatives or materials that can be used with blocks
- Keeping lots of space between busy building areas helps prevent accidents
- Encourage children to incorporate writing and drawing in the block area.
- Encourage the children to test their own theories and use their own creativity.
- Help the children put the blocks away neatly before leaving the area.

**Art Area:**

- Plan open-ended activities that will engage the children.
- Limit the amount of materials offered.
- Return art materials to the appropriately labeled places, wash brushes and tables as needed, reorganize and restock materials as needed.
• Model techniques behavior but do not create your own artwork. Allow the children to develop skills and experiment with their own creativity.
• Refrain from judgment or praise. Instead ask the artist how he or she feels about the work.
• Reluctant artists may begin with observation, paint only a stroke or two, or use just one color. Your patience and acceptance will be their encouragement.
• Write the child’s name on the back of the art piece before they begin their work.

Dramatic Play and Dress-Up Areas:

• Allow the children to pretend and role-play without adult influence or interference.
• Observe and allow the children to solve problems and negotiate with each other as play develops, but provide support as needed.
• Document the children’s interactions using a camera or writing notes.
• Know that children may act bossy or silly as they pretend to be anything and everything. Children may pretend to act out—to be frightening in order to gain a sense of power.
• Be aware that pretend play can allow children to discover how to come to terms with their world, to cope with the tasks of life, to master new skills, and to gain confidence.
• Children learn through trial and error. This is a child-time to experience the magic of one’s own growth and development.

Our Shared Auxiliary Spaces:

There are many shared spaces in our program and the careful planning and caretaking of these spaces rests on all of us. We have a Central Piazza, Library, Theater, Reuse Center, Rainbow Room, manipulative space, storage basement, and Lobby. In addition to these valuable areas, we also have other nooks and many little interior spaces to utilize and share as a part of the community classroom places for children. These spaces also need care and attention

Rainbow Room: Custom-built movable structures designed by our 2006 kindergarten class afford this indoor space with many possibilities for active play. (Located on the first floor near the Moon Room).

• Review the posted guidelines for this space.
• Check the condition of the room before you bring the children in to make sure it is set up appropriately for your age group.
• Think fun and safety; choose materials that can safely be used together.
• Clean up with the children at the end of their visit to the Rainbow Room.
• If inappropriate behavior necessitates a child’s return to the classroom, or if you need any kind of assistance due to a potty accident, etc. take the entire group back to the classroom. Do not leave children unattended for any length of time.
• If you need first aid emergency assistance, you can ask for help from the teachers in a nearby classroom.

Reuse Center: An organized collection of natural and reusable materials promotes and supports sustainable practices and offers a work space for re-use inspired projects.

• Be sure to check with the lead teacher regarding his/her intentions for having you use the space.
• Return materials to the appropriate places, wash brushes and tables as needed.
• Reorganize and restock materials as needed.
• Engage children with clean up when finished.

Library: In the loft overlooking the Piazza, this cozy space for reading together holds our collection of books. They are organized by topic and have been selected to support our shared studies, interests, and values.

• Books may be borrowed and used in the classrooms.
• When visiting the library with children, encourage them to use the books with care, and help them return the books to their appropriate baskets.
• Please do not donate personal books or add any unlabeled books to the library—you may bring any found books or books you wish to donate to the front office.

**Piazza:** The Piazza is a community space at the heart of our center that offers an interactive water fountain, a cooking corner, and a welcoming space for gathering and meeting.

**Cooking Corner:**
• Cooking materials are located in the locked cabinet beside the table. The key is hung on a hook on the wall.
• If you need additional materials from the kitchen, check with the cooks first before borrowing anything. Also make sure to sign out on the clipboard (located in the East doorway) if you take any cookware.
• Make sure to clean up your mess and take dishes to the dishwasher. Encourage children to help!

**Water Table:**
• Children must wash hands before and after using the water table.
• Children may use tubes and other materials to manipulate the water flow in and over the water table.
• Water will get on the floor and that is okay; however, intentionally dumping or throwing water is not. Towels are available to wipe up spilled water.
• Do not allow children to put small rocks down into the holes in the table as this can clog them and damage the water table.
• Check with your lead teacher regarding the set-up and clean-up of the water table as it must be done before and after each use.

**Theater:** This is a dedicated space for music, dance, yoga, and drama, where stories unfold and pretend play becomes performance art.
• Be sure to check with your lead teacher and find out his/her intentions for having you use this space.
• Support intentional use of this space by encouraging children to play instruments together, dance or act out stories—this may require your active support and imagination.
• Please do not allow the children to run or climb, pull on the curtains (they are easily broken) or play with the audio visual equipment behind the curtains.
• Have the children put away material neatly after use.

**Studios:** Four ‘ateliers’ or studios offer encounters with visual art media to support deep inquiry. Within these spaces, a partnership of research and creative expression unfolds.
• Follow the lead of the studio teacher and s/he will let you know how you can best assist him/her.

**Storage Rooms:**
A large storage room is located in the basement of the Eastern side of the center. It can be accessed by the stairs located by the elevator and in the hallway passed the main entrance. Additional materials such as paper, paints, blocks, manipulatives, etc. are located in this room. The center’s washers and dryers for transition, pre-school, and kindergarten are also located in this area.

Additional materials are located in the following areas (please see a Lead Teacher or Coordinator for a key to these spaces):
• On the first floor across from the Moon Room there is a closet of curriculum materials for the Infant-Toddler Wing.
• On the first floor across from the adult restrooms is a closet containing additional wipes, gloves, and changing table paper.
• On the second floor across from the Butterfly Room is a closet containing additional supplies for the Butterfly/Dragonfly Rooms.
• On the second floor across from the adult restrooms is a closet with additional materials for the preschool.

**Laundry Room and Procedures**

Each classroom has a scheduled laundry day once each week (with the exception of the infant-toddler classrooms that do laundry in their wing daily). Every week cot sheets are removed from cots/mats, the cots/mats are lightly sprayed with bleach solution, and sheets, towels and other washable items are laundered. Teachers maintain their own storage of soiled and clean laundry in the classroom storage areas. If a classroom needs to do laundry on a day other than their scheduled day, teachers must check in with the scheduled classroom first to find out when the best time would be. Please remove your classroom’s laundry by the end of the day. If you find laundry left in the washer or dryer please alert the classroom or help move their process along.

**The Center washer and dryer are not for personal use!** If your clothing becomes soiled at work (from children’s body fluids, excessive paint, etc.) you may wash these items respecting the above guidelines regarding schedules.

**Playground Guidelines and Policies**

We want children to take risks and develop powerful play…

At Helen Gordon Center we support many forms of outdoor play. Outside is a place to run, yell and be exuberant. Time outside is not “recess,” it is an extension of the classroom. The agreements of behavior and use of equipment are the same inside and outside. Respect for each other, the toys and equipment outside should be the same as inside. For example; children are not allowed to write on walls, purposefully break toys, or use materials in inappropriate ways.

Observing and interacting are the most important roles of the teacher outside. Like inside the classroom, you want to interact with individual and small groups of children while keeping an eye on the big picture. We work as a team to handle dangerous situations and supervise all the children that are within our sight. Children are encouraged to organize their own play, and to solve problems but an observant person can anticipate problems and engage or redirect children when needed. Teachers need to step in if a child is going to hurt him/herself or someone else, and to keep property from being damaged.

We are an urban school and our playground may have visitors overnight that may leave unsafe objects for the children to find or step on. The first Teachers outside must walk through the playground every morning and pick up any garbage (use gloves!) and look for other hazards. Also due to this problem, the children are to keep their shoes on at all times, even in the sandbox.

All children and teachers are expected to be part of the clean-up process which happens before classrooms head in for lunch and starts between 4:30 and 5:00 in the evening. Every classroom is responsible for picking up toys and putting them away.
These are agreed upon rules that you should be aware of:

**Safety:**

- Communicate with other teachers about potential problems. When you are talking to another adult, position yourself so that you can still see the area you are supervising. Think safety and try to spot potentially hazardous situations before someone gets hurt. Ask for help if you need it!!
- The fences and the stairs have appropriate purposes. There are plenty of good climbing structures to point children to for climbing and exercising their bodies.
- Sand MUST stay in the sandbox. Station yourselves around the sandbox and remind children “Keep the sand in the sandbox.” The children may not throw sand at any time (but they can throw balls elsewhere). The concrete gets very slippery when it is covered in sand.
- Please take the initiative to: sweep the playground of leaves or sand, unlock the shed, sign-out the water faucet key from the office to use water outside, throw away or recycle any broken toys or debris.
- State fall zone is 6 feet around the climbing structures. Within the fall zone there should never be chairs, tables, bikes, balance beam, logs or large toys, etc. The area underneath the monkey bars must be clear at all times.

**Supervision:**

- Make sure you know how many children from your classroom are on the playground with you. If you trade places with another teacher or end your shift, please pass along this information and communicate about any activities you have been supporting or potential problems you have been monitoring. Check the attendance roster or take a head count to make sure that you have all children with you when you come inside as a group.
- Position yourself for optimal supervision. You should be able to see the whole area you are supervising. “Backs to the wall” or “keep moving around” are good strategies to practice. The playground is not a place for teachers to socialize; however, it is appropriate to have conversations regarding center concerns/questions. Remember, the playground is an extension of your classroom.
- Staff ratios must be maintained outside. If you must leave the playground while your classroom is still outside, check in with the other teachers on the playground so they know their responsibility has grown. You may never leave children outside without a teacher, or leave the playground out of ratio. State ratios are 1:4 birth-2½, 1:10 2½-5, and 1:15 5-up.
- The red gate in the middle of the playground should remain closed to separate the transition play space from the preschool/kindergarten yard to promote age appropriate play.
- Children are not to be allowed to open any gates on the playground – this is a teacher responsibility. Preschool children are not to enter the infant/toddler playground without permission from both their teachers and the teachers being visited.
- The play space behind the covered play area is only visible to teachers in the area. A teacher must be present in that space at all times during use.

**Garden and landscape:**

- Children are to walk and run on paths, stepping stones, and concrete, not through planters and flowerbeds. Children may smell, look at and examine flowers. They may not pick the flowers, or pull leaves or branches off plants.
- Children should not be allowed to climb or shake the trees.
- Digging is encouraged in the sandbox. Children may only dig in flowerbeds or gardens when gardening with a teacher.
- Children may pick fruits or vegetables in the garden with supervision. If you feel unsure about what they are picking from the garden, please check with a lead staff member.
Toys and Equipment:
- Teachers may facilitate playground games and bring out temporary activities like paint, chalk, jump rope, parachute or water table toys. This can be a good option when play becomes negative or unproductive.
- The play houses are for pretend play. They are unsafe for climbing. Use a climbing structure for this activity.
- A teacher must be stationed at climbing areas for safety reasons.
- Encourage the children to use toys safely. Balls are for throwing; shovels are for digging; etc.
- Be aware that children model what they see.
- Children may only ride the bikes on the concrete surfaces, climb up slides if there is no one waiting to come down, again it is respect of others and equipment.
- When children crash bikes, it ruins the bikes as well as the flowerbed borders, walls, doors, etc. of our school. Please teach children to ride safely and not crash bikes into other things and people.

Employment Guidelines and Expectations

Enrollment Requirements
The Human Resource Office (HRC) has specific policies regarding enrollment to qualify for student employment at PSU. Undergrads in work-study and regular wage positions must be enrolled in 6 or more credits during the term to be eligible for student employment. Graduate students must be enrolled in a minimum of 5 credits. Employees may work one “grace” term per year when not enrolled at this minimum after they have worked for three consecutive terms while taking this minimum credit load, but some restrictions apply. Summer is the preferred grace term.

International undergraduate students must be enrolled 12 or more credits to be eligible for student employment. International graduate students must be enrolled in a minimum of 9 graduate credits.

International students are eligible for a vacation term after being enrolled for 9 consecutive months. They may work full time on campus during this term. An additional eligibility requirement is that the student must enroll again at Portland State in the term following the vacation.

Maximum Number of Work Hours
Students may not work more than 130 hours per month total for all campus jobs. Per PSU student employment policy:

- Undergraduate Students: can work up to 40 hours per week, with a maximum of 130 hours per pay period. Having a 130 hour maximum means that on average a student employee can average up to work 30 hours a week, which adds up to 130 hours a pay period.
- Graduate Students with a GA position: can work up to 20 hours per week, with a maximum of 80 hours per pay period. This total is shared with the number of hours they work in their GA position.
- International Students: can work up to 20 hours per week, for a maximum of 80 hours in one pay period while classes are in session. During vacations periods, International Student employment policies, go to the Employment section of the International Studies website at: http://www.intl.pdx.edu/ISS?FAQs.htm
- Work Study Students: can work up to 32.5 hours per week, with a maximum of 130 hours per pay period. However, their total gross wages cannot be more than the amount of your Work-Study award. If a student’s Work-Study award changes for any reason, the student’s wages are limited to the revised award amount. It is the responsibility of the student to track his/her work study hours. Under certain circumstances you can be brought on as a regular wage employee after you work study amount is exhausted.
Schedules

Schedules are determined by the needs of the Center and are affected by the availability of the individual employees. Schedules are made with the objective of maintaining consistency in the classrooms and fairness to other employees and are developed prior to the beginning of every term or break session. All student staff must submit their hours of availability and or a class schedule to the Student Coordinator in accordance with the deadlines set by the Student Coordinator. Temporary schedules will be distributed via email or in students’ mailboxes prior to the start of the term. Typically there is a temporary schedule for the first week of the term, as many student employees have adjustments and changes to their class schedule. After changes have been submitted to the Students Coordinator during the first week of classes, a permanent schedule for the remainder of the term is created and distributed if necessary.

Dress Code

As a representative of the University, you are expected to meet certain reasonable standards of appearance. Dress casually but appropriately for the job. We not only have a variety of people from the University and outside the University visiting our center daily but we all represent Helen Gordon Center as a professional school. Please keep the following in mind when you are getting dressed for work:

- You are often bending over, squatting, and sitting on the floor to be at the child’s level so make you can do so without exposing yourself. Low cut shirts, shorts and short skirts, low-cut pants can expose more than you or others wish. Keep the three B’s covered—your breasts, belly and buns!
- Art projects, cooking projects, water play and life with children can be messy—wear clothes that you don’t mind getting dirty. It might be a good idea to keep a change of clothes on hand.
- Even though many of the children in our center cannot read yet, parents and co-workers can, so make sure your clothing does not have any print, pictures, etc. that are derogatory or offensive to anyone.

Homework and Staff Room Use

While there are slow periods (nap time) in the classrooms, having the luxury of completing homework while on duty is generally the exception rather than the rule. You must check in with a Lead Teacher to see that all duties and classroom jobs are done before working on homework. When the first child awakes, all homework must be put away. Please plan on completing homework outside of your scheduled work hours or while on break.

Our computers are intended for center use. Lead Teachers must have access to computers for daily classroom related work. Please refrain from using center computers for personal use. You may use the computers in the three staff work spaces to enter your hours worked or to check your PSU email. You may not use the center printers to print out your school work or personal items. Please note: all PSU students may use on campus computer labs. Check the PSU OIT website for current locations and hours. [http://www.pdx.edu/oit/labs](http://www.pdx.edu/oit/labs). Please be aware that all paper, toner, and ink supplies that are consumed by Center printers are deducted from the HGCDC budget, not a general PSU account.

Attendance

If an employee is not able to work a regularly scheduled shift due to extenuating circumstances (i.e. illness, death in the family), it is their sole responsibility to contact the Student Coordinator by telephone 503-725-3092, at least 3 hours before the shift begins. All other time off is given on a “first come, first served” basis. Requests for time off must be submitted to a Coordinator at least two weeks in advance. A request for time off made in advance does not guarantee that the time off will be granted.
Employees are expected to arrive on time for their scheduled shift. Employees must notify the Student Coordinator in person or by telephone prior to their absence or tardiness. Showing up “late” is defined as arriving to work five minutes or later after the scheduled start time of your shift. Exceptions are only made in cases of emergency.

Employees must notify the Student Coordinator in person or by telephone if they would like to start a shift early and such requests are subject to approval. Showing up for a shift early is acceptable as long as you are aware that paid work hours do not begin until your scheduled time.

**Time Sheets**

All PSU student employees must enter their hours worked via Banweb. Go to [http://banweb.pdx.edu/](http://banweb.pdx.edu/) and login using your PSU ID number and password. The payroll period runs from the 16th of one month through the 15th of the following month. Student hours must be submitted on Banweb by 8 am on the 16th of each month. If the 16th falls on a weekend, time sheets must be submitted on the preceding Friday. Employees should fill out their time sheets in Banweb, check them for errors and submit them for approval and auditing during their final shift of the pay period.

It is the sole responsibility of the employee to enter and maintain an accurate representation of their hours worked. Students are expected to submit an accurate time sheet on time. Paychecks may be delayed if time sheets are not submitted accurately and on time. Reporting more hours than you actually worked is considered fraud. If you need training or assistance with entering your hours please contact the Student Coordinator. Please note, student employees are not entitled to vacation, sick leave, holiday pay, or any other form of paid leave.

**Arrival, Departure, and Signing-in**

It is essential that you arrive on time so that classroom transitions can run smoothly. It is also important that you stay until the completion of your shift and check in with a lead teacher to let them know when you are leaving. If arriving on time and/or maintaining your work schedule becomes a challenge, let your co-teachers and Student Coordinator know immediately so that your schedule can be adjusted if possible.

Sign in as soon as you arrive. The sign-in book is located in the copy room near the front office. The sign-in book allows us to keep a current record of who is on site at all times and is a record of your hours worked. In addition, notifications and messages addressed to you may be paper-clipped to your time sheet. Student mailboxes are located next to the sign-in book. Located to the left of the sign-in book is a spindle which should contain the latest announcements for all student employees and substitute teachers.

Once in the classroom, sign-in again on the daily staff attendance sheet. Check daily communication log and then check in with your supervising teacher for any updates and to see where you are needed.

**Breaks**

There are several spaces around the Center where you can relax on your scheduled breaks. The third floor kitchenette located on the west side of the historic half of the building has a refrigerator, microwave, dishes and utensils as well as a small table. In nice weather, the adjacent rooftop patio is a great spot too! The Piazza community dining table is open to all as well as the two staff rooms located on the first and second floors in the newer half of the building. Please note: the first floor Documentation/Meeting Room is not a break room.

HGCDC employees working 4 to 6 consecutive hours are entitled to a 15 minute paid break; employees working 6 to 8 hours are entitled to a 30 minute paid break. Employees working an 8.5 hour shift (i.e. 8-4:30) are entitled to a 60 minute break (30 minutes paid and 30 minutes unpaid). Employees working an 8 hour shift (i.e. 8-4) can choose to take a 60 minute break (30 minutes paid and 30 minutes unpaid) and be paid for 7.5 hours of work or can take a 30 minute paid break and be paid for 8 hours work.
Paychecks

All PSU employees are paid once a month. Paychecks are normally available on the last workday of each month. Employees have the option of being paid through the Direct Deposit plan or picking up their paycheck with photo I.D. at the Cashier’s window in the Neuberger Hall lobby. Direct Deposit forms may be printed from the Human Resources website at http://www.pdx.edu/hr/direct_deposit.

At-Will Employment

Student employment at the University is employment at-will. Supervisors (Lead Teachers, Coordinators, or Directors) decide when a student employee will be scheduled for work and supervisors have the right to end a student’s employment with or without just cause, or advance notice. When there is insufficient work available, student employees will be given a two week notice of cessation of employment.

Occasionally the supervisors (Lead Teachers, Coordinators, or Directors) must enforce the rules outlined in this manual through corrective action and/or termination. This may occur when an individual’s actions, attitudes are deemed detrimental to the Center’s functionality. Each student employee is expected to perform shift duties and have respect for their fellow co-workers. When someone repeatedly misses shifts, leaves early, arrives late, leaves a mess, takes long breaks, ignores projects, etc., it is detrimental to the entire classroom and slows down the process of creating an effective and safe work environment where children can thrive.

Ending Employment

If you know ahead of time that you will be ending your employment at the Center (due to graduation, relocation, etc.) please notify the Student Coordinator in writing as soon as possible. For our purposes, advanced notice is defined as receiving notification no less than 14 days prior to the employee’s departure. In the event of layoff or termination, the Student Coordinator will make every effort to give employees advanced notice unless said employee has committed an act that is grounds for immediate dismissal.

Performance Expectations and Responsibilities

The orderly and efficient operation of the Center requires that employees accept certain responsibilities. Work guidelines defining personal standards of conduct as well as policies and procedures are necessary to protect the health and safety of all employees and children. The following work guidelines apply to all Center employees. These are not intended to be all-inclusive and the Center may establish additional policies to insure the effective operation of the Center.

As an employee you are expected to:

- Arrive for your designated shift as scheduled and ready to work.
- Request prior authorization to adjust your work time.
- Call if you are running late (although this does not excuse being late to a shift, exceptions are made in cases of emergency).
- Represent time worked accurately and submit monthly time sheets on time.
- Attend all scheduled classroom meetings (unless you have prior approval to miss a meeting).
- Comply with the University’s Professional Standards of Conduct policy and relate to parents, children, and other employees in a courteous, respectful, appreciative and professional manner.
- Be professional and respectful in your interactions with all Center staff, co-workers, children and families.
- Respect the property of the Center, University, other employees, children or Center families. Do not remove property without the prior approval.
- Follow established expectations, procedures and policies outlined in this handbook.
• Follow University drug-free and alcohol policies and directives including but not limited to not using drugs or alcohol or being intoxicated while on shift.
• Follow the PSU Acceptable Use Policy, which can be found at http://www.oit.pdx.edu/aup/. This includes but is not limited to: complying with copyright policies and laws and the Digital Millennium Copyright Act, and not engaging in felony file sharing.

Performance Review Process

At least once each year students will have an opportunity to review their work with a supervising teacher or Coordinator. If you work in multiple classrooms, you will meet with the teacher whose classroom you work in most often. We will request that each student employee complete a self-evaluation form, which is followed up by a review and discussion with a Lead Teacher/Coordinator. These are meant to strengthen work and address any areas of concern. The goals developed through this review process are monitored by the student employee and Lead Teacher/Coordinator.

Confidentiality and Professionalism

While Helen Gordon CDC welcomes the opportunity to assist student employees and substitute teachers as they work to achieve their educational goals and expand their knowledge, the Center’s first and foremost concern is the creation and maintenance of a positive, supportive, and safe place for children and their families. For this reason Helen Gordon CDC expects student employees and subs to keep family and personal staff information confidential and to address all concerns directly with the staff member involved.

An important component of professionalism is the ability to engage each other in a positive manner and not participate in harmful and hurtful one-upping behavior and negative gossip. Please remember to keep family and personal staff information confidential and to address all concerns directly with the person who is involved. We recognize and respect each person’s role in the Center and seek out ways to understand their job duties, work, and decisions. This requires the ability to see the other person’s perspective and to take a broader look into the larger picture. Other factors that contribute to our professional health:
• We enjoy work, and are happy to be part of the Center.
• We are able to give and receive constructive feedback.
• We let personal problems significantly affect work or take personal problems out on others.
• We represent the Center well by using good judgment in working with parents, fellow students and the community.

NAEYC Code of Ethical Conduct

All staff are required to familiarize themselves with the Code of Ethical Conduct developed by NAEYC for the early childhood profession. This can be a helpful tool to use when we are faced with moral and ethical dilemmas in our work with children, families, and colleagues. You can find the full document at: http: www.naeyc.org/positionstatements/ethical_conduct. Hard copies are available in each staff room.

Photo Policy

Children may NEVER be photographed nor any information about them published for personal use!

Check with your supervising teacher to learn which children are not authorized to be photographed. If you would like to initiate a project at the Helen Gordon Center as part of your own schooling and require photos, video recordings, or anecdotal records, you must get prior authorization from your supervising teachers.
**Social Media Guidelines**

HGCDC recognizes the many staff members use social networking as a means of personal connection and expression. Please keep in mind that what you put out via sites such as Facebook, Twitter, MySpace, or LinkedIn can be viewed or forwarded and otherwise made public. When using social media, as in any other public forum, HGCDC staff members are expected to uphold the professional and ethical standards that guide our work as early childhood professionals. This includes maintaining confidentiality of children and families and respect for all members of our community including co-workers, children, parents, and students. HGCDC employees may not share or post information or pictures about children, their families, or other staff members without written permission. Staff should be aware of how they are representing themselves via social media.

**Helen Gordon Child Development Center Fragrance-free Policy**

Due to the potentially serious health concerns related to exposure to scented products (including but not limited to: perfumes, scented lotions, personal care products, and detergents) Helen Gordon Child Development Center is committed to providing a fragrance-free environment at all times. We ask that all employees, practicum students, volunteers and visitors refrain from using scented products while at the Center. Because young children are particularly vulnerable to fragrance-related sensitivities, we ask for your full cooperation with this directive at all times. Please see below for the PSU value statement which supports our Center policy.

**PSU’s Fragrance-free Statement**

*Portland State University supports sustaining healthy indoor air quality. In interest of promoting the health and safety of the University’s students, faculty, staff and visitors, the campus community is encouraged to maintain a fragrance-free environment. Please refrain from using scented personal care, laundry and cleaning products. Thank you for your consideration of other in providing an environment in which every person on campus can feel safe and comfortable. The ingredients in many fragrances and scents are known to irritate the respiratory tract, nervous system, and eyes; lower immunity to disease; and trigger allergies and other severe health reactions. In the case of asthma and epilepsy, reactions triggered by exposure to scented products can be life threatening.*

PSU 2011 www.pdx.edu/hr

**Food Allergy Awareness**

To keep everyone safe, we request your vigilance in making all of the classrooms and child-use areas of the school strict nut-free zones. Please do not bring nuts of any kind into these areas--this includes the obvious foods such as whole nuts, trail mix or peanut butter but also the less obvious nut milks, energy/protein bars, and items such as Thai foods which often contain peanut sauce or peanut garnish. Please wash your hands thoroughly before entering the classrooms if you have been consuming nut products and again, immediately upon entering the classrooms (please do this regularly regardless of food consumption). For some children, even nut oils on your hands can be potentially harmful. Please also be aware that there are many other food allergies in the school. In general, when possible, it is best to refrain from consuming foods not prepared in the Center while in the classrooms. Please use the staff rooms, the third floor kitchenette or the Piazza table for your lunches and snacks.

**Diaper Changing Procedures**

**Basics**

- Allow Time: This is a wonderful opportunity for you and the child to connect and be together uninterrupted.
- Protect Yourself: Encourage toddlers to walk to the changing table and use the steps to climb onto the changing table as appropriate. Practice good posture and bend your knees when lifting a child to the changing table.
- Protect the Child: Stand next to the steps to the changing table to support the child’s efforts as they climb up. Block the child with your body or place your hand firmly on the child’s abdomen. Always keep one hand in contact with the child.
- Interaction: Talk with the child throughout the diaper change. Begin by letting the child know that a diaper change is approaching “it will be your turn next Sara”, or “Joe, in two minutes we’ll change your diaper”, then when it is time, engage the child in conversation then proceed to the diapering area. Explain what you are going to do together. Explain what you are doing as you do it. Maintain eye contact as much as possible.

**Steps to Diapering**

1. Make sure all necessary items for the change are available:
   - Diaper, ointments if needed, clean clothes, etc.
2. Bring the child to the changing area
   - Talk to the child. Explain what is happening. Don’t hurry. Allow the child to ease away from an activity.
3. Pull changing paper over the changing pad
4. Allow child to climb up to/place the child on the changing table
5. Put on disposable gloves
6. Place soiled diaper in an appropriate designated container
7. Clean the child’s bottom thoroughly
   - Clean the child’s bottom with a wipe.
   - Wipe girls from front to back to prevent infections.
   - Do not pull boys foreskin back
   - Dispose of soiled wipes and gloves in an appropriate designated container
   - Place any soiled clothing in a plastic bag to go home with the child before removing gloves
8. Diaper and dress the child
   - Allow the child to help when possible
9. Assist the child in climbing down from the changing table
10. Wash your hands thoroughly in warm water with soap and good friction
11. Assist the child in following good hand washing procedures
12. Return the child to the area of play
13. Clean up the diaper area
    - Remove changing paper from the pad
    - Spray premixed bleach and water solution on the pad. LET STAND FOR 30 SECONDS.
     - If soiled items were placed in the sink, spray the sink as well. With paper towel wipe the bleach solution from the changing pad and all surface areas near the pad using friction.
14. Wash your hands again using warm water and soap rubbing vigorously for A minimum of 20 seconds

**Changing a Standing Toddler**

1. Make sure all necessary items needed for the change are available and placed near the toilet.
   - Diaper, gloves, ointments if needed, clean clothes, etc.
2. Bring the child to the toilet area
   - Talk to the child. Explain what is happening. Don’t hurry. Allow the child to ease away from an activity.
3. Put on disposable gloves.
4. Determine if the child has had a bowel movement, if they have, go to a changing table first then offer the toilet after the soiled diaper has been removed and their bottom cleaned off. If they choose to not sit on the toilet continue the change on the diaper table.
5. If the child is just wet or dry, allow the child the opportunity to choose to sit on a toilet. If they do not choose to sit do not force the issue. *Proceed to changing the child near an available toilet. This procedure is to familiarize children with the toilet, not to force them into toilet learning before they are ready. It also helps the child become involved in the diaper change by holding their clothing out of the way, or holding their diaper up while it is fastened.

6. Sit on the stool or wooden cube provided to give you better access to children without sitting on the floor. This is easier on your back and allows you to be low enough to maneuver through the change.

7. Stand the child in front of you and remove the diaper. Place the diaper in an appropriate diaper pail.

8. Clean the child with a baby wipe and place the soiled wipe in an appropriate diaper pail or garbage, not the toilet.

9. If the child is choosing to sit assist them in sitting on the toilet. If they are choosing not to sit place a clean diaper on the child.

10. After the child has had an opportunity to sit for a few minutes let them know that it will soon be time to stand up and get a clean diaper on (“in 2 minutes”).

* Children are not changed standing up until their walking skills are well established and they can climb onto the toilet with very little assistance. Showing an interest in the toilet would be another helpful sign.

* Most toddlers are initially changed on the changing table. As the toddler year goes on the toilet is introduced and by the end of their toddler year, they are being changed standing up for all diaper changes unless they have had a bowel movement.

* Changing a toddler standing up offers many learning opportunities for the child. If children are to eventually learn how to acknowledge their bodies signals, and then proceed to the process of toileting we must give them some form of reference when they are formulating information about it. This also gives the child the information that the diaper change and caring for their bodies are/will eventually be their own responsibility and it isn’t something that just happens to them.

We are by no means pushing toilet learning at an age when it is not developmentally appropriate. We are simply preparing toddlers for this process by introducing and familiarizing them with the tools they will need to be successful.

**Center Kitchen Policies**

Our Center Cooks prepare three meals a day for the children. The classroom staff sits down with the children during meal times and is encouraged to eat once children have adequately been served. We support a classroom curriculum that includes cooking projects, and we wish children to be a part of the meal time set up and clean up. Essentials to know about the cooks and the kitchen:

- All staff members must have a current food handler’s card as required by CCD.
- Please rinse your own cooking project dishes. The kitchen staff will put them through the dishwasher.
- Always ask to borrow any kitchen equipment and remember to return all borrowed kitchen items to the kitchen promptly.
- The dishwasher is set up and turned on between 7:00 am and 4:15 pm. The best times for teachers to wash classroom items, such as toys or water bottles are early morning or in the afternoon after the lunch dishes have been washed.
- Center staff members are welcome to eat the food prepared for the children, at meal times. Please do not plan on adult-sized portions during the classroom meals. There are often “leftovers” available at the end of lunch service at 12:45pm. Please make sure all children receive their full portions. Please do not prepare or help yourself to food that isn’t on the menu for that day. For example, do not open new packages of crackers. Always ask our Cooks before opening or taking any food.
Snack carts need to be ready in the hallway outside of your classroom for kitchen staff to pick up after meal service at the following times:

BREAKFAST ENDS 9:45 AM  
LUNCH ENDS 12:45 PM  
SNACK ENDS 3:45 PM

Please place **ALL** dirty dishes from your room on the cart at these times, including coffee mugs, water glasses, and any dirty staff dishes.

- The dishwasher shuts down at 4:15pm. Any dishes left after this time need to be rinsed completely. Please avoid leaving milk pitchers and dirty coffee cups in the sink overnight or over the weekend.

**Child Nutrition Program Policies and Procedures**

Our Center’s food program is supported financially by our participation in the USDA Child Care Nutrition Program. This is a federally-funded and managed program that supports nutrition programs in schools and childcare programs. To receive our subsidy and continue to participate in the program we are required to follow guidelines that direct our menu planning and meal service practices. Listed below is the important information for teachers. Annual training is provided in-house for all Lead teaching staff and by the USDA program for the cooks and office staff.

- **USDA Meal counts** need to be taken at the “point of service,” or, right at mealtime. Children who are present and come to the table can be counted regardless of how much they eat (if they are offered all components of the meal or their Dr. recommended substitutions for food they are allergic to).

- **Food served family style** (from a larger serving bowl) must be in adequate amounts for the group size. Generally, this is just a concern for the kitchen staff, but milk is considered one of the menu components and as such, an adequate amount must be available for the group (brought to the classroom for each meal). For preschool and kindergarten children (ages 3-5), the serving size is 6 oz.; for toddlers (1-2 years) the serving size is 4 oz. Offer children additional milk as well as more of other foods if they take small servings. Our goal should be to offer and encourage each child to eat full portions of all parts of a meal. Children may have water at meal times if requested; however, if they have just poured themselves a glass of milk, encourage them to finish it before giving them water.

- **Adequate amounts of each food item** must be on the table for each child and adult who is being served. All meal components must be on the table at the same time. An adult must be seated to encourage children to take full portions of each food. (However, children can make choices about selecting foods and serving size). Children may serve themselves if they are able. Adults help those not able. Adults must offer foods again later in the meal if children initially refused or took a very small portion.

- **Children with food preferences and sensitivities** that are not supported by medical documentation cannot be counted in meals where they unable to eat all of the required components—even if we provide a substitution. (One of our admission forms is a food allergy form that requires a Dr’s note if food substitutions are required) Your classroom meal count forms will indicate non-countable children by a shaded tally box on the meal count form.

- **Some children eat food provided by parents.** We may count these children in the meal count only if there is a Dr’s note and if only one part of the meal is being substituted.

- In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call, toll free (866) 632-9992 (Voice). TDD users can contact USDA through local relay or the Federal relay at (800) 877-8339 (TDD) or (866)377-8642 (relay voice users). USDA is an equal opportunity provider and employer.
USDA and the State of Oregon are equal opportunity providers and employers. Please alert the Director and Office Manager of any complaint of violation of civil rights made in our Center. All civil rights violations must be logged in our front office in the binder kept near the Office Manager’s desk and reported to the ODE.

Field Trip Procedures and Guidelines

On the day of the field trip, please support your co-teachers with the following:

- Assist teachers with class meeting to review the rules before departure.
- If you are traveling outside of the fare-less zone and do not have a bus pass, please let the lead teacher know as bus tickets are available in the front office.
- Leave a sign on the door for parents noting destination and time of return.
- Help put trip tags on the back of children’s shirts or coats.
- Help children find a walking partner
- One teacher leads, one teacher follows the group, and the remaining teachers supervise in between.
- Children MUST stay behind the lead teacher and in front of the teacher in the back of the line.
- Teachers will carry a backpack with emergency forms, a first aid kit, and all children’s medications.
- Understand that in an emergency situation, the teacher may need to make a quick decision or direction for safety reasons. Be supportive and ask questions at a later time.

Child Abuse Reporting Mandates

As a Child Care Worker, you **MUST** report suspected child abuse.

Mandatory Child Abuse Reporting and Responsibilities

You are mandated to call and make a formal report if you think a child is being abused. Under Oregon law if you are a certified child care provider or employed by a certified provider you are considered a mandatory reporter. As a mandatory reporter if you have reasonable cause to believe a child in your care is being abused or has been abused, you must make a report to Child Protective Services (CPS) or to a local law enforcement agency. “Reasonable cause to believe” means that you are expected to use your training, professional experience and personal knowledge to make an informed decision. If possible, we suggest you engage in professional dialogue with the directors and/or co-teaching prior to making a report. However, the report must be made by phone and promptly. The coordinators/directors do need to be informed of any abuse suspected or reported and are available to support you in this difficult process. However, telling your coordinator/director does not satisfy your legal responsibility; a formal report needs to be made to CPS or a law enforcement agency by you or your supervisor.

Your name will be kept confidential unless it is ordered to be released under court order. You may be asked to testify about the child’s condition if the case goes to court. You cannot be sued when reporting a case of suspected child abuse as long as the report was made in good faith.

In order to report abuse you will need to provide the following information:

- Name and address of the child
- Age of the child
- Name of the parent/guardian
- The type of abuse suspected
- Any other information that will help to establish the cause of abuse or identity of the abuser.
If you are not sure abuse has occurred, contact CPS and consult with them. Even if the abuse happened a long time ago, it can still be reported. There are clear and appropriate ways to speak with children about issues of abuse. We seek outside professional guidance to help us in these situations.

If you suspect abuse but there are no physical marks and the child hasn’t disclosed abuse, documenting the child’s progress physically, things going on in the family etc. can be helpful later on. Remember to write notes as an objective reporter. Avoid making assumptions or drawing conclusions.

If the abuse occurred within the family it is best to report the abuse first, because the child may need to be placed in protective custody. When abuse occurs outside the family it may be appropriate to contact the parent/caregiver before reporting the abuse.

When you have reported child abuse it can bring up a wide range of feelings. You may feel anger at the abuser, sadness for the child or if you have been abused in the past it may bring up personal issues. This may very well be a crisis experience for both you and the child.

**Oregon law recognizes these types of abuse**

PHYSICAL INJURY: Bruises, welts, burns, cuts, broken bones, sprains, bites, etc., which are deliberately inflicted.

NEGLECT: Failure to provide food, shelter, medicine, etc. to such a degree that a child’s health and safety are endangered.

SEXUAL ABUSE AND SEXUAL EXPLOITATION: Any sexual contact in which a child is used to sexually stimulate another person is illegal. This may be anything from rape to fondling to involving a child in pornography.

THREAT OF HARM: Any action, statement, written, or nonverbal message which is serious enough to make a child believe he/she is in danger of being abused.

MENTAL INJURY: A continuing pattern of rejecting, terrorizing, ignoring, isolating, or corrupting a child, resulting in serious damage to the child.

For additional information please consult the booklet “Recognizing and Reporting Child Abuse and Neglect” found in the office.

**Inclement Weather Policy and Procedures**

The following is a clarification of the PSU/HGCDC policy regarding work on inclement weather days.

On snowy/icy mornings, staff must listen to the radio for closures, or call the Center or the PSU info line 725-3000 or check the PSU website for weather-related updates. If you need to leave early to get to the Center and there has not yet been an announcement, or if it’s an “iffy” day—please do not attempt to come to work if it appears unsafe for you to drive.

The Center will be open on the UNIVERSITY OFFICE schedule. Occasionally classes are canceled but offices remain open—HGCDC is open if offices are open. If PSU and HGCDC have a late opening, please come to work when the University is scheduled to open, or as soon as it is safe for you to travel.

Hours missed due to inclement weather are not paid.

The most difficult situation for the Center is an early closure. When this happens we notify parents and request that they pick their child up at the designated closing time or as soon as possible thereafter. A Coordinator/Director may ask the teacher(s) with the easiest/safest commute to stay with the office staff person until all of the children have been picked up. Generally all the children will not be picked up by the time the University officially closes.
**Emergency Policies**

In the absence of a classroom lead teacher, student employees/substitutes may be expected to assume a leadership role in the event of an emergency. Please refer to the Emergency Preparedness Plan located in each classroom for detailed procedures. Knowledge of these procedures could prove useful.

**Disaster Plan**

Our Center is strongly supported by the PSU Facilities and Campus Security offices. In the event of an earthquake or other disaster that makes our building or grounds unsafe, the Center staff and children will evacuate the building and meet at each classroom’s designated spot on the field across from HGCDC. If we are unable to re-enter the building for an extended period of time, all children and staff will evacuate to **Hoffmann Hall located at 1833 SW 11th Avenue, Portland, OR 97201**. Parents will be contacted by phone. We will remain there until it has been determined that our building is safe. Helen Gordon Staff will remain with the children until everyone has been picked up. Each classroom is equipped with an emergency backpack that contains first aid supplies, children’s emergency medications, and food to sustain children until their parent’s arrive. We will expect parents to pick up their children as soon as possible following an earthquake or other disaster. Children will be released only to parents and/or persons listed on a child’s emergency card as authorized to pick up.

**Lock Down Procedures**

Should an event ever occur which threatens the safety of the children and staff, the following lockdown procedures will be followed:

1. All doors and windows will be locked.
2. Children will be moved to a space with the fewest doors and windows, authorities and parents will be called immediately.
3. All staff will remain with the children until parents arrive.

**Emergency Evacuation procedures**

In an event our building becomes unsafe, such as fire or an earthquake; the following evacuation procedures will be followed:

1. Staff will quickly escort all children out of the building through safe designated exits.
2. The administrative staff will stay behind and scan all areas to ensure that all children have been taken out of the building.
3. The teachers from each classroom will bring the daily child and staff rosters and their classroom emergency backpack.
4. All will meet at their designated meeting spot on the field across from HGCDC.
5. Once outside and clear of the building, at the designated meeting spot, head count will be taken to ensure all children are present.
6. We will return to the building when the all-clear is given

**Emergency Procedures in Case of an Earthquake**

In an event of an earthquake the following procedures will be followed:

1. Children and staff will crouch under tables until the shaking stops
2. If the building becomes unsafe we will evacuate, following the Emergency Evacuation Procedures listed above.
Fire and Emergency Exiting

In case of fire or other evacuation emergency, we meet on the field across from HGCDC, each classroom in its designated location. Fire drills must be conducted once a month. Early in the school year, teachers will be notified in advance of a planned drill. There will be unplanned drills later in the school year. Each floor of the Center has fire extinguishers located in the hallways and one in the kitchen. Read the instructions for using them. Find the emergency exit maps in each room and become familiar with these. When the fire alarm sounds, whether it is a known drill, set off unintentionally, or set off by smoke/heat everyone needs to promptly evacuate.

Injuries

Helen Gordon Center staff must stay current with their first aid and CPR. Training is offered annually. In the event a child becomes seriously injured, stay with them and call another staff to alert the office and make a call to 9-911. Once 9-911 is alerted, the office staff or teaching staff call the parent and then campus public safety at 5-4404 to report the incident and gain their support if needed.

First Aid kits are located in each classroom and gloves for a blood spill are located on each playground in a designated area. Classroom teachers are responsible for keeping their own classroom kits supplied with the necessary supplies and products (purchased by the Office Manager and stored in the file room cabinets). Become familiar with these areas by asking your co-teacher or a long-term staff member where they are.

Accident and Incident Report Forms

Each classroom is supplied with accident report forms. Each time a child is injured, the form needs to be filled out. Our motto is: “When in doubt, fill it out!” If the injury is small and you aren’t sure whether to fill out the accident report form or not, fill it out anyway. The Accident/Incident reports are carbon copied. Ask a coordinator/director to sign it before giving to the parent. The white copy goes to a parent, while the yellow one goes to the front office to be put in the child’s permanent file. If the injury is serious but not an emergency, we generally call the parent to let them decide whether or not to take their child to a doctor or come and pick up their child (please check in with a Lead Teacher or Coordinator first). Be safe rather than sorry. Please note: CCD must be notified if an accident occurred that required follow-up care by a doctor. Please give a copy of the accident report for any injury that requires medical attention to the Directors so CCD can be notified.

Incident forms are used to track out of the ordinary or concerning events that happen in the classroom including but not limited to children’s behavior and interactions with each other and teachers. Oftentimes these will go hand in hand with an accident report, and should be filled out if one child intentionally inflicts an injury on another. These forms should be kept on file and may be shared with parents. They are useful in gathering information to track behaviors or to document something that is concerning (i.e. a child’s statement that is not in itself a reportable abuse indicator, but is worrisome). The incident forms allow teachers to collect pertinent information in an organized manner. These forms require a coordinator or director signature.

Cell Phone Policy

All cell phones should be turned off or turned on vibrate mode during our work shifts. Unless there is an emergency, we are not available to take personal calls when with children, working in the front office, or while meeting with parents or co-workers.

Staff members must find space away from the classroom or front office to check voicemail and text messages. Voicemail and text messages can be checked while you are on your break, not while you are working in the classroom. The conference rooms and staff rooms are great places for this. While cell phones should not be used for personal calls during work time, they may be used them to call the front office or to make work-related calls when the center phones are not accessible. Teachers take cell phones
on walks and field trips and leave the number with the front office. This way they can contact the Center in the case of an emergency and can be contacted as well.

**If staff members have a personal call they need to take, for example from a child or other family member, an emergency situation, etc., they are encouraged to let their co-workers know, step out of the room or office to a private area.**

**Addendum--PSU Policies**

As a department within PSU, we adhere to all policies and guidelines put forth by the university. Here are a few of the important policies you should be aware of in your work here. A complete list of all PSU policies can be found on the Human Resources website.

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**Portland State University Drug Free Workplace Policy**

(For potential updates, periodically check the following URL [http://www.pdx.edu/fadm/internal-management-directives#alcohol](http://www.pdx.edu/fadm/internal-management-directives#alcohol))

**1.300 ALCOHOL AND OTHER DRUGS POLICY AND PROCEDURES**

Approved June 1997

**1.301 General Policy Statement**

As part of its educational mission, the University is committed to providing an environment, which promotes academic, social, and personal development and recognizes that faculty and staff all contribute to learning. The University holds the belief that the illegal use and abuse of alcohol, and the use of illegal drugs, poses a direct threat to its learning environment.

For students and employees over the age of 21, alcohol is a legal drug. While any moral implication of drinking are matters of personal choice, not policy, the University is committed to the promotion of an environment in which alcohol abuse is discouraged, the responsible use of alcohol is permitted, and the choice to drink is socially acceptable. This commitment will be the guiding factor in determining whether, and under what conditions, alcoholic beverages will be served at University sponsored events. The University recognizes that the irresponsible use of alcohol places the individual and the community at a greater risk for injury, health problems, and other damage. Alcohol use is not an excuse for infringing on the rights of others or damaging University property. The University will pursue sanctions for alcohol-related misconduct, which may include requirements for seeking appropriate assistance for alcohol-related abuse.

The University is dedicated to the provision of a wide range of substance abuse education, prevention, and intervention activities. Our first intent is to support the members of the University community in achieving their goals, unimpaired by drugs or alcohol. The University is committed to prevention for those at risk as well as treatment for those who are experiencing substance abuse problems. Yet the University is also committed to providing a safe and enriching environment for all staff, faculty, administrators and students, and will take necessary measures to maintain that environment. Any student or employee found to be using, manufacturing or distributing illegal drugs may be subject to administrative discipline and criminal proceedings. All members of the Portland State University community share the responsibility for
maintaining the health and welfare of the community and are personally responsible for adhering to the guidelines and provisions of this policy.

1.302 Guidelines and Provisions

A. Use and Sale of Alcohol

Alcohol use by individuals under 21 is illegal, and this law will be enforced. Alcohol use on University-owned property and grounds is prohibited without the approval from the Vice Provost and Dean for Enrollment and Student Services (or designee), and the Vice President for Finance and Administration (or designee) for student events and the Vice President for Finance and Administration for all other events.

Guidelines for obtaining this approval and other provisions for serving alcoholic beverages are outlined on the “Request for Approval to Serve Alcoholic Beverages.” All requests should be completed 15 days prior to the event for full consideration. A copy of the request approval must be posted at the event. It is strongly encouraged that promotional materials of events where alcohol will be available include notification that alcohol and non-alcohol alternatives will be served. This permits participants to take appropriate precautions, for example, not bringing children to the event, or not attending the event if they are in recovery and feel this may threaten their ability to maintain sobriety.

It is the express policy of Portland State University to prohibit alcoholic consumption by employees, officers, or volunteers during normal working hours (or when performing normal job duties). Any exceptions to this provision will/must be approved in advance by the Vice President for Finance and Administration (or designee). Any behavioral problems resulting from the use of drugs/alcohol during normal working hours will be addressed as part of the disciplinary process.

All dispensing of alcoholic beverages at University-sponsored events held on or off-campus or community-sponsored events held on University property shall conform to provisions of applicable State, County, City, and University rules, directives and policies. This includes conforming to ALL licensing requirements directed by OLCC and coordinating with the OLCC license holder. Anyone providing his or her own alcoholic beverages is also subject to all policies and directives.

Events promoted in terms that suggest the primary focus of the event is to consume alcoholic beverages (e.g., "kegger") or encourage overconsumption ("all you can drink," "happy hours," "free drinks") are not consistent with the University's philosophy and are prohibited.

Whenever alcoholic beverages are served at University events, a variety of non-alcoholic beverages are to be offered and featured as prominently as the alcoholic beverages. For example, the non-alcoholic beverages will be sufficient and accessible, and presented as attractively as the alcoholic beverages, easily visible, and when possible, at a separate location. At such events, food must be available in quantities reflecting the number of persons to be served. If food or non-alcoholic beverages are no longer available, serving of alcohol will cease. Container sizes/servings will not exceed: one-ounce hard liquor, twelve-ounce beers, and six-ounce wine servings. Alcoholic beverage service will cease 30 minutes prior to the scheduled event's completion time.

Events at which food is sold may not offer alcoholic beverages at no charge.

B. Advertisement of Alcohol and Tobacco

Alcohol and tobacco companies may not promote their products through the sponsorship of University events (social, intramural, athletic or other). This includes logos, endorsements visual displays or other recognizable advertisement. Alcohol and tobacco advertising at athletics events conducted on University property is prohibited, as is the sale of alcohol at athletic events on University property. Authorized events cannot be promoted by emphasizing the availability of alcohol, but promotional materials should include notification that alcohol will be served in accordance with the law (e.g. alcohol will be available in a
contained area to individuals at least 21 years of age). The use of illicit drugs by students and employees is strictly prohibited.

C. Sanctions

All alcohol related violations by students on campus (including university facilities operated by College Housing Northwest) and at University sponsored events off campus may be handled by the procedures outlined in the Student Conduct Code. If an employee's use of alcohol results in impairment of his or her ability to perform his or her duties as assigned, he or she may be sanctioned according to the appropriate disciplinary procedures. Violations of state and federal laws may be referred to the appropriate authorities.

The use and sale of illicit drugs by students and employees is strictly prohibited in accordance with federal and state regulations and laws. Any student or employee found to be using, possessing, manufacturing, or distributing controlled substances in violation of the law on University property or at University events may be subject to both administrative disciplinary actions and criminal proceedings. All drug related violations by students on campus (including University facilities managed or owned by College Housing Northwest) and at University sponsored events off campus may be handled under procedures outlined in the Student Conduct Code. The University will take appropriate personnel actions for infractions by employees, up to and including termination. Violations of state and federal laws may be referred to the appropriate authorities.

D. Education and Prevention

The University is committed to the provision of substance abuse education and prevention activities. In compliance with the Drug Free Schools Act Amendment of 1989, the University annually publishes and distributes to faculty and staff "An Information Guide to Alcohol and Other Drug Problems." Students are notified by the publishing of the same document in the Fall Quarter Schedule of Classes. Counseling and Psychological Services and the Student Health Service provide students with a variety of information and services from pamphlets and presentations to assessment, consultation and referral for treatment. These services are available on a strictly confidential basis. Additional resources are listed in "Informed Choices," a brochure available in Counseling and Psychological Services. Eligible employees (.5 or greater FTE) and their dependents are eligible for the Employee Assistance Program (EAP). Information about the EAP is available from the Office of Human Resources. Services are provided away from work. The EAP counselor can provide confidential information, assessment, consultation and referral.

E. Waiver

The President retains the sole prerogative for waiving any or all provisions of this directive. Note: The following policies, administrative rules, and statues are applicable to the use or prohibition of alcoholic beverages at/in/on/University facilities. These written policies are available on this web-site and in the Office of Student Affairs, the Office of the Vice President for Finance and Administration, and the Auxiliary Services office.

- PSU IMD General Policy Statement on Alcohol
- PSU Schedule of Classes
- Policy of Respective Living Groups
- Student Conduct Code (OAR 577-31-125-130-135)
- Housing Northwest, Inc. Policies
- Auxiliary Services

Portland State University Sexual Harassment Policy

For updates, periodically check the following URL:

(http://www.pdx.edu/fadm/internal-management-directives#sexual-harassment)
**1.101 Policy**

Sexual Harassment, in all its forms, is unethical behavior, disruptive of workplace and campus life, and inherently antithetical to the University's mission, purpose and functioning. PSU administration, faculty, staff, and students are responsible for assuring that PSU maintains an environment for work, study, and the provision of services and activities that is free from sexual harassment. Sexual harassment is prohibited by Federal and State law, Oregon University System rules and policy, and is prohibited at Portland State University (PSU).

**1.102 Definition**

Sexual harassment is any unwelcome and unwanted sexual advance or request for sexual favor or other verbal or physical conduct of a sexual nature when:

A. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual's employment, participation in a sponsored educational program, participation in services, or participation in sponsored activity; or

B. Submission to or rejection of such conduct is used either explicitly or implicitly as a basis for any decision affecting terms or conditions of an individual's employment, participation in a sponsored educational program, participation in services, or participation in sponsored activity; or

C. Such conduct has the effect of unreasonably interfering with an individual's work performance, receipt of services or academic activities, or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur between any individuals associated with PSU, i.e., between an employee and a supervisor; between co-workers; between faculty members; between a faculty, staff or student and a customer, patient, vendor, or contractor; or between a student and a faculty member or another student. Sexual harassment can occur independent of the gender of the parties involved.

**1.103 Examples of Sexual Harassment**

Sexual harassment can encompass any sexual attention that is unwelcome and unwanted. Examples of verbal or physical conduct prohibited by this Policy include, but are not limited to:

A. A pattern of sexually charged conduct not legitimately related to the subject matter of a course that causes discomfort or embarrassment including:

- comments of a sexual nature;
- sexually explicit statements, questions, jokes, or anecdotes;
- touching, patting, hugging, brushing against a person's body, or
- repeated focused staring;
- remarks about sexual activity, experience, or orientation; and/or
- display of inappropriate sexually oriented materials in a location
  where others can see it

B. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, participation in activities, promotion, grades, assignments, or letters of recommendation; and

C. Physical sexual assault.

**1.104 Reporting Sexual Harassment**
PSU encourages anyone who believes that s/he has experienced or witnessed sexual harassment to come forward promptly. While sexual harassment concerns may sometimes be resolved by the person being harassed dealing directly with the alleged harasser, when such a course of action is not possible or appropriate, concerns or issues regarding sexual harassment should be brought to the attention of:

- A supervisor or department head most directly concerned, excluding the person accused of the harassment;
- Any academic or administrative official of PSU including but not limited to the president, a vice president, university counsel, the provost or a vice provost, a dean, a chair, or a director;
- The Office of Affirmative Action;
- Office of Student Affairs;
- Members of the Sexual Harassment Resource Network;
- Ombuds Office;
- Campus Public Safety.

Any Supervisor, Manager, Faculty Member, Sexual Harassment Resources Network Member, or other University Official who receives a report of sexual harassment shall promptly notify the Affirmative Action Office of the complaint. The Affirmative Action Office has primary responsibility for investigating and resolving reports of sexual harassment.

1.105 Options for Resolution

Individuals who report concerns about sexual harassment will be advised of their options for resolution of the complaint. These options include:

A. Informal resolution of the complaint with the assistance of the Affirmative Action Office and, where appropriate, the individual(s) to whom the report was initially made; or

B. Filing a formal grievance through the University's grievance procedures.

1.106 Confidentiality

To the extent possible, PSU treats as confidential all information received in connection with reports of sexual harassment. It may become necessary, however, to disclose particulars during the course of an investigation or attempt at resolution. All individuals who participate in any procedure under this policy have an obligation to maintain the highest confidentiality of any of the matters discussed.

1.107 Non-retaliation

Retaliation against an individual for reporting sexual harassment or for participating in an attempt at resolution, an investigation, or any activity under this policy is strictly prohibited. Any act of retaliation or reprisal violates this policy and will be treated as a separate matter. Anyone found to have retaliated against anyone making use of this policy or any procedures related to this policy will be subject to appropriate disciplinary or corrective action(s), up to and including severance of any relationship with PSU.

1.108 False Complaints

It is a violation of this policy for anyone to make an intentionally false accusation of sexual harassment. Anyone who is found to have made an intentionally false accusation of sexual harassment will be subject to appropriate corrective and/or disciplinary action.

1.109 Corrective Action

Where sexual harassment is found, steps will be taken to ensure that the harassment is stopped immediately. Appropriate corrective measures will be implemented and may range from counseling, verbal
or written reprimands, suspensions, or other action, up to and including dismissal, in accordance with established PSU policies and procedures. Matters involving students will be investigated by the Affirmative Action Office and findings will be forwarded to the Office of Student Affairs for processing under the Student Conduct Code.

PSU Professional Standards of Conduct Policy
(For updates, periodically check the following URL:
http://www.pdx.edu/hr/professional-standards-conduct)

The purpose of this policy is to establish and clarify guidelines for the professional workplace conduct of faculty, staff, administrators, and students; and to provide direction to available resources.

Definitions
Definitions and descriptions of harassment contained in this policy are in addition to and do not supersede those found in Portland State University's equal opportunity policies, non-discrimination policy, sexual harassment policy, policies concerning people with disabilities, policies concerning veterans, or any other policy prohibiting harassment because of an individual's membership in any protected class or grouping of people.

- The harassing behavior may be physical, verbal, or nonverbal; and can be between individuals, or be a group targeting an individual, or be an individual targeting a group, and it can be between all types of employees.
- Harassment, includes, but is not limited to: (a) verbal or physical conduct by an individual based on an individual's age, disability, national origin, race, color, marital status, religion, sex, veteran status, or sexual orientation that substantially interferes with or prevents a person from conducting his or her customary or usual affairs, puts that person in fear of his or her safety, or causes the person to suffer actual physical injury; (b) conduct less than a physical attack or interference with a person that is unsolicited and unwelcome, such as a verbal threatening action, which is intended to subject another person to offensive physical contact, physical injury, property damage, or cause physical impact, such as making verbal threatening phone calls, sending or posting (electronically or otherwise) threatening letters, or the vandalism or misappropriation of a person's property, or other such action(s) that unreasonably interfere(s) with normal function of, or participation in, a job, course of study, program or activity.
- Threatening or violent behavior: (a) an act or conduct which subjects a person to bodily danger or physical harm or to the likelihood of bodily danger and physical harm; or (b) to require, authorize, or permit that a person be subjected to such conduct or act.

Policy
It is the goal of Portland State University to maintain a safe, respectful, and productive environment for faculty, students, administrators, and staff. In light of this, harassment and threatening or violent behavior is prohibited. In addition, all persons should be acknowledged for their contributions to the University. In light of this, every effort will be made to create an institutional climate that values and supports the healthy and productive exchange of ideas, beliefs, and practices in a manner that treats everyone with respect, courtesy, and appreciation and where a diverse population can live and work in an atmosphere of tolerance and respect for the rights and dignity of each individual. All employees and students should expect to be treated professionally, respectfully, and with dignity.
It is the responsibility of every member of the Portland State University community to conduct him or herself in accordance with this policy. Each department head, manager, supervisor, employee, faculty member, and student is responsible for creating and maintaining an atmosphere free from harassment, violence, and retaliation.

This policy is not intended to impose unnecessary rigidities on individual styles or on workplace or educational relationships and social interactions. Rather, it recognizes that people with different backgrounds, interests, and friendship groups must get along with each other. Legitimate disagreements and conflicts should be openly discussed in a respectful and productive manner in order to make this institution successful.

Persons who experience harassment and threatening or violent behavior as described in this policy are encouraged to bring the matter to the attention of their chair, department head, supervisor, a union representative, or member of the interpersonal violence network who can then bring it to the attention of the human resources department, student affairs office, ombuds office, affirmative action office, office of academic affairs or the president's office. Persons who experience such conduct may bring their concerns directly to the human resources department, student affairs office, ombuds office, affirmative action office, office of academic affairs or the president's office. Upon receiving a complaint alleging a violation of this policy, the appropriate office will conduct a timely, fair and impartial investigation of the complaint. During the course of this investigation, the appropriate office will attempt to resolve the matter to the satisfaction of all the parties to the complaint. If the complaint cannot be resolved and a violation of this policy is established, the appropriate office will initiate the appropriate disciplinary processes. Failure to comply with this policy will result in disciplinary action(s) up to and including dissolution of any relationship with Portland State University.

Retaliation

Retaliation of any kind taken against anyone as a result of that person's using, or attempting to uphold, this policy, and any subsequent procedures, or participating in any manner in any actions taken under this policy is prohibited and shall be regarded as a separate and distinct grievable matter. Anyone found to have retaliated against someone is subject to appropriate disciplinary or corrective action up to and including, but not limited to, dissolution of any relationship s/he may have with Portland State University.

Review

The University's Professional Standards Committee will review this policy after it has been in use for one year. The purpose of the review will be to make any changes necessary to improve its accessibility, coverage, efficiency, and high standards of fairness. The Professional Standards Committee includes one representative from each of the following areas: ombuds office, affirmative action office, academic affairs office, human resources department, American Association of University Professors (PSU chapter), American Federation of Teachers (local #3571), Oregon Public Employees Union (local #089).

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**Portland State University Acceptable Use Policy**

This acceptable use policy governs the use of computers and networks at Portland State University (PSU). As a user of these resources, you are responsible for reading and understanding this document. If you have any questions, please contact PSU’s Help Desk at (503) 725-HELP.

- The primary purpose of electronic systems and communications resources is for University-related activities only.
- Users do not own accounts on University computers, but are granted the privilege of exclusive use. Users may not share their accounts with others, and must keep account passwords confidential.
Each account granted on a University system is the responsibility of the individual who applies for the account. Groups seeking accounts must select an individual with responsibility for accounts that represent groups.

The University cannot guarantee that messages or files are private or secure. The University may monitor and record usage to enforce its policies and may use information gained in this way in disciplinary and criminal proceedings.

Users must adhere strictly to licensing agreements and copyright laws that govern all material accessed or stored using PSU computers and networks.

When accessing remote systems from PSU systems, users are responsible for obeying the policies set forth herein as well as the policies of other organizations.

Misuse of University computing, networking, or information resources may result in the immediate loss of computing and/or network access.

Any violation of this policy or local, state, or federal laws may be referred to appropriate University offices and/or, as appropriate, law enforcement authorities.

Conduct which violates this policy includes, but is not limited to the following.

- Unauthorized attempts to view and/or use another person’s accounts, computer files, programs, or data.
- Using PSU computers, accounts, and/or networks to gain unauthorized access to University systems or other systems.
- Using PSU computers, accounts, and/or networks for: threat of imminent physical harm, sexual or other harassment, stalking, forgery, fraud, generally offensive conduct, or any criminal activity.
- Attempting to degrade performance of University computers and/or networks.
- Attempting to deprive other users of University technology resources or access to systems/networks.
- Using University resources for commercial activity such as creating products or services for sale.
- Copying, storing, sharing, installing or distributing software, movies, music, and other materials currently protected by copyright, except as permitted by licensing agreements or fair use laws.
- Unauthorized mass e-mailings to newsgroups, mailing lists, or individuals, i.e. “spamming” or propagating electronic chain letters.
- Unauthorized “broadcasting” of unsolicited mail, material, or information using University computers/networks.