



**Code of Ethics  
for  
School-Age Care**

Concordia University, St. Paul, MN  
Department of School-Age Care  
School of Human Services

*SAC Monograph #1*

# Code of Ethics for School-Age Care

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# INTRODUCTION

Developing a code of ethics is a significant stage for any profession. According to Loewenberg and Dolgoff (1985), for most American occupational groups, the development of a code of ethics has signaled the movement toward professionalism. A code of ethics enhances a profession by giving professionals a heightened sense of role, purpose, and identity. The transformation to a profession allows those outside of the profession to realize the integrity, continuity, and importance of the profession.

One of the critical components of a profession is a code of ethics. This is a document that identifies what the people in the profession value, what they believe, and how they act. A code of ethics helps to create a stable working environment so people know what is expected of them. It tells new professionals what is expected.

The following articulates the purpose of a code of ethics for school-age care:

- The code is to provide guidance to professionals in their day-to-day decisions.
- The code is to provide those unfamiliar with the SAC profession an understanding of its underlying principles. It is also a way for parents to assess the integrity and competence of a SAC program.
- The code is to provide a basis for supervisors to review and assess the performance of the individual SAC worker and their SAC program.
- The code is to provide a catalyst for increased dialogue between SAC professionals on important issues and an increased awareness of ethical issues faced by SAC professionals.

A code of ethics enhances a profession by giving professionals a heightened sense of role, purpose, and identity.

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## PREAMBLE

School-age children and youth spend their out-of-school time in a variety of settings: family childcare homes, centers, public and private schools, religious and recreational facilities. Those who work with school-age children and youth, and those who support their work, operate from a core belief that school-age children and youth deserve caring and enriching environments creating recreational and educational adventures during their out-of-school time.

This document sets forth professional standards of ethical conduct for responsible behavior for those who work in the field of school-age care.

Most of the time, however, an ethical clarity does not make the dilemmas easier, just clearer.

### Conceptual Framework

The SAC code of ethics provides a set of professional standards by focusing on four relational aspects of the SAC professional: the children, the families, the professional colleagues, the community, and society.

Each section begins by introducing the overarching responsibilities of the SAC professional in that particular relationship. The introduction is followed by a set of *principles* and *actions* that help to define the ideals and practices that are required, prohibited, and permitted.

### Key Definitions

*Ethics* is defined as the moral responsibility to choose, intentionally and voluntarily, those choices that are right, good, virtuous, and just.

*Principles* are the ethical ideal for the SAC provider to emulate.

*Actions* are the ethical principles put into practice by the SAC professional.

### Basic Assumptions Regarding Ethical Conduct

Assumption 1: Ethical situations arise frequently in SAC programs, and the manner in which they are handled directly impacts the people involved, the SAC program, and the SAC profession.

Assumption 2: Real life ethical dilemmas are rarely easy and often messy. An understanding of ethical expectations and ethical decision making can help to clarify some of the issues. Most of the time, however, an ethical clarity does not make the dilemmas easier, just clearer.

## STATEMENT OF COMMITMENT

School-age care professionals understand and appreciate elementary and middle childhood as dynamic periods of growth and development. We champion the interaction of school age children and youth with their peers and adults alike in a physically and psychologically nurturing environment. We recognize, value, and promote the unique opportunities children and youth encounter in school-age care. Professionals in the field of school-age care (and youth development) adhere to standards of ethical behavior that are based on core values.

As school age professionals, we commit ourselves intentionally and with purpose to:

1. Establish and maintain environments that provide the children and youth with positive relationships with peers and adults, fostering competence in development of social skills.
2. Enhance opportunities that encourage individual uniqueness, positive choices, critical thinking, curiosity, creativity, and the love of learning—for all the children and youth of SAC.
3. Develop programs that strive to build a strong community among the children where play is maximized, where children and youth are empowered, where individual self-esteem and maturity is guided, and self-discipline is taught—rather than simply expected.
4. Integrate theoretical knowledge of child development into best program practices, which include appropriate and inclusive methods for effective programming for the children and youth of SAC.
5. Respect and support the importance of the family in the life of each child in SAC, serving as a resource and advocate for children, youth and families.
6. Uphold basic principles of trust, honesty, integrity, and respect in all professional relationships and business practices.
7. Communicate openly and clearly with the community of SAC: staff, children, youth, parents, hosts, employers, employees and other professionals.
8. Serve children, youth and their families as a team of caring colleagues committed to growing as a professional and to promoting the field of SAC.

...where play is maximized...

...fostering competence in social skills...

...curiosity, creativity, and the love of learning...

...where maturity is guided...

...where self-discipline is taught...

...encouraging individual uniqueness...

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## SECTION I: ETHICAL RESPONSIBILITIES TO CHILDREN AND YOUTH

Childhood is a dynamic, ever-changing period in human development. Children grow, develop, and change intellectually, emotionally, physically, and socially. Of critical importance is the psychological and social nurturing of *every* child and youth in the context of a caring community that is able to respond to the needs of growing individuals.

We dedicate ourselves to these **principles**:

- P-1.1. Be dedicated to expand our knowledge of school-age children and youth by staying abreast of the emerging base of knowledge and demonstrate this knowledge in school-age care programs.
- P-1.2. Enable children and youth to participate fully in care fully planned environments that facilitate individual progress in social, emotional, physical and cognitive development.
- P-1.3. Appreciate and honor the individuality of each child and youth by respecting race, ethnicity, gender, ability, religion, and socioeconomic status.
- P-1.4. Build positive relationships based on trust, honesty, and equality to ensure that each child has at least one adult who is “in their corner.”

Of critical importance is the psychological and social nurturing of *every* child and youth in the context of a caring community...

In order to uphold these principles, we participate in these **actions**:

- A-1.1. We will plan environments that nurture the social, emotional, and physical needs of children and youth, and allow independence and creativity.
- A-1.2. We will communicate positively with each child and youth and will encourage a commitment to learning through a wide variety of activities and interaction.
- A-1.3. We will promote a sense of well-being for each child and youth through a clearly articulated structure with guidelines and procedures which establishes boundaries and expectations, using positive guidance techniques and cooperative solutions.
- A-1.4. We will focus on strengths and resilience within each child and youth. We will provide balance in a child’s day and life, responding, respecting, and adapting to the child’s ability, range, interests, talents, culture, feelings, and temperaments.

- A-1.5. We will maintain confidentiality of information, though it may be permissible to reveal information to agencies and individuals when a child's or youth's best interest is at stake.
- A-1.6. We will be advocates for policies, procedures, and laws that promote the well-being of children, youth, and families, protecting the safety, health and nutrition of those in program.
- A-1.7. We will provide accurate information to appropriate persons when a child's or youth's well-being is in question, sharing important information as a team of staff, families, and schools.
- A-1.8. We will report instances of all forms of suspected child abuse as outlined by the laws of the individual states.
- A-1.9. We will enforce or negotiate rules that are established by the site in which the program operates, as well as those rules established by the program itself. We will teach the skills of self-discipline and self-control—rather than simply expect it—and help children understand natural consequences when appropriate.
- A-1.10. We will provide a school-age care environment that is playful, friendly, empowering, and celebrates children's and youth's individual gifts and talents.
- A-1.11. We will create a climate of support and community to foster the development of children's positive self-esteem.
- A-1.12. We will value the child's time in our programs, their needs and ideas will guide the curriculum, allowing them to explore with curiosity, develop initiative and responsibility.
- A-1.13. We will allow children to grow and evolve in our programs. As children and youth mature, they will have an ever-changing role and purpose within our programs that are supported by our curriculum, materials and staffing.
- A-1.14. We will encourage children and youth to develop social competencies. These competencies include but are not limited to: decision-making skills, critical thinking, interpersonal interactions, cultural interactions, and peaceful conflict resolutions.

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## SECTION II: ETHICAL RESPONSIBILITIES TO FAMILIES

Families are the central socialization influence in children's lives as they grow. Child and youth professionals, in partnership with family members, work together to build relationships that support the growth and development of each child and youth. Professionals must provide assurance that all children have opportunities for success, and recognize that children develop within the context of families, communities, and cultures.

We dedicate ourselves to these **principles**:

- P-2.1. Develop relationships of shared trust with the families we serve.
- P-2.2. Appreciate the worth of each family, accept their uniqueness of culture, ethnicity, language, customs, and beliefs.
- P-2.3. Recognize different value systems and respect the rights of families to make decisions for their children.
- P-2.4. Share information with families that demonstrates the child's growth and participation in the school-age care program.

In order to uphold these principles, we participate in these **actions**:

- A-2.1. We will welcome families to the school-age program at all times.
- A-2.2. We will focus on strengths and assets of each family unit by supporting families' involvement in our programs.
- A-2.3. We will honestly and fairly select information about a child's participation in the school-age care program that needs to be shared with the family.
- A-2.4. We will maintain confidentiality of information, though it may be permissible to reveal information to agencies and individuals when a child's or youth's best interest is at stake, sharing important information as a member of a team involving staff, families and schools.
- A-2.5. We will work with conflicting family members without becoming an advocate for any particular person.
- A-2.6. We will provide workable links to community resources to benefit families.
- A-2.7. We will provide activities that honor diversity and build on children's and youth's experiences.
- A-2.8. We will communicate with integrity and intentionality to build trusting, positive relationships with families.



## SECTION III: ETHICAL RESPONSIBILITIES TO COLLEAGUES

Professional satisfaction is enhanced when work is executed within an environment that is respectful and supportive to those involved. Our core values uphold the principles of honesty, integrity, trust and respect of individual diversity in the workplace. These values promote an environment that is conducive to the workplace being productive, professional and friendly. Behaviors and attitudes displayed towards children are equally reflected in our response and behaviors towards our co-workers, employers, and employees.

We dedicate ourselves to these **principles**:

- P-3.1. Respond ethically and with an understanding of human diversity by developing and maintaining the principles of honesty, integrity, trust, and respect in our relationships with others.
- P-3.2. Work collaboratively and cooperatively with others in an atmosphere of trust that encourages dialogue and information exchange to best meet the needs of the developing child and their family.
- P-3.3. Provide a nurturing environment through policies and conditions that promotes the development of mutual respect and trust, safeguards individual differences, fosters positive self and professional development, and celebrates the goals and achievements of co-workers.
- P-3.4. Actively support and demonstrate those policies and programs that are lawful and designed to protect and promote the well-being of children and youth.
- P-3.5. Provide insights and information for the continual evaluation and improvement of program services through the appropriate channels in a committed effort to provide a high standard of service.
- P-3.6. Promote individual success through guidance, mentoring, and applicable training opportunities.
- P-3.7. Work towards retaining a stable workforce through equitable compensation (salary, benefits, working conditions, and schedules) for those in the field of SAC.

Honesty  
Integrity  
Trust  
Respect  
Cooperation  
Nurturing  
Safeguarding  
Guidance  
Learning

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In order to uphold these principles, we participate in these **actions**:

- A-3.1. We will address issues of behavioral concerns or disagreements with co-workers in a way that is dignified, honest and respectful.
- A-3.2. We will openly share information and resources and rightfully acknowledge their source.
- A-3.3. We will provide a workplace that is safe, empowering, and emotionally supportive. In a spirit of professional pride and community, we will acknowledge the experience and education of staff as together we responds to the needs of children and youth.
- A-3.4. We will address policy disagreements and a need for change through the appropriate and established means.
- A-3.5. We will establish written guidelines and policies that will articulate program standards along with employee and employer expectations and requirements.
- A-3.6. We will provide sound program management by establishing a process for decision-making and evaluations that are based on relevant employee performance as it relates to their work and responsibilities to children, youth and program.
- A-3.7. We will develop the professional growth opportunities that will enhance understanding and ability.

## SECTION IV: ETHICAL RESPONSIBILITIES TO COMMUNITY AND SOCIETY

Our responsibility to the community is to provide high-quality programs staffed with individuals who have an understanding of school-age children's abilities and needs. Our responsibility to society is to participate in the socialization of children. In addition, our school-age programs will collaborate with other agencies to act as an advocate for families and educate others about our profession.

We dedicate ourselves to these **principles**:

- P-4.1. Provide the community with school age program that promotes the well-being of every child and youth and provides access to programs that facilitate the positive development of children.
- P-4.2. Create a safety net for children by working collaboratively and tirelessly in cooperation with agencies that share the responsibility for caring and educating children and youth.
- P-4.3. Advance the field of school age care by creating networks with other professional agencies and enhancing others' understanding of the vital role of school age care in contemporary society.
- P-4.4. Be a voice, both publicly and socially, for the needs and rights of children.

In order to uphold these principles, we participate in these **actions**:

- A-4.1. We will provide outstanding school age programs that will enhance the community's ability to build healthy children.
- A-4.2. We will align goals and missions with other agencies that serve children and youth.
- A-4.3. We will learn how the legislative process works in order to advocate for children, youth, and families.
- A-4.4. We will establish and/or participate in community organizations that further the development of school-age care professionals.
- A-4.5. We will create interpersonal and public opportunities to support those programs that are advancing and developing children and the school-age care field. We also take the responsibility to speak up and monitor programs that fall short of this mission.

Our responsibility to society is to participate in the socialization of children.

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## **DISCUSSION QUESTIONS**

Write your own answers to the following questions and then discuss your thoughts with other SAC professionals. In doing so, it is our hope that you will gain additional insight to the SAC Code of Ethics and how it might be used.

1. In what ways is a code of ethics helpful to the SAC profession?
2. How do ethical behaviors (poor or good) influence SAC programs and the SAC profession?
3. To what degree do you think your SAC program discusses ethical issues that confront the SAC professional?
4. How might the code be used in your SAC program to promote ethical behavior?
5. To what degree do you think you are prepared to respond to various ethical dilemmas?



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# INTRODUCTION TO ETHICAL DILEMMAS

In determining the most ethical course of action one should take as a SAC participant, it is important to take into consideration three key assumptions to understanding ethical dilemmas:

1. Ethical judgments are best described by focusing on the *degree* to which human behavior is right or wrong. Ethical dilemmas, by definition, suggest that there are two separate ethical values which are at odds with one another. Most of the time, both of those ethical values are, in and of themselves, important and good values. Therefore, when looking at ethical dilemmas it is important to think along the lines of the solutions being more or less ethical. Dr. J. Vernon Jensen (1997) suggests that instead of using language that discusses *ethical* and *unethical* behavior, that we use an “EQ scale” (ethical quality) so as to focus on the degree of ethical behavior. The EQ scale would be used so that 1 = highly unethical, 4 = neutral, and 7 = highly ethical.

2. *Listening* to understand is the key to ethical discussions. There is a danger in discussing ethical dilemmas when, in doing so, we create an atmosphere which “hides behind” ethical relativity. In other words, if we disagree as to what is the most ethical response to a situation it is often easiest to say, “Well, you do your thing and I’ll do mine...what ever works.” The problem with that type of response is that we don’t learn from each other. Instead, understanding is shut down and the essence of community is lessened. It is imperative, therefore, that we listen to understand the reasons why the other person believes as they do. In doing so, the parties can, together, understand the conflicting values and the importance attached to those values.

3. Ethical choices should be made *clearly and deliberately*. Ethical decisions can be broken down into four important components (Rest, 1982):

- The SAC provider needs to be able to determine what situations are of an ethical nature and who is affected by the situation (the “stake-holders.”)
- The SAC provider then needs to weigh the choices available to her/him by evaluating the needs of those involved, the impact the choices will have on ALL those involved, one’s personal needs, and professional/societal expectation. The short term and long term effects are to be considered.
- The SAC provider needs to make a commitment to choose the choice that is ethical in nature vs. those that are based in non-ethical values. Ethical values include those behaviors that are right, good, virtuous, just, and promote integrity to the SAC field. Referring to the SAC code of ethics can help in determining key ethical values. Non-ethical values might include efficiency, cost-effectiveness, being nice, and cleanliness. (Keep in mind that non-ethical values may stem from underlying ethical values. It is important to decipher those.)
- The SAC provider needs to execute and implement the choice they have deemed to be most ethical. This means that the SAC professional needs be able to recognize the best way to implement their choice and should have developed the skills needed to enact that choice.

## ETHICAL DILEMMAS FOR DISCUSSION

The following case studies are a collection of ethical dilemmas that SAC professionals have faced. They can be used to gain insight into making ethical decisions in the SAC profession and to gain an understanding of one another's perception of those ethical dilemmas.

Directions: First, individually read each of the dilemmas, from the perspective of the three assumptions and the four components to ethical decision-making. Write your answers and thoughts to the dilemma. When you have written your decision, re-evaluate that choice by answering the questions that follow that section. Then discuss each ethical dilemma with your SAC co-workers by having individuals explain their answers while the rest of the group writes down what they hear that person saying. Next, after everyone has shared their answers, the group should discuss the answers, investigating their similarities and differences.

If you are using this as an on-going discussion with SAC professionals, you may want to take each section of the case studies and tie it to the sections of the SAC code of ethics. For example, the first week you may want to discuss the Code and case studies that are *children-focused* and then the following week discuss the code and case studies that are *family-focused*, and continue through the four sections.

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### Case Study 1: The Lost Cause Conflict (Children-Focused)

At your SAC program there is a 10 year old boy who everyone had written off as a "lost cause." He is unruly, obnoxious, and lashes out in anger at people. Before this year, he had been in and out of foster homes for most of his life. Lately, you have been spending a lot of time with him building a boxcar for a SAC sponsored boxcar derby. You have been connecting with him and have begun to understand that he desperately wants to be accepted by his peers and authority figures, is scared of getting close to people, and, in general, has low self-esteem. Slowly, he has seemed to trust you and confide in you. One day he confided in you that he and a bunch of his friends break into cars to steal stereos. When questioned as to why he does that he said, "Because that is what my friends do." What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 2: Revenge of the Nerds (Children-Focused)**

Your SAC program is sponsoring a family game night at which SAC children and their families compete in different “silly” games. One of those silly games was a “beauty contest” in which the family needs to dress up one of the children with toilet paper and other odd trinkets to become the “beauty pageant winner.” You have been given the responsibility to direct and judge the contestants of this game. There are three families playing. One family has a 9-year old daughter who is very popular, pretty, and kind. Another family has a 10-year old daughter who frequently is called a “nerd” by her classmates. She is shy, kind, and over weight. She reminds you of you when you were that age. As the families are creating their beauty contestant you notice that the ten year old is anxious about what the other families are doing and how the audience is reacting. When it is time for the judging, you see in her eyes the desperation of wanting to win. As you look at the families’ “beauty contestants,” you know that the clear winner is the 9-year old, but you want to give it to the 10-year old. In addition to realizing that this game was a mistake, what do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 3: The Problem with the Punctually Impaired Parent (Families-Focused)**

You are a SAC professional who works the last shift of the day. There is one parent who consistently picks up her child late. Each time the parent has an excuse that “could not be helped” and she pays the late fee. However, tonight the parent is three hours late and you have not received a phone call from the parent. Your SAC policy states that if a parent is over an hour late, child welfare will be notified. You are trying to keep the child occupied and worry free but a decision must be made as to whether or not you call child welfare. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 4: The Dilemma of Diversity (Families-Focused)**

One of the families at your SAC site belongs to a religious group that handles snakes. This is a religious practice in which people handle poisonous snakes to test whether they are “pure” or not in the eyes of God. You have overheard the oldest child in the family talk about how his parents engage in this activity. Today, however, you heard her telling a friend that she will be handling the snakes herself this coming Saturday. You have heard that people do get sometimes get seriously ill and die from this practice. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 5: The Angst about Admittance (Families-Focused)**

You are a SAC professional who oversees the admittance of the children to the program. The SAC policy states that admittance is chosen by a first-come-first-served basis. You just received a call from a family whose children are a “challenge” and are prone to fighting and disrupting. This family is also consistently late in their payments. Five minutes after their call, another family calls who have “angels” for children and are consistently early in their payments. You only have enough room in your program to admit one of those families. Although you know that the one family called first, you would rather admit the second family. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? (Refer to the Code.) What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 6: The Worrisome Worker (Colleagues-Focused)**

You are a SAC professional that has been working with a co-worker for about six months. Lately you have noticed that the co-worker has been developing relationships with certain students that seem inappropriately close. For example, the co-worker hugs the youth a little too long and self-discloses too much of her personal life to them. A few of the youth seem uncomfortable around her by fidgeting and finding excuses not to be around her. When you observe the co-worker in her program, she is competent and energetic. However, you get an “uncomfortable” feeling when you observe her with those children to whom she seems closest. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? (Refer to the Code.) What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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**Case Study 7: The Thieving Thespian (Colleagues-Focused)**

You work with a colleague who acts like the “perfect SAC professional” any time there is a supervisor around. But when the supervisor leaves, the colleague does as little as humanly possible and complains about every thing...but especially about how little he gets paid. Yesterday when the supervisor was talking with a parent in the conference room, you saw your colleague go into the office. You figured he was just hiding out so he didn't have to do any work during clean up. When you asked him about it, he said he was looking for a Kleenex. You figured that was his lamest excuse yet! Today, however, your supervisor announced that a substantial amount of money had been stolen from the office yesterday. She wanted anyone with information that might help to catch the thief to speak up and help with the investigation. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? (Refer to the Code.) What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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### **Case Study 8: The Challenge of Change (Community-Focused)**

Your SAC program is run under the umbrella of “Community Program Services.” It is a growing program that makes a substantial amount of money. For the last three years your program has taken in more money through tuition fees and grants than it has taken to run the program. The surplus money has been channeled to other Community Program Services, such as adult literacy, swimming, and bellydancing lessons. These programs have not been as financially successful as the SAC program. You feel this is unfair to those giving money to the SAC program who think it will benefit that program. You also would like to use the surplus to enhance your program and professional salaries. 7a) What do you do? 7b) What do you do if you are asked to increase tuition fees?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? (Refer to the Code.) What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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### **Case Study 9: A Rose By Any Other Name... (Community-Focused)**

Your SAC program is in need of additional funds and you are the one to go to the Community Service Director and ask for those funds. In your discussion with her she makes the suggestion that your program change its name so that it won't be confused with a baby-sitting club. In doing so, she thinks it will create more interest in directing funds to your program. Currently, your program is called “School Age Care.” She suggests that you change the program's name to “Out of School Education.” You believe that the term *School Age Care* accurately describes the philosophy of your program. Your understanding of *CARE* is that it stands for *Creating Adventures in Recreation and Education*. You think that the proposed new name undermines that philosophy. On the other hand, you need more money. What do you do?

- a. Who are the stake-holders in this scenario?
- b. Analyze your choices and their impact on ALL the stake-holders.
- c. What are the ethical issues at stake in this scenario? (Refer to the Code.) What is the most ethical decision?
- d. What is the best way to enact this decision and what skills are necessary to complete it effectively?

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### **Follow up questions**

The following are questions you or your group may want to ask to test whether or not the decision you made to the Ethical Case Studies presented above are the most ethical decisions.

1. Can I specify exactly what ethical criteria or standards I am using to make my decision?
2. Are the standards/criteria I am using reasonable and relevant to the situation?
3. In this specific situation, to whom am I ethically responsible? Which responsibilities take precedence over the others? Does my solution reflect that?
4. How do I feel about myself having made the decision? Can I “live with myself?”
5. If called upon to publicly justify my decision, how adequately could I do it? Would I want my spouse or parents to know my decision?
6. Are there similar previous cases or set precedents from which to guide my decision?
7. Have I investigated all possible solutions? Have I thought creatively to solve my dilemma?

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## **To be a CERTIFIED SITE of the CODE of ETHICS for SCHOOL AGE CARE, complete the following four steps:**

**Step 1:** Have each staff person individually complete the “Discussion Questions” provided in the code booklet.

**Step 2:** As a group, discuss and complete the “Group Action Statements” that are printed after step 4.

**Step 3:** Commit to posting the “Statement of Commitment” poster at your SAC site(s).  
Commit to periodical discussions of the ethical dilemmas presented in the code booklet.  
Commit to Code of Ethics training for new employees.

**Step 4:** Send your individual and group answers Concordia University. Once this is received a Statement of Commitment poster will be sent as confirmation of your certification.

School-Age Care  
Att.: Certification / SAC code of ethics  
Concordia School of Human Service/Concordia University  
275 Syndicate Street North  
St. Paul, MN 55104  
Or, fax them to 651-603-6144

### **GROUP ACTION STATEMENTS:**

Directions: After reading and working through the Code of Ethics develop group action statements as stated below. The group actions statements are goals for applying the Code of Ethics to your work with children, youth, and their families.

#### **Section 1:** Ethical Responsibilities to Children and Youth:

*After reading this section of the SAC Code of Ethics,*

- a. What are your goals for your program environment?
- b. What are your goals for relating to the children and youth?
- c. What are your goals for planning experiences with the children and youth?

#### **Section 2:** Ethical Responsibilities to Families

- a. What are your goals for your program environment?
- b. What are your goals for relating to the families involved in your program?
- c. What are your goals for planning experiences to the families involved in your program?

#### **Section 3:** Ethical Responsibilities to Colleagues

- a. What are your goals for your work environment?
- b. What are your goals for relating to each other?
- c. What are your communication goals for team-building, supporting and encouraging each other’s professionalism?

#### **Section 4:** Ethical Responsibilities to Community and Society

- a. What are your goals for your advocating your program to the community?
- b. How are your program goals meeting the needs of the community?
- c. What are your goals for planning experiences to involve the community?