



**Support Staff Handbook
2023-24**

**MMC 17 Carnegie Mellon University
Pittsburgh, PA 15213**

Ms. Drash (adrash@andrew.cmu.edu)
Miss Hancock (lh37@andrew.cmu.edu)
Ms. Yetter (kyetter@andrew.cmu.edu)

(412) 268-2199

www.cmu.edu/dietrich/psychology/cs

2023-24 School Year Orientation [10E.2]

Greetings,

Welcome to the Children's School! We are excited to have you working in our school and office. As a volunteer, undergraduate, student teacher, intern, or itinerant therapist, you are about to become an important part of this school.

The orientation material in this handbook has been developed to help you meet the challenges and enjoy the rewards of your experience here. We hope that this handbook will answer some fundamental questions about the significance of your position on the Children's School team. If you have a question that is not answered in the following pages, please feel free to ask a teacher or educational administrator.

Your success will depend primarily on three factors:

- your desire to develop a positive working relationship with your cooperating teachers and educational administrators,
- your eagerness to learn the school routine and help it run smoothly, and
- your willingness to ask questions when you have them and pattern your interactions after the educators around you.

Your effort in these areas, along with a friendly and willing spirit, will bring you a priceless reward – the opportunity to help in the education of young children.

Everyone at the Children's School is working for the betterment of education for young children, and you have chosen to become part of the excitement. We look forward to having you as part of the team!

Sincerely,

Kim Yetter
Educational Administrator
(412) 268-2199
kyetter@andrew.cmu.edu

<p>"The most precious thing a person can touch is the mind of a child...be cautious." Michael Giammatteo</p>
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CHILDREN'S SCHOOL STANDARDS [10E.2]

There are many responsibilities related to being involved in the educational process. What follows are essential guidelines to help you meet them.

Be Professional.

Keep confidential any discussions concerning the case of a specific child. The school staff trusts you to use such information and observations only to work more effectively with that child. Never discuss students with parents or in any situation other than with that child's teacher. **Please remember that you have signed a confidentiality agreement that is kept on file at the Children's School.**

We strongly discourage our undergraduate staff members, volunteers or others actively involved in the classrooms at the Children's School from babysitting or providing childcare for children and their families who are currently enrolled at the school. For that reason, we do not recommend staff members to families or distribute advertisements for childcare to our staff members.

Leave all bags/book bags in the main office when you sign in.

Be a Model.

You are in our school as an adult model, not a playmate. If your behavior is calm and controlled and your tone of voice quiet and pleasant, the children's will be too. Provide a consistent, fair model of behavior for children, even when they are moody. A pleasant word from you may often change the direction of a situation. Children depend on you to be helpful, courteous and sincere.

Be Responsible.

Arrive and leave the school promptly as scheduled; email Ms. Drash (adrash@andrew.cmu.edu) and Ms. Yetter (kyetter@andrew.cmu.edu) before classes begin if you will be absent.

Be Aware.

Orient yourself to follow the policies and procedures of the school.

• Basic Behavior Expectations at the Children's School

Knowing and meeting expectations encourages **independent** action and fosters **self-esteem**.

Signals:

Lights Off means Stop, Look and Listen

Bell means Clean Up and Find the Teacher

School Rules:

Be a kind friend.

Listen the first time.

Stay in your own space.

Use your words.

Use inside voices.

Use walking feet.

Use things appropriately.

Follow the routine.

Put everything in its place.

The teachers and students in each class will discuss behavior expectations throughout the year. As appropriate, **each class will add specific examples** relating to each of the items listed above. For example, for “Be a kind friend,” one year a 4’s class added “share”, the Kindergartners added “respect the rights of others,” and the 3’s specified “if you put down your toy and move on to something else, another friend can use it.”

Boundaries Around and Within the School

1. The office and main hallway are not play areas.
2. The observation booth is only for adult usage.
3. The office and kitchen are adult supervised areas only.
4. Children must stay within sight of adults.
5. Children must be accompanied by a teacher to leave the school and playground.

Recognize that teachers have a variety of teaching styles and work successfully in different ways. In the beginning, you may be very apprehensive about working with children (and teachers); but as you have new experiences with the children, your confidence will grow.

Be Open.

Take your direction from the teachers. Accept criticism as constructive, realizing that the teacher is trying to assist you in developing procedures and techniques for working with children.

Develop a willing attitude as you assume new and greater responsibilities.

As you gain experience and become confident of the classroom routines, teachers are open to students taking initiative in certain activities. Be proactive with daily tasks and activities within the classroom, while remaining conscious of the teacher’s authority.

WORKING WITH YOUNG CHILDREN

Ways With Children* - In Speech

1. Because we strive to encourage diverse interactions and not gender stereotypes, we address children as frequently as possible by their individual names or we refer to groups of children as “friends” (i.e., as opposed to “boys and girls”). For example, a teacher might begin a sentence with, “Friends, it’s time for us to ...” or indicate a subgroup of children as the “friends in the block area”, etc.
2. Use your voice as a teaching tool (calm, moderate tones).
3. Use a tone of voice that will help the child feel confident and reassured, not afraid or guilty or ashamed.
4. Speak in a very matter of fact manner and avoid baby talk with children.
5. Make suggestions or state directions in a positive rather than a negative form. Example: "Park your tricycle here." - rather than "No, don't do it that way."
6. Give children a choice only when you intend to leave the decision to them; do not offer the child a choice when there is none. For example: "It's your turn to play this game" instead of "Do you want to play this game?" "You may choose to do xx or yy."
7. Redirecting the child is likely to be most effective when it is consistent with the child's own motives or interests.
8. When young children are drawing, it is better to ask, "Would you like to tell me something about your drawing?" than "What is it?" since children may not always know what it is themselves.
9. Avoid trying to motivate a child by making comparisons between the child and another or by encouraging competition.
10. Avoid engaging in conversation with other assistants, therapists, observers, teachers, or parents while supervising children. If you are assigned to watch an activity, never turn your back on it.

Ways With Children* - In Action

1. Be alert to the total situation in the classroom.
2. Do not roughhouse with the children.
3. Encourage children to handle all materials with care.
4. Give the child the minimum of help in order that they may have the maximum chance to grow in independence.
5. When limits are necessary, clearly define and consistently maintain them.
6. If children become aggressive, put a stop to the action if someone is in immediate danger and consult with a teacher right away.

SPECIFIC RULES FOR PLAY AREAS [10E.2]

- A. Whole School Rules
 - 1. Lights Out and/or the Quiet Sign means “Stop, Look, and Listen.”
 - 2. A Closed Sign means that those materials are not available for children’s use.
- B. Safety
 - 1. With heavy blocks, children may build only as high as they are tall.
 - 2. Chairs are for sitting only; tables are not for sitting.
- C. Art
 - 1. Return all art materials and tools to proper places.
 - 2. Put the child's ***name and date*** on the back of paper and articles, if they cannot print their own name. Please check class lists for proper spelling and print the name and date rather than using cursive.
 - 3. Cover workspace with newspaper.
 - 4. Encourage children to wear smocks when painting or doing other messy work, but it is not required.
- D. Water Play
 - 1. Encourage children to wear smocks when using water, but it is not required.
 - 2. Keep water in the table.
 - 3. Only four children may use the water table at any one time.
 - 4. Hands must be washed before and after using the water tables.
- E. Sand Table
 - 1. Keep the sand in the table.
 - 2. Do not throw sand.
 - 3. Only six children may use the sand table at one time.
- F. Clean Up Time
 - 1. All children participate in clean up, with adult facilitation as needed.
 - 2. Children remain in the area where they were playing until the clean up is completely finished before moving to their next activity.
- G. Outdoors
 - 1. Adults should remain alert to the events going on around them, even while they are facilitating the children’s play.
 - 2. Adults should refrain from conversation with other adults so their full attention is on the children.
 - 3. Children ride tricycles only on the path.
 - 4. Children can go down the slides in any position. Climbing up the slides is the teacher’s discretion.
 - 5. The playground equipment is put away at end of the day and the playground is locked.

DRESS GUIDELINES FOR SUPPORT STAFF

1. Dress comfortably and appropriately for working in a school with young children.
2. Closed-toed comfortable shoes are recommended. You may be on the playground or in the gym.
3. Bring seasonally appropriate clothing and outerwear. In the winter, it is cold and you may be outside.
4. Jeans are fine.
5. Wear jewelry at your own risk.
6. If you are a smoker or live with one, please make sure you do not smell like smoke when coming to work.
7. You may leave extra clothing and gym shoes, etc. at school if you wish to change. Label them please!

QUICK REFERENCE re: Top Twelve Things that You Need to Know About Working at the Children's School

1. Speak and behave in a **professional manner** with staff, children, parents, visitors, service people, et cetera, at all times.
2. Orient yourself to follow the **policies and procedures** of the school.
3. Take direction from your assigned supervising teacher (although taking initiative to complete routine tasks without being asked and offering to play additional roles are highly valued).
4. Never discuss students with parents or in any situation other than with that child's teacher or an administrator. **Please remember that you have signed a confidentiality agreement that is kept on file at the Children's School.**
5. Be responsible. Arrive and leave the school promptly as scheduled; e-mail Ms. Drash (adrash@andrew.cmu.edu) and Ms. Yetter (kyetter@andrew.cmu.edu) before 8 am if you will be late or absent. Remember to sign out at the end of your shift.
6. Model dress after staff members.
7. Silence your cell phone when you arrive. If you need to make/receive an important call, let your supervising teacher know and come to the office for the call.
8. **Be a model.** You are an adult model, not a playmate. Behave calmly and keep your voice quiet and pleasant.
9. Avoid engaging in conversation with other assistants, observers, teachers, or parents while supervising children. If you are assigned to watch an activity, NEVER turn your back on it.
10. Refrain from eating in the classroom, other than at snack or lunch times with the children and after receiving permission from your cooperating teacher. Water bottles or coffee cups are permissible but should be placed out of children's reach.
11. Be sensitive to how you talk to children. Avoid typical gender stereotypes.
12. Do not hesitate to ask questions. Better to get direction than to do something incorrectly.

Learn lots and have fun!

All undergraduates working regularly with children MUST obtain criminal record and child abuse clearances, as well as an FBI background check, per Act 153. Please email act153@andrew.cmu.edu for instructions on obtaining Act 153 background certifications through CMU's Human Resources Service. Inform them that you will be working at the Children's School.

MISSION STATEMENT

Children's School staff members work as a team, in partnership with the department, college, and university, to accomplish all aspects of the school's mission. Utilizing annual evaluation input from all constituents, the Director prepares an annual report documenting our impact related to each aspect of our mission and setting objectives for advancement in the coming year. The report is shared in a variety of venues and formats with staff, families, and the university.

The Children's School
Department of Psychology
Dietrich College of Humanities and Social Sciences
Carnegie Mellon University

Mission Statement

(Adopted January 1995, Revised July 2012, May 2019, August 2022)

As a university laboratory school, we aim to lead through excellence and innovation as we:

1. facilitate interdisciplinary research in developmental psychology and related fields,
2. support undergraduate and graduate students studying child development theory, research, and applications,
3. create and implement developmentally appropriate, inclusive part & full-day preschool, full-day kindergarten, and camp programs for children ages 3-6,
4. collaborate with families in nurturing and educating their children, particularly as family challenges arise and developmental difficulties emerge,
5. organize professional development experiences and provide resources for practicing educators locally, nationally, and internationally, and
6. mentor students exploring careers in early childhood, elementary education, and related fields.

To model best practices that promote positive and productive learning for all members of our learning community, we foster a professional climate of hospitality, communication, trust, teamwork, and flexible problem solving. We strive to recruit a diverse staff and student population to provide a diverse subject pool for research, broad experiences for university students, and an enriched learning environment for our children and their families. By continually striving for quality improvement in all aspects of our mission, including the foundational finances and facilities, our laboratory school exemplifies progressive design in education and the learning sciences that can be utilized by professionals in various disciplines to meet the changing needs of society.

EDUCATIONAL PHILOSOPHY

The Children's School's approach to preschool and kindergarten education is based on theories and research in Developmental Psychology, together with years of educational practice. Our approach is also aligned with the guidelines set by the National Association for the Education of Young Children (NAEYC) for developmentally appropriate practice and with the Pennsylvania Early Learning Standards.

Goals -> Program -> Assessment

We use our developmental goals as a systematic framework for focusing our program and assessment design. Our teachers are well versed in a wide variety of educational approaches, and we choose teaching strategies, daily routines, classroom arrangements, and curriculum structure that will encourage each child's development in all domains. Teacher observations and documentation of individual development are used to adjust the program to better promote individual growth, as well as to conference with parents/guardians about ways we can work as a team to support each child [2A.8, 4A.1].

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION

The Children's School JEDI Committee exists to promote and implement justice, equity, diversity, and inclusion throughout our entire school community. At The Children's School, our commitment to JEDI values is continuous, and we recognize that this commitment requires ongoing learning and growth. We fully embrace the Dietrich College DEI statement in that we strive to be a place where "people of all identities, perspectives, and experiences feel welcome, able to present their authentic selves, and empowered to reach their full potential." We are a continuous learning community where all feel welcomed, valued, and empowered.

CMU Children's School Definitions of JEDI terms - What does Justice, Equity, Diversity, and Inclusion mean to US?

Justice: We are committed to standing up for and centering the voices of those who have experienced injustice. We look for opportunities in our school community to share power and seek input on our policies, practices, and ideas. We strive to notice injustices and commit to standing up against them, to advocate for change, and to help children learn to do the same.

Equity: True equity is when all individuals receive what they need to be successful. We practice equity in the Children's School community by learning about and working to remove barriers that may prevent the ability to achieve success. We support the creation of tools and environments that amplify marginalized voices and seek to increase access to resources and networks.

Diversity: We recognize and highly value the unique backgrounds and identities of all individuals. We know that this uniqueness is shaped by race, ethnicity, national origin, gender, gender identity, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, neurodiversity, and lived experiences.

Inclusion: We believe that everyone is welcome and should feel as though they belong here. An inclusive environment is one where everyone's needs are addressed, and they feel empowered to fully participate. We are learning to involve more unique perspectives, and we seek to be a space where everyone is warmly welcomed, respected, supported, and valued in their personhood.

LABORATORY SCHOOL

As part of the Psychology Department, we serve as a laboratory for research in child development and related fields. Our director and educators interact with researchers to strengthen studies so that our children eagerly participate in their "special games" and the resulting data meet scientific standards. Parents receive brief descriptions of ongoing studies and summary results of completed research. Please refer to the Research section of our website for further information.

Undergraduates taking the introductory child development course, and other related courses, make detailed observations during our program hours to gather data for course projects. Many of them return as undergraduate interns and student employees who enhance our children's experiences while their involvement here strengthens their connections between theory, research, and practice.

To support the professional development of both pre-service and practicing educators, the Children's School staff models and shares the educational approaches that we develop. We offer workshops, consultation, and seminars in a wide range of local and national venues, and we provide related resources on our web site.

Our program is strengthened by our relationship with Carnegie Mellon. As part of the University community, our classes have access to facilities such as the gym and track, can schedule walking field trips to interesting places such as the campus post office, food services, robotics lab, and the Purnell Center for the Arts, and have visits from university musicians, security officers, construction workers, etc. [8B.1]. The Psychology Department provides funding for computing services and part of our administrative costs, and the University provides facilities management, accounting, human resources, legal, and security services, as well as managing environmental health and safety for the entire campus.

NAEYC ACCREDITATION

The National Association for the Education of Young Children (NAEYC) has created 10 standards that measure the quality of early childhood programs. The standards were created by a blue-ribbon panel of early childhood experts and are based on the latest early childhood research.

As a NAEYC-accredited program, the Children's School meets a high-quality standard by:



- 1) Promoting **positive relationships** for all children and adults to encourage each child's sense of individual worth.
- 2) Implementing a **curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- 3) Using developmentally, culturally, and linguistically appropriate **effective teaching approaches**.
- 4) Providing **ongoing assessments** of a child's learning and development and communicating the child's progress to the family.
- 5) Promoting the **nutrition and health** of children and protecting children and staff from injury and illness.
- 6) Employing a **teaching staff** that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.
- 7) Establishing and maintaining collaborative relationships with each child's **family**.
- 8) Establishing relationships with and using the resources of the **community** to support the achievement of program goals.
- 9) Providing a safe and healthy **physical environment**.
- 10) Implementing effective **leadership** to support stable staff and strong personnel, fiscal, and program **management** so that all children, families, and staff have high-quality experiences.

Each staff member is responsible for engaging fully in all professional practices related to maintaining the Children's School's status as a high-quality NAEYC Accredited program, as well as the NAEYC self-assessment process leading to renewal every 5 years. Our current accreditation is valid from 7/1/18 through 7/1/23, and we complete annual reports each spring to document our continuous quality improvement. The programs offered by the Children's School also fall under the regulatory jurisdiction of the Pennsylvania's Board of Private Academic Schools, so we are licensed as a Private Academic School. The Administrative Team collaborates to guide the documentation procedures and complete the required paperwork for our NAEYC annual reporting and renewal, as well as the annual PA licensing renewal.

DEVELOPMENTAL OBJECTIVES

Since 1968, the highly skilled Early Childhood Educators at the Children's School have nurtured young children's social, cognitive, and physical development. We have specified learning goals for 3-, 4-, and 5-year-olds in each of the following domains.

1. **Self-Esteem & Independence** - encouraging each child's growing self-concept and confidence, as well as increasingly independent self-regulation and self-care.
2. **Interaction & Cooperation** - promoting children's social skills for effective adjustment to school, group participation, classroom citizenship, and peer interactions.
3. **Communication** - facilitating comprehension and expression skills beginning with oral language (listening & speaking) and progressing to written language (reading & writing).
4. **Discovery & Exploration** - fostering a positive attitude toward learning through scientific and mathematical inquiry with varied materials to build strong concepts related to diverse themes.
5. **Physical Capabilities / Health & Safety** - giving children opportunities to develop small and large motor skills, healthy living habits, and essential safety practices.
6. **Artistic Expression & Appreciation** - cultivating each child's ability to express ideas and emotions through art, drama, and music and movement, as well as to appreciate the artistic expressions of others.

STAFF TEAMS [6A.6]

The Children’s School is staffed by four teams of educators – an Administrative Team, a Preschool 3’s Team, a Preschool 4’s Team, and a PreK/Kindergarten Team. All educators and administrators have many years of experience in education, as well as a bachelor’s degree and often an advanced degree in early childhood education, psychology, or a related field (see <https://www.cmu.edu/dietrich/psychology/cs/educators/index.html>). Undergraduate interns and student employees complement each team, and pre-service teachers from local colleges do field placements or student teaching here.

INTERACTION GUIDELINES

Regardless of position, each staff member’s job description includes the following priorities for action and interaction: “Speak and behave in a professional manner at all times with staff, children, parents, undergraduates, university partners, visitors, service people, etc. Strive to be a team player, fulfilling individual responsibilities based on job description, taking initiative to help with tasks, sharing space and materials, offering support, communicating, and reflecting constructively, etc., for the benefit of the whole staff. Keep the “big picture” of our school’s entire mission in mind to effectively balance competing demands according to our priorities. Follow the school and university policies and procedures carefully and with attention to timeliness. Be prepared to flexibly adapt to the diverse situations that arise in early childhood education, particularly in a university laboratory school. Use the core values and standards of the National Association for the Education of Young Children (NAEYC) to guide all aspects of program implementation and enhancement, while also following additional guidelines from the Pennsylvania Department of Education. Abide by the ethical standards of NAEYC, with particular attention to confidentiality.”

Children’s School staff members follow the ethical principles of the National Association for the Education of Young Children [6B.2]. We share the following core values as guides for interactions among staff members, between staff and children, between staff and parents, between staff and undergraduates, researchers, university employees, etc.

- We use direct eye contact, smiles, warm tones of voice, positive touch, social conversations, and joint laughter to support the development of effective working relationships.
- Our partnership in learning is supported by regular, reciprocal communication, affirming recognition of effort and accomplishment, predictable, developmentally appropriate responsiveness to initiative, emotion, and concerns, and proactive conflict resolution.
- We strive to respect each individual and work to create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure [2A.6, 2A.7].

- We aim to eliminate gender bias by using gender-neutral terminology, such as “friends” instead of “boys and girls” or “firefighter” instead of “fireman”, encouraging learners of all genders to explore all the activities we offer, and focusing our affirmation on approach, effort, and accomplishment rather than appearance.
- We are committed to reaching out to people of different races, genders, ethnicity, and ability, and we strive to create an environment of inclusion that celebrates our differences and highlights our commonalities. Our program accepts children with special needs as long as a safe, supportive environment can be provided for the child consistent with the requirements of the Americans with Disabilities Act. For a complete description of Carnegie Mellon’s Commitment to Diversity, please see <http://www.cmu.edu/diversity-guide/>.

Because our mission is multifaceted, we aim to build positive relationships with all learning partners by appropriately balancing equity of care for the group with services tailored to individual needs. Our goal is to develop the school’s caring community for learning through broad participation and involvement in program improvement for all our staff, families, and university partners.

Staff-Child Interactions

We make every effort for all children to know and be known by all adults in our open school environment so that they are comfortable interacting with and seeking assistance from any adult. Each child is assigned to a primary teacher by age, but each team member works with all groups at a particular age level so that they are familiar with the children and routines for each group and can effectively substitute when a teacher is absent. In addition, we have a full-time “floater” who becomes familiar with all the groups to serve as a familiar substitute when necessary. We also recruit substitutes who have long-term familiarity with our program, often former teachers or others who have trained at the Children’s School. We invite these individuals to have regular contact with the children and to participate in some of our staff development events to maintain their familiarity over the years.

All staff members, students, researchers, observers, interns, student teachers, student employees and volunteers must sign a Statement of Commitment to Confidentiality before entering our classrooms. According to the NAEYC Code of Ethical Conduct:
 “We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.”

Staff-Family Interactions

As undergraduates and/or support staff, please refer any parent questions or concerns to the child’s primary teacher. When parents have questions or have experienced a problem at home or school, they should approach the child’s primary teacher or one of the administrators directly. Recent potty-training efforts, changes in care-giving

arrangements, the death of a pet, an extended absence of a parent, etc. can all cause changes in a child's demeanor and behavior at school, so timely communication helps the staff respond most effectively to the child. Teachers and Administrators make every effort to dialogue with children and families in a positive manner to plan strategies, resolve issues, and provide assistance in a timely and effective manner.

SCHOOL HOURS

Preschool 3's (Monday through Friday)

8:30 AM – 1:00 PM (Monday - Thursday)
8:30 - 11:30 (Friday)

Preschool 4's (Monday through Friday)

8:30 AM – 1:00 PM or 8:30 AM – 2:30 PM (Monday through Thursday)
8:30 AM – 11:30 PM (Friday)

PreK/Kindergarten (Monday through Friday)

8:30 AM - 2:30 PM (Monday through Thursday)
8:30 AM – 11:30 PM (Friday)

HEALTH AND SAFETY GUIDELINES [10E.2]

At all times, health and safety are top priorities at the Children's School. Each individual's vigilance regarding health and safety issues contributes significantly to our effectiveness. Keep your eyes up, survey the whole scene around you and be aware of what's happening beyond your immediate activity. Always assume that you are the only one who notices a problem or potential problem and handle it to the best of your ability.

Preparing Yourself

The guidelines for exclusion of children who have infections that pose a risk to others apply equally to staff members. When you are sick, stay home [6A.8], seek treatment, and take steps to recover as quickly as possible. Discharging or infected wounds on exposed parts of the body are cause for exclusion from the care of children. Stay home if you exhibit any of the following symptoms:

- Fever (100.4°F/38°C or higher); feeling feverish (chills, sweating)
- New cough - for those with chronic allergic/asthmatic cough, a change in the cough from baseline
- Unusual fatigue
- New loss of taste or smell
- Sore throat
- Headache
- Runny or stuffy nose -not related to seasonal allergies
- Muscle pain or body aches
- Nausea, vomiting or diarrhea

Educators, staff, and students with any illness will be expected to stay home [6A.8]. It is imperative that all members of the Children's School community stay home for 24 hours after they no longer have a fever or signs of a fever without the use of fever-reducing medicine.

Hand washing is the #1 preventive measure to avoid the spread of disease. Use the posted hand washing procedure and then turn off the faucet with your paper towel in all of the following circumstances: upon arrival at work and re-entry from the outdoor classroom, before and after eating or handling food, before and after feeding a child, prior to serving food to children, after using the restroom, changing a diaper, assisting with toileting, treating a child's injury, handling bodily fluids, touching the pets, playing in the water table or with infants and toddlers, handling garbage or cleaning, and before and after preparing food, feeding a child or before and after administering medication. Non-porous, latex free gloves are provided for use when diapering, cleaning, preparing, and serving food, etc. [5A.19].

Hand-washing Technique

The following is the hand-washing procedure recommended by the National Association for the Education of Young Children: Rub hands vigorously for at least 20 seconds, including back of hands, wrists, areas between fingers, around nail beds, under fingernails and jewelry. The children are taught the much more detailed version below, along with the accompanying song composed by the Children's School minstrels.

Hand washing Technique:

Step 1: Put your hands together. Slide the tips of the fingers of the right hand to the left hand's wrist and then slide hands together in a wave-like motion until the left hand's fingertips are now touching the right wrist. Gently create a wave back and forth to wash the palms of your hands. (If you hold up your hands palms together and look, you can actually see a pocket between your hands. This is why the wave motion is effective in reaching the palms, which is a place that germs hide.)

Step 2: Build a bridge by placing right hand on top of the left hand. Interlock the fingers and gently move the right hand over the left hand several times. Switch hands and repeat.

Step 3: Create a bracelet with the fingers of your right hand over the wrist of your left hand. Slide the fingers of your right hand around and around your left wrist. Now slide your finger bracelet off and on your left hand several times. Switch hands and repeat. (This cleans the outside of the hands, paying special attention to the thumbs and little fingers).

Step 4: Pinch fingers together, place fingertips in the palm of the opposite hand and twist, twist, twist in a circle to gently clean your nails. Switch hands and repeat. (*Jeannie Simms, American Respiratory Alliance of Western Pennsylvania, November 2, 2009*).

Preparing the Environment

Each staff member is responsible for **daily checks** of the following items.

- Safety covers are on all electrical outlets.
- Electrical cords are appropriately placed and secure.
- Adults' personal belongings (handbags, backpacks, etc.) are stored out of children's reach.
- All poisonous substances are stored in high, locked cabinets and the lock is engaged (kitchen, art closet, slop sink closet, classroom cupboards, etc.).
- All exits and hallways are free from obstruction.

In addition, every staff member is responsible for responding immediately when encountering the following items, either by handling the problem personally or notifying a member of the Administrative Team.

- Tripping, slipping, choking, pinching hazards
- Elevated water temperature
- Physical plant problems (breaks, leaks, pests, etc.)
- Violations of Carnegie Mellon's policy re: animals, no smoking / drugs / firearms (see www.cmu.edu/policies/)
- Outdoor classroom gates left open

If a member of the Administrative Team is not available and you cannot handle the problem yourself, please call the Service Response Center (8-2910) to report the problem and seek help.

Use procedures for standard precautions at all times. Wear gloves when contamination with bodily fluids may occur. Do not use hand-washing sinks for bathing children or for removing smeared fecal material, and do not use kitchen sinks for cleaning anything besides food or kitchen equipment. In addition, immediately sanitize surfaces that come in contact with body fluids, use barriers and techniques that minimize contact with mucous membranes or with openings in the skin, clean and sanitize according to the established procedures or alert cleaning staff to do so, and dispose of contaminated materials and diapers in a plastic bag with a secure tie placed in a closed container.

Surface Cleaning

Cleaning Protocol

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant. Cleaning with soap and water reduces number of germs, dirt, and impurities on the surface. Disinfecting kills germs on surfaces.
- Use a wipe or spray surface with premixed bleach solution.
 - If using a disinfecting wipe, wipe surface after dwell time to remove chemical residue.
 - 3.2 ounces bleach to 32 ounces of room temperature water
 - 1 part bleach 10 parts water

- Bleach solutions will be effective for disinfection up to 24 hours.
- **Leave solution** on the surface for **at least 1 minute**.

1. Wipe surface for debris.
2. Spray surface until it is thoroughly wet with Clorox Anywhere or bleach solution following the manufacturer's instructions. **Do not re-wipe yet.**
3. Walk away and let surface air dry at least 2 minutes. This is to sanitize the surface. After 2 minutes, wipe the surface again.

For the changing table, use Clorox Hydrogen Peroxide Disinfecting Wipes or mix a bleach solution of 1 tablespoon bleach to 1 quart of water each day so you can disinfect the changing table following each use.

NOTE that these products have been chosen to balance eco-friendly effectiveness with minimizing exposure to allergens and harmful chemicals [5C.6].

BEHAVIOR MANAGEMENT GUIDELINES [3B, 6D.3]

The Children's School's goals related to behavior management are listed for three-, four-, and five-year-olds on the Continuum of Developmental Objectives, primarily in the domains of Self-Esteem & Independence, Interaction & Cooperation, and the part of Discovery & Exploration focused on approaches to learning. The Children's School environment, schedules, routines, activities, etc. are all designed to foster positive behavior management. All staff members guide and support children throughout the day as they gain control of their bodies, learn to use language to communicate needs, practice persisting when frustrated, take turns, and play cooperatively with peers.

Experienced teachers recognize the possibility of potential problems before they occur and can redirect the child's behavior before it becomes unacceptable. All Children's School staff will:

- Provide limits in a calm, consistent, and respectful manner, which allows the child to grow in self-control and self-esteem.
- Respond to a child's challenging behavior, including physical aggression, in a manner that provides for the safety of the child and the others in the classroom.
- Help children learn to identify both positive and negative emotions, as well as to express them appropriately.
- Work with children to develop conflict resolution skills necessary to solve their disagreements in an appropriate manner.
- Help children express and acknowledge their choices.
- Help children describe problems, evaluate their actions, verbalize alternatives, and consider the perspective of others. Children are guided and supported as they learn to accept the natural consequences of their actions.

Child Abuse and Neglect Policy [10E.2]

Prohibited Practices: Child Abuse [1B.8-10]

If any staff member, family member, volunteer, or other person, while in the vicinity of the Children's School, engages in a practice prohibited by the program, the Director and/or Educational Administrator will take necessary steps to assure that there is no reoccurrence of the practice.

- Corporal or any type of physical punishment is not permitted. This includes shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears or other measures that produce physical pain; requiring a child to remain inactive for a long period of time.
- Any form of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion.
- Any form of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); physical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).
- Any form of emotional abuse, including coercion, rejecting, terrorizing, isolating, or corrupting a child is not permitted.
- Any form of public or private humiliation, including threats of physical punishment, is not permitted.
- Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities is not permitted.
- Abusive, profane, or derogatory language, including yelling and belittling, is not permitted.

Appropriate use of restraint for safety reasons is permissible.

Reporting Child Abuse [6A.10]

All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency no matter where the abuse might have occurred. The Director or an Educational Administrator will call ChildLine at 1-800-932-0313 and/or the Allegheny County CYS at (412) 473-2000 to report suspected abuse or neglect. The Director or an Educational Administrator will follow the direction of the child protective services agency regarding completion of written reports. If the parent or legal guardian of the child is suspected of abuse, the Director or an Educational Administrator will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless there is proof that the report is malicious [10D.5].

In the case of a staff member who is accused of child abuse, the Director or an Educational Administrator will work directly with the CMU Human Resources Liaison and Legal Consultant to ensure due process and confidentiality for the staff member. A staff member who is accused of child abuse may be suspended or given leave without pay pending investigation of the accusation. Such caregivers may also be removed from the classroom and given a job that does not require interaction with children. The Director or an Educational Administrator will follow the guidance of the University officials regarding notification of the parent or legal guardian of the suspected abused child, as well as communication with parents or legal guardians of other children so that they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse will be summarily dismissed or relieved of their duties.

EMERGENCY ACTION PLAN [10B.19, 10E.2]

The Children's School's Emergency Action Plan specifies four safety levels including one for normal operations, one for cases when children need to be kept away from a certain area (e.g., a hazardous spill that needs to be cleaned, an accident, etc.), one for emergencies that require a lockdown / containment away from windows (e.g., a chemical spill from the nearby railroad, etc.), and one for evacuation (e.g., in case of a fire). Our first evacuation sites are the reflection garden, parking lot, or outdoor classroom. For longer evacuations, we go to the University Center or The Cyert Center for Early Education. In the event of an emergency in which Carnegie Mellon main campus facilities require evacuation, we will be relocated to the Entertainment Technology Center (ETC) located at 700 Technology Drive, Pittsburgh, PA for shelter and safety. In the event of a long-term evacuation, we contact families as quickly as possible via phone to notify them of the plan for reuniting them with their children. If phone service is not available, Carnegie Mellon officials use local broadcasting services to make announcements regarding status and procedures.

In an emergency or time-critical situation when the Director is not present or reachable by phone, the most senior Administrative Team member present will serve as the Acting Director. If none of the Administrative Team members is present at the time of an emergency, the most senior teacher present will decide collaboratively with other staff on a course of action.

POLICIES AND PROCEDURES

**The following policies and procedures are included in the Undergraduate Handbook so that all adults interacting with children are aware of them and help ensure that everyone follows them. In most cases, a teacher or administrator is responsible for ensuring compliance. Nonetheless, undergraduates should feel free to raise questions or seek administrative support if policies and procedures are not being followed.*

Operating the Security System

Given the large number of individuals continually entering and leaving our laboratory school context for varied purposes, our security depends on everyone being aware of potential hazards and taking responsibility for monitoring entries and exits. All staff members are responsible for knowing and following the security system procedure. No undergraduates or families should be given entry and exit codes; they must use the buzzer to request entry and check in the office before exiting.

Responding to Environmental Conditions [10D.2]

All staff members are responsible for knowing health & safety hazards and protecting themselves and children from harm.

Heat and Cold: Use the Child Care Weather Watch chart to determine whether the heat index or wind-chill factor are within range for safe outdoor play and ensure that children wear clothing that is dry and layered for warmth in cold weather. Generally speaking, under 80°F is safe with any level of humidity, and under 90° is safe with relative humidity less than 50%. In similarly general terms, air temperatures above 10° are safe on calm days, but winds above 10 miles per hour make even a 30° day feel like it's below 10°. Contact an Educational Administrator with questions.

Air Pollution: An Educational Administrator subscribes to an air quality alert system that provides notice of hazards in our area. The Educational Administrator will notify teaching staff if conditions prohibit outdoor education.

CMU provided the school with room air purifiers (one per 360 square feet of space) to reduce the risk of airborne coronavirus transmission. Be sure to turn the purifiers on each morning and off at the end of the day. Filter cleaning will be handled as part of the administrative health and safety checks.

Carnegie Mellon follows a “green cleaning” policy to reduce children’s and adults’ exposure to harmful chemicals, allergens, and other contaminants that impact health, performance, and attendance [5C.6, 10D.2]. In addition, when strong odors occur in the air, use ventilation to control them, rather than air-freshening spray [5C.2]. Scented or unscented candles and air-fresheners are not permitted anywhere indoors at the Children’s School [5C.4].

Sun and Insects: Our outdoor classroom is sunny for most of the day. However, there is always some shade available in the pavilion, under the climber, under the umbrellas, and in the sandbox. Families may apply sunscreen to the child prior to arrival at school. If families request a second application prior to the 30-minute playground time, they must provide the sunscreen and written permission for staff to apply it. During camp, when children are outside for a longer time and wearing bathing suits, teachers apply sun block with a minimum UVB and UVA protection of SPF 15 if it is authorized in writing and provided by the family. At this time, our area is not designated by health authorities as high-risk of insect-borne disease; but if that changes, we will use daily application of repellent containing DEET when parents provide written authorization and appropriate repellent. We are not permitted to apply a product that combines sunscreen and insect repellent [5A.16].

Supervising Children [3C.12, 3C.13, 3C.14]

- Maintain appropriate staff – child ratios at all times [10B.22].
 - Minimum of 1:10 for Preschool 3's
 - Minimum of 1:10 for Preschool 4's
 - Minimum of 1:12 for Kindergarten

These ratios are applicable both indoors and outdoors. Field trip ratios are 1:3 for preschool and 1:4 for kindergarten. Wading pool ratios are 1:5 for both preschool and kindergarten.

- Staff members, as a group, must supervise **preschool children** primarily by sight. Classroom space must be designed so that there are no areas of the room where children can hide. Supervision by sound is permissible for short intervals, such as when children go to the children's or private bathroom from the classroom. For children new to the school, an adult should accompany the child to the bathroom. Once children are capable and comfortable toileting independently, they should signal an adult that they are going to the bathroom, and that adult should check frequently to ensure that the child is safe. Once **kindergarten children** are comfortable with the spatial layout of the school, they are permitted after notifying a teacher to go to the restroom, run errands to the office, or go check on a younger sibling independently (i.e., out of sight and sound supervision of the kindergarten staff but within the security system area). Other adults in the school will provide support as necessary (e.g., a preschool staff member could help a child in the restroom or an Administrative Team member could help a child in the hallway), and the kindergarten team will monitor the time a child is gone and check on the child if they do not return to the classroom promptly. All children must be accompanied by a permanent staff member when leaving the playground to use the university or preschool bathroom.

- Staff members responsible for supervising children during program hours (i.e., as part of the above ratio) should not make personal calls or text on their cell phones, except in cases of emergency. Personal cell phones should be programmed for emergency calls only during work hours. Use of personal email, internet, or social networking is not permitted while supervising children.
- Staff members may not leave children alone with volunteers or campus personnel, nor may they leave an undergraduate in charge. Children must always be supervised by a member of the teaching staff or a researcher, all of whom have appropriate training and child protection clearances [10E.3].
- Use your cell phone to call the office for help if needed. Be sure to take it with you to the outdoor classroom and on campus explorations.
- Intentionally account for each child in your group at every transition.
- All staff members are responsible for knowing and consistently following the school's behavior expectations and management guidelines, outdoor classroom policies, family handbook policies, and field trip procedures.
- When on the stairs, use the right handrail when available, take one step at a time, typically single file. During greeting and dismissal of preschoolers, an adult may hold the child's hand on the stairs if needed. Children are monitored by an adult while walking on the stairs at all times.
- Ensure that the children wash their hands upon arrival at school, before and after eating, after toileting (or being changed), after working with the pets, before and after using the water table, and after coming into the school from the outdoor classroom.
- For hand washing, help children line up at the sink and use proper hand washing and drying procedures (1 squirt of soap, vigorous and thorough hand rubbing for 20 seconds, pulling a paper towel from the dispenser, and turning off the faucet with the paper towel. Doors to the bathroom must remain open. Be sure to monitor the cleanliness of the bathroom, correct any problems, and stock supplies as needed. (See the hand washing procedure in the Health & Safety Appendix.)
- For the few children in diapers, be sure to check them at least hourly, including prior to leaving the building and after a quiet / rest time, especially if they sleep [5.A.17]. Only use disposable diapers or pull-ups. When changing a child on the changing table, never leave the child unattended, always wear gloves, and be sure to sanitize the pad and wash your hands afterwards. (See the diapering procedure in the Health & Safety Appendix.) Also, always leave the changing table free of objects and ready for the next use.

- When a child has a bathroom accident, help the child get changed into extra clothes at the changing table or in the children's or private bathroom. Place wet clothes in a plastic bag in the child's backpack.
- When leaving the Children's School facilities, notify the Administrative Team of the reason for departure and expected duration, take the class emergency backpack and your personal cell phone, have children walk single file or in pairs, and have one adult lead and one follow the group.
- When crossing a street, have an adult stop the traffic and stay in the street, have children cross with another adult in single file or pairs, and allow traffic flow to resume only after all the children have safely crossed.
- When children have known allergies, be sure to follow the procedures specified by the parent/guardian and/or health professional regarding foods served or environmental precautions taken. Keep EpiPens out of the reach of children but easily accessible for quick action, including outside; be sure to take them with other first aid supplies on outings.
- When a child has a fall or other accident, follow the emergency procedures appropriate for the situation. Administer basic first aid as appropriate or seek the help of an administrator or Carnegie Mellon EMT as necessary. Be sure to complete an incident report and place one copy in the office file, one copy in the student's file and give one to the parent.
- If a child ingests a poisonous substance, immediately bring the child to the office and have someone call the Poison Control Center. Follow the directions given by the Poison Control personnel.
- When a child is sick, bring the child to the Main Office to be assessed. If the illness interferes with the child's ability to participate in group activities or poses a risk to others such as a vaccine-preventable illness, the parent/ legal guardian/ caregiver will be notified. The child will be excluded from the group and cared for in the Main Office until a parent/ legal guardian/ caregiver arrives to transport the child home or to a medical professional. An Educational Administrator will determine the appropriate follow-up course of action on a case-by-case basis after consulting *Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide* by Susan Aronson, our health consultant, or the child's doctor. If a child is excluded because of a reportable communicable disease, a doctor's note stating that the child is no longer contagious may be required to return to school. *Please note: Under immunized children are excluded during outbreaks of vaccine preventable illness as directed by the state health department [5A.13, 5A.14].*
- Release children only to adults who are listed in the child's file or on a signed note from the parent/guardian [10D.9]. Parents/guardians submit a list of adults to whom we may release their child. Oral changes are permitted if you can verify the identity of the individual. In that case, log the name of the

parent, date, and time of the request, name of the individual, and name of the staff person taking the call.

- Our goal is to ensure that all children are in safe hands as we release them to parents, guardians, or caregivers at dismissal. On rare occasions, educators may be faced with the delicate situation of wondering whether the person picking up the child is in some way impaired and therefore an unsafe caregiver for the child. If such a concern arises, begin by observing the individual carefully to assess his or her demeanor, speech, eyes, and movement. If possible, cue another staff person to observe as well, and/or to care for the children while you walk the person to the main office. If the concern remains, calmly state that you are concerned about the person's condition and ask if there are other arrangements that can be made for the child's care and transportation [10D.9].
- At all times, interact with children without using physical punishment or any form of psychological abuse.

Preparing and Serving Food [5B]

- Food is prepared, served, and stored in accordance with the ServSafe training that is provided by our university dietician. All fruits and vegetables are thoroughly washed prior to eating, to avoid possible exposure to pesticides and bacteria [5B.8].
- Clean food preparation surfaces with Clorox Anywhere before and after use following the manufacturer's instructions, as well as between preparation of raw and cooked foods.
- Keep children safely away from any heat-producing appliances.
- Keep all liquids hotter than 110°F out of children's reach.
- Check utensils and dishes prior to use to ensure that they are not chipped or cracked.
- Use paper cups or the or the child's water bottle for drinks between snack and meals.
- Do not re-use disposable products. Use no Styrofoam products in the kitchen. Never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children's food or beverages. [5B.9]
- Do not serve children younger than four any of the following foods: hot dogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonful of sun butter, or chunks of raw carrots or meat larger than can be swallowed whole.
- Store all non-perishable food in labeled, insect-resistant plastic containers with tight lids. Food should be dated when opened and /or purchased. All perishable foods such as fruit/vegetables should be dated when purchased.
- Items not meant for cooking/eating, such as playdough, should also be labeled and dated.
- Discard foods with expired dates [5B.4].

- Work with families to ensure that snack and lunch brought from home meet recommended nutritional guidelines.
- Make sure that food requiring refrigeration stays cold until served [5B.3].
- Provide food to supplement food brought from home if necessary.
- The program documents compliance and any corrections that it has made according to the recommendations of the program's dietician / health consultant that reflect consideration of federal and other applicable food safety standards.
- For each child with special health care needs or food allergies or special nutrition needs, the child's health care provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care [5B.5].
- All foods and beverages brought from home for storage at school are labeled with the child's name and the date and stored in re-sealable containers.
- The program protects children with food allergies from contact with the problem food. The program asks families of a child with food allergies to give consent for posting information about that child's food allergy and, if consent is given, then posts that information in the food preparation area and in the areas of the facility the child uses so it is a visual reminder to all those who interact with the child during the program day.
- For children with disabilities who have special feeding needs, program staff members keep a daily record documenting the type and quantity of food a child consumes and provide families with that information [5B.5, 5B.6].

Cleaning, Sanitizing, and Disinfecting

- All cleaning, disinfecting, and sanitizing of the facility is carried out as recommended by NAEYC's "Cleaning, Sanitizing, and Disinfecting Frequency Table" [5C.5], using only the "green cleaning" products recommended by CMU's policy and ordered by the school as fragrance-free and least-toxic [5C.6].
- Carnegie Mellon's cleaning service is responsible for the following tasks.
 - Daily –
 - Clean & disinfect door and cabinet handles
 - Clean and disinfect sinks, faucets, surrounding counters
 - Clean and disinfect soap dispensers
 - Clean and disinfect toilet bowls, seats, handles, etc.
 - Clean & disinfect floors
 - Vacuum carpets and all area rugs
 - Clean & disinfect countertops and table IF they are totally clear
 - Clean and disinfect mops and cleaning rags
 - Quarterly - Shampoo carpets and area rugs
- All other classroom area cleaning and sanitizing / disinfecting tasks are the responsibility of the teaching staff. (See the guidelines for washing surfaces in the Health & Safety Appendix.)
 - Clean and disinfect any surface contaminated with body fluids immediately

- (e.g., saliva, mucus, vomit, urine, stool, or blood).
- Clean and disinfect changing table with Clorox Hydrogen Peroxide Disinfecting Wipes or a bleach solution after each child's use.
 - Drain, sanitize, and refill the water table for each session (morning and afternoon for preschool, daily for kindergarten).
 - Clean and disinfect countertops and tables daily using Clorox Anywhere following the manufacturer's instructions.
 - Clean and sanitize utensils, surfaces, and toys that have been in contact with saliva or other bodily fluids after each child's use. Acceptable methods include use of the kitchen dishwasher or washing by hand with water and detergent, then rinsing, sanitizing, and air drying.
 - Clean dress-up clothes not worn on the head weekly.
 - Clean non-disposable hats after each child's use.
 - Clean lockers monthly.
 - The Administrative Team handles laundering of pillowcases, blankets, etc. after each sick child's use.
 - When using wading pools (typically during June camp), follow the guidelines for Disinfecting a Wading Pool (see Appendix). Empty the pools daily.
 - Wash sheets after each use with a nap mat. NOTE that none of our programs include a regular rest time.

NOTE: The Children's School does not use walkers, potty chairs, cribs, mattresses, or sleeping bags.

Pets and Visiting Animals

- Pet reptiles are not permitted at the Children's School because of salmonella risk. Small mammals, birds, amphibians, fish, worms, and insects are permitted if secured from reputable dealers and cared for according to instructions in appropriate habitats.
- Only qualified animal handlers are permitted to bring visiting animals to school (e.g., blind society representative with a seeing eye dog, nature preserve representative with various animal friends, etc.).
- Take care to instruct children on safe behavior with animals, to supervise all interactions between children and animals, and to ensure that they wash their hands before and after contact.

Guidelines For Outdoor Classroom Use [9b]

(Designed for both the Playground and the Reflection Garden, with a focus on safety and in the spirit of developmentally appropriate risk)

NOTE: Natural elements include grassy areas, sandbox, mud kitchen, garden boxes, water play, and loose parts with logs/stumps.

- Only open areas when there is sufficient coverage to monitor them (e.g., Imagination Playground, bikes, water play, etc.).
- Teachers ensure that they maintain good lines of sight to cover all areas of the playground, from the grassy outer ring to the inner oval with rubber surfacing, using an “eyes up” approach. If there is enough coverage, a teacher may do a more focused activity with children.
- Monitor the gates to make sure they stay closed and latched.
- Be vigilant for safety concerns in the outdoor classroom. Teachers should carry their cell phone at all times.
- Monitor the fall zones around each piece of equipment.
- Height of equipment is less than 30 inches = 6-foot distance between structures
- Height of equipment is more than 30 inches = 9-foot distance between structures
- Keep the alligator seesaw away from the slide and climbers.
- The large adult size picnic table is the only picnic table to be inside the bike oval. All small child sized tables are to remain on the outside of the bike oval.
- Monitor loose parts, such as logs, stumps, and tires, so that they are not creating hazards in the fall zones or slide exits.
- Ensure that children keep their feet on the ground in the Music Exploration Area.
- Ensure that children wear helmets during use of any riding toy or scooter (whether as driver or passenger). Do not allow children to wear their helmets while playing in other areas because helmets change the children’s head dimensions and increase the possibilities for entrapment.
- Teachers focus on supervising and promoting productive play among children.
- Classes can use the *covered* blocks Pavilion and *shaded* Reflection Garden for dramatics, snack, etc. with supervision. In addition to these areas, the *sandbox pavilion* offers good shade for sunny days, and teachers can add *umbrellas and canopies* to other areas as needed. Be sure to close umbrellas when leaving the playground so umbrellas don’t get displaced by the wind.
- Picnic tables and chairs are for bottoms only. No standing. No jumping.
- Jumping is permitted from the Rock Climber, Climbing Tunnel, Beanstalk Climber, benches and platforms.
- Use sidewalk chalk only on the sidewalks, NOT on the Bluestone in the Reflection Garden.

NOTE: Teachers use judgment re: supervising children's catch / chase games. Staff Members should NOT be chasing children or encouraging children to chase them.

- No climbing on the fence or on the adults.
- Bikes - Wear your own helmet, ride in the designated direction, no ramming, but pushing is allowed with adult supervision. Park bikes in the "parking lot" in the grassy area between the musical instruments and the double gate.
- Wagons – All potential passengers wear helmets, with only 2 passengers at a time (3 passengers ok for field trips).
- Scooters – With helmets and supervision only.
- Slides – All positions are fine if everyone pays attention for safety.
- Sandbox – Sand stays in the sandbox; sand toys stay in the sandbox. Water in the sandbox only with adult permission. Children may remove shoes for sandbox play. Notify an Educational Administrator to initiate a work order if the sand level nears less than half full.
- Mud Kitchen – Mud stays in the mud kitchen. Ensure that there is no standing water at the end of each session.
- Dig only in the sandbox and garden boxes (i.e., not the gray Eco-Trail or the wood chips).
- Imagination Playground (IP) - No climbing in the storage box. Noodles are for building, not hitting. All loose blocks should be returned to their designated areas at the end of each session, though interesting structures may be left for the next group.
- Shed – No children in the shed without supervision.
- Clean Up – Park bikes in the "parking lot" between the musical instruments and the double gate, make sure sand toys are in the sandbox, and put other toys away.

Special Notes:

- Photos may be taken by outsiders only with permission of the office. The photographer should be wearing a nametag like other visitors.
- Dogs and other pets are not permitted on the playground.
- No children may leave playground without an adult. Permanent staff members must accompany children to the bathroom (i.e., not student employees or volunteers). Researchers with clearances on file may take children from the playground to participate in research sessions. Indoor classroom practices apply to children's use of the restroom in the preschool while their class is in the Reflection Garden.
- Teachers close shed doors and lock gates when playground time is finished. Sheds are locked at the end of the day.

HAND WASHING SONG

*Sung to the tune of Row, Row, Row Your Boat

Slide, slide, slide your hands,



Make a bridge like this.



Don't forget both bracelets,



Then you have to twist!



CHILDREN'S SCHOOL JOB DESCRIPTION FOR UNDERGRADUATES

August 2023

Students working at The Children's School will be extra hands for the teachers in exchange for pay (student employees) and/or experience relevant to the students' program of study (typically psychology for interns and education for student teachers) or future career plans.

****Speak and behave in a professional manner at all times with staff, children, parents, undergraduates, university partners, visitors, service people, etc.**

*Model dress after the staff members. Choose clothes that are comfortable and professional. Working with young children may mean stains, running, stretching, and bending. **Avoid revealing clothing** (e.g., no bare midriff tops, short skirts, or short shorts) and items with slogans or characters. Closed-toe shoes are highly recommended. **Please refrain from eating and drinking in the classroom, other than at snack or lunch times with the children. Never use cell phones while on duty.***

****Strive to be a team player, taking initiative to help with tasks, sharing space and materials, offering support, communicating and reflecting constructively, etc., for the benefit of the whole staff.**

****Follow the school and university policies and procedures carefully and with attention to timeliness.**

****Be prepared to flexibly adapt to the diverse situations that arise in early childhood education, particularly in a university laboratory school.**

****Take direction from the supervising teacher (though taking initiative to complete routine tasks without being asked and offering to play additional roles are highly valued). Be sure to ask questions if you are uncertain what to do.**

[Interns - observed & evaluated by the Director, with input from the teachers]

[Student Employees - observed & evaluated by the Educational Administrative Team, with input from the teachers]

[Student Teachers - observed & evaluated by the Supervising Teacher, with input from the other teachers and the Director]

Teachers provide input about the support staff in their classrooms via the attached form.

Task Categories (** indicates highest priority)

****Teachers**

serve as assistant as described above

****Children**

know and be known

treat children in developmentally appropriate ways

serve all children without bias or favoritism

greet children within the school

monitor children already greeted or waiting for dismissal

address children as "friends" rather than by "boys and girls"

focus comments on children's actions and interactions rather than appearance, clothing, or accessories

help with dressing, toileting, diaper changing, etc.

- help set up and distribute snack
- monitor children on playground, while taking walks, etc.

Since the goal is to foster children's independence and to facilitate their engagement in activities, adults at the Children's School refrain from having children sit in our laps, from playing with hair, clothing, or jewelry, and any other behaviors that encourage them to focus an inappropriate amount of attention on us. Note that it is fine to say, "No, thank you" in order to disengage from a clingy child.

Families

- know and be known

To protect both the undergraduate and the school, please refer ALL questions regarding individual children, school policies, etc. to a teacher or administrator. Feel free to answer simple procedural questions (e.g., where should I put x, etc.). Also, for the same reasons, do not accept babysitting jobs with Children's School families.

Program

- prepare materials for bulletin boards and activities (indoor and outdoor)
- setup bulletin boards and classroom activities
- do simple computer work, such as preparing nametags, printing photos, etc.
- lead activities with individual children, small groups, and/or large groups as appropriate and under the supervision of a teacher (i.e., student teachers typically do more than student employees)
- read stories to children
- cleanup from activities (indoor and outdoor)

Special Events

- setup and cleanup (decoration hanging, table covering, furniture moving, etc.)
- setup and cleanup food
- supervise activities and/or playground

Associate Teachers

- offer assistance if time permits

****Administrative Coordinator/Educational Administrator**

- sign in and out / make timely WorkDay entries
- notify in case of absence / schedule change
- carry messages / distribute mail to student lockers

Office Suite

- type, copy, laminate, bind, etc. and other tasks as requested

Public Relations

- model school philosophy (every staff member is an advertisement)

Space

- light cleaning (e.g., tables, paintbrushes, sinks, etc.)
- student employees may be asked to do heavier cleaning.

Carnegie Mellon University Children's School
STUDENT EMPLOYEE PERFORMANCE EVALUATION FORM
2023/2024 School Year

Department: Children's School / Psychology

Supervising Teacher:

Student: _____ Position: _____

Date:

Please indicate the activities in which the student has been engaged during this week.
 Check all those items that apply.

- Lead activities with individual children
- Lead activities with small groups
- Help children with dressing, toileting, etc.
- Playground duty
- Office work (type, copy, laminate materials)
- Prepare materials for bulletin boards and activities
- Cleanup activities
- Other _____

Please rate the student's performance on the following items where appropriate:

	Poor					Excellent	
1. Attendance	1	2	3	4	5	n/a	
2. Punctuality	1	2	3	4	5	n/a	
3. Performs Duties as Requested	1	2	3	4	5	n/a	
4. Initiative / Motivation	1	2	3	4	5	n/a	
5. Ability to Relate to Students	1	2	3	4	5	n/a	
6. Appropriate Interaction with Children	1	2	3	4	5	n/a	
7. Flexibility	1	2	3	4	5	n/a	

Comments:

STUDENT EMPLOYMENT FEEDBACK FORM

2023/24

Please return to Ms. Yetter

Student's Name (optional)

Term: Summer
 Fall
 Spring

Position Title (optional) Year:
Department Name:

STUDENT SECTION *(to be completed by the student worker named above)*

How satisfied are you with this job?

Very satisfied Satisfied Dissatisfied

Comments:

How would you rate the work? *(i.e., supervisor, coworkers, equipment, facilities)*

Very satisfied Satisfied Dissatisfied

Comments:

What are your responsibilities in this job?

What skill(s) did you use most in this job?

What skill(s) did you develop through this job?

Would you make any changes to improve the work experience?

Yes No

If so, what?

Lifting Safety: Tips to Help Prevent Back Injuries (familydoctor.org) [10.D.1]

(see also <https://www.cmu.edu/ehs/Training/index.html>)

Have you checked the object before you try to lift it?

- Test every load before you lift by pushing the object lightly with your hands or feet to see how easily it moves. This tells you about how heavy it is.
- Remember, a small size does not always mean a light load.

Is the load you want to lift packed correctly?

- Make sure the weight is balanced and packed so it won't move around.
- Loose pieces inside a box can cause accidents if the box becomes unbalanced.

Is it easy to grip this load?

- 1) Be sure you have a tight grip on the object before you lift it.
- 2) Handles applied to the object may help you lift it safely.

Is it easy to reach this load?

- To avoid hurting your back, use a ladder when you're lifting something over your head.
- Get as close as you can to the load. Slide the load towards you if you can.
- Don't arch your back--avoid reaching out for an object.
- Do the work with your legs and your arms--not your back.

What's the best way to pick up an object?

- Use slow and smooth movements. Hurried, jerky movements can strain the muscles in your back.
- Keep your body facing the object while you lift it. Twisting while lifting can hurt your back.
- Keep the load close to your body. Having to reach out to lift and carry an object may hurt your back.
- "Lifting with your legs" should be done only when you can straddle the load. To lift with your legs, bend your knees, not your back, to pick up the load. Keep your back straight.
- Try to carry the load in the space between your shoulder and your waist. This puts less strain on your back muscles.

How can I avoid back injuries?

- Warm up. Stretch your legs and your back before lifting anything.
- Pace yourself. Take many small breaks between lifts if you are lifting a number of things.
- Don't overdo it--don't try to lift something too heavy for you. If you have to strain to carry the load, it's too heavy.
- Make sure you have enough room to lift safely. Clear a space around the object before lifting it.
- Look around before you lift and look around as you carry. Make sure you can see where you are walking. Know where you are going to put down the load.
- Avoid walking on slippery, uneven surfaces while carrying something.
- Don't rely on a back belt to protect you. It hasn't been proven that back belts can protect you from back injury.
- Get help before you try to lift a heavy load. Use a dolly or a forklift if you can.