

MICHIGAN STATE

U N I V E R S I T Y

Child Development

Laboratories Student Staff Handbook

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Welcome

We at the Child Development Laboratories would like to welcome you as a new employee! We are excited that you have joined our team and hope that you will benefit from working as part of the East Lansing and Haslett CDL staff. This manual is to explain policies and procedures to meet licensing standards for the State of Michigan and accreditation standards of the National Association for the Education of Young Children (NAEYC). The information provided will support your work in the CDLs.

Mission Statement

The Child Development Laboratories at Michigan State University have a 4-prong mission to provide:

- An exemplary setting for training students in child development
- Outstanding service to children and their families
- A research setting for faculty and students
- A base for outreach and engagement to other early childhood professionals

Philosophy

The MSU CDL serves children and families by providing a play-based curriculum influenced by such theorists as Vygotsky, Piaget, and Bronfenbrenner. We are able to provide a developmentally appropriate curriculum designed to promote development of the *whole child*. We do this by addressing development in six domains: aesthetic, affective, cognition, language/communication, physical, and social. Our programs provide a continuity of interaction across classrooms through the use of social guidance techniques. The CDL welcomes children and families representing many languages, countries of origin, income levels, family structures, and ability levels. We value families as experts on their own children and collaborate with families to develop individually appropriate goals for children within the context of the classroom community. Families will find outstanding support from our staff as they learn to be advocates for their children through our programs.

***All Staff and students are expected to follow the NAEYC Code of Ethics,
<https://www.naeyc.org/resources/position-statements/ethical-conduct>***

Confidentiality:

The expectation is that you maintain confidentiality in relation to children, families and staff. That means if you overhear conversations, keep them to yourself. If you are doing data entry, refrain from sharing information you come across with anyone. If you are concerned about a situation, speak directly to the Head teacher or CDL administration rather than asking anyone else for advice.

Professional Behaviors:

We expect that, as an employee, you will demonstrate the following behaviors:

- Arriving on time- being in the classroom at the time your shift begins
- Being present for all scheduled shifts
- Dressing appropriately
- Preparing ahead of time for any responsibilities
- Showing initiative in clarifying concerns

- Following directions accurately
- Using appropriate grammar
- Using accurate spelling
- Taking advantage of available resources
- Address all faculty, staff, and students by their last name, unless in an informal, non-public situation. If you are more formally introduced, then you will be addressed by your last name.

Dress Code at the CDL (see powerpoint, complete form)

As a member of the CDL, it is important that you present a professional image to families, children, and visitors. How you look influences people's impression of how responsible you are and how seriously you take your work with the children. We, therefore, expect you to wear clothing that is neat, clean, modest, safe to move in, and comfortable. Also, dress for the weather. Always be prepared to go outside with the children. In cold weather wear mittens, hats, boots, etc.

These requirements are not meant to inhibit your personal preference in dressing, but to increase your effectiveness as a teacher of young children or staff member in a school environment.

The following types of clothing should be **avoided**:

- 1 T-shirts or sweatshirts that include images or words unsuitable for young children.
- 2 Tank tops with thin or "spaghetti" straps.
- 3 Impractical Shoes: flip flops, high heels, etc. You must be able to run easily and quickly to maintain safety.
- 4 Clothing that is ripped or torn.
- 5 Revealing clothing: short shorts, very tight clothing, miniskirts, underwear worn as outer wear, halter tops, scoop neck tops, long sweat shirts or sweaters without slacks underneath, etc.
- 6 Long fingernails (for purpose of safety and hygiene)
- 7 Hats or head coverings are not worn indoors except for health or religious reasons.

Staff is advised that:

- 1 Long, dangling earrings, bracelets and necklaces may be yanked by children or damaged during routine activities.
- 2 Durable, washable clothing will best withstand the rigors of the job.

Lunch and Breaks

Depending on your schedule, you may get a break or a lunch. If you want to stay in the building you may use room 16 in East Lansing or the workroom in Haslett.

East Lansing campus: There is a microwave in the workroom and in room 16 downstairs for your lunches.

Staff are given a 15-minute rest period during each continuous four hours of work. Rest periods are scheduled by the supervisor to insure the continued efficiency of the work unit. The rest period is to be preceded and followed by a work period. It should not be used to cover a student's late arrival or early departure. Rest periods cannot be accumulated. When completing your time sheet, the break periods should be included on your time sheet in the following:

4-6 hours= 15 minute paid break

6-8 hours= 30 minute break (15 minutes paid and 15 minutes unpaid)

8+ hours= 1 hour break (30 minutes paid and 30 minutes unpaid)

POLICIES

Signing in/out for Hourly Staff:

Every two weeks, you will begin a new time sheet. Both CDL campuses require you to fill out time sheets by hand. All employees are required to sign in prior to your scheduled shift upon arrival. Do not proceed directly to the classroom until after you have signed in. If you take any breaks, including lunch, you must return to record your time out. After breaks or lunch, sign back in and return to work. At the end of each day you must sign out and total your hours.

Totaling Hours: Hours must be totaled and written in for each day. You are required to convert minutes to decimals. (ex: 35 minutes should be recorded as $35/60=.58$) You must also total your hours every week and this also must be written in decimal format.

Procedures for completing Time Sheets every two weeks:

1. Begin with a blank time sheet. Write in your name and sign the bottom. (If you are absent on a day time sheets are due this allows you to still get paid. Unsigned time sheets will be held an additional two weeks)
2. Every day you are required to sign in prior to your shift and upon returning from breaks. You are required to sign out for any breaks taken and at the end of the day.
3. Total your hours in decimal format at the end of each day.
4. At the end of each week, total your weekly hours in decimal format.
5. At the end of two weeks, total both weeks to recheck your work and leave your time sheet in your folder for processing.

Attendance Policy for Student Staff

In support of consistent, professional staffing we will be tracking work attendance. The standard of attendance is 95% for your shifts. At the end of each month your attendance rate will be evaluated. At the first of every month, students who fall below 95% will receive notification.

After one month of attendance below 95% you will be given a written warning signed by both your supervisor and yourself. This documentation will be filed in your employee folder.

Should your attendance drop below 95% for two months during a semester you will be terminated.

We are typically open 20 days in a month. If you have 5 shifts a week the following shows attendance rates:

100% = 20 shifts attended

95%= 19 shifts attended

85%= 17 shifts attended

Late Policy: If you are late to your shift or leave early, this time will be calculated as a percentage of your shift being absent. We expect you to report to the office to sign in before your shift and sign out after your shift.

Illness Policy: If you are out due to illness this will count towards your percentage for the month, unless you provide a doctor's note to be excused.

Vacation Policy: Each staff member will be allowed an average of 1 shift per month that is not counted against your percentage. To utilize your vacation time, you must e-mail the CDL Office Manager at least 7 days in advance for approval. If you have not submitted your request 7 days prior, the absence will count against your monthly percentage.

The CDL is open during exam weeks and holiday breaks. Let the office know if any exams conflict with your shifts (these are excused). Attendance is expected when the CDL is open and children are present. Note: shifts will be adjusted during University breaks such as spring break and between semesters.

Bereavement Policy: The CDL aligns its bereavement policy with that of the University staff policy. They allow up to three funeral days in case of death of the employee's: spouse, child, brother, sister, parent, grandparent, grandchild, half-brother, Half-sister, Step-parent, Father-in-law, Mother-in-law, Son-in-law, Daughter-in-law, Brother-in-law, Sister-in-law, Grandparent-in-law.

One day is allowed in the case of death of an employee's or employee's spouse's uncle, aunt, nephew, or niece.

Parking

CDL student employees will be issued parking permits. Permits are valid in the rear parking lot located behind the CDL playground. Spaces in the circle drive near the main entrance are reserved for CDL families and visitors only. Parking at Haslett is in Wilkshire lot nearest the fence.

Program Hours

Program office hours are 7:30 a.m. – 6:00 p.m., Monday through Friday at our East Lansing site. The Haslett site operates 7:30-5:30. If you need to reach the office staff, the phone number for East Lansing is (517) 355-1900 and after hours you may leave a voicemail message. The phone number for the Haslett site is (517) 339-6045. In the event of your absence, call your Director directly at her provided cell phone number as far in advance of the absence as possible.

Cleaning and Sanitizing (taken from NAEYC criteria)

Programs will use separate spray bottles containing soapy water, rinse water and a sanitizing solution of water and non-scented chlorine bleach with a concentration of bleach between 50 –200 parts per million (one teaspoon to one tablespoon of bleach per gallon of water). Test strips must be used to check the concentration of the bleach/water solution. This solution must be made fresh daily.

The following steps must be followed for washing, rinsing and sanitizing:

- Wash the surface or utensil vigorously with soap and water.
- Rinse the surface or utensil with clean water.
- Submerge, wipe or spray the surface or the utensil with a sanitizing solution.
- Let the surface or utensil air dry.

Staff will use the three step process to clean and sanitize hard surfaces including:

- Hard surfaces before and after eating
- Tables when staffs leave for the day
- Changing tables after each use
- Plastic mouthed toys at the end of the day
- Sensory table if it had fluids in it
- Cots need to be cleaned weekly

For cleaning up vomit (including spit-up), it is recommended the surface or article be disinfected. A disinfecting solution can be made using water and non-scented chlorine bleach as follows:

- **Stainless steel and food/mouth contact items** -1 tablespoon of bleach per gallon of water.
- **Non-porous surfaces, countertops, sinks** -1/3 cup bleach per gallon of water.

The bleach solution should be left on the surface for 10 to 20 minutes and then rinsed with clean water.

Food Preparation and Safety (taken from NAEYC criteria)

Staff take steps to ensure the safety of food brought from home:

- They work with families to ensure that foods brought from home meet the USDA's CACFP food guidelines.
- All foods and beverages brought from home are labeled with the child's name and the date.
- Staff make sure that food requiring refrigeration stays cold until served.
- Food is provided to supplement food brought from home if necessary.
- Note all allergies of children and program. If life threatening allergies exist such as peanut or nut, families should be informed so as not to include those products in their children's lunch.
- Adults in the classroom must monitor lunches to be sure that allergens are not included.
- Discard any foods with expired dates.
- Never use plastic or polystyrene containers, plates, bags, or wraps when microwaving children's food or beverages.

Staff shall minimize bare-hand contact with foods that will be cooked. Ready to eat foods shall not be prepared or served using bare hands. Staff will wear sanitary disposable **food service gloves** when preparing foods, even foods that will be cooked.

"Ready to eat food" means food that does not require cooking and that will not be cooked before being served. If ready to eat food will be handled, any of the following can be used:

- Utensils.
- Sanitary disposable food service gloves.
- Deli tissue.
- NOTE: thoroughly wash all fruits and vegetables prior to eating.

Food shall be prepared on *food grade* surfaces that have been washed, rinsed, and sanitized. This prevents food borne illness and assures the health and safety of children. "Food grade surface" means a surface that is easily cleanable and made from a material that will not migrate into, contaminate, or taint the food.

The following is the three step process that must be followed for washing, rinsing and sanitizing:

- Wash the surface or utensil vigorously with soap and water.
- Rinse the surface or utensil with clean water.
- Submerge, wipe or spray the surface or the utensil with a sanitizing solution.
- Let the surface or utensil air dry.
- Programs will use separate spray bottles containing soapy water, rinse water and a sanitizing solution of water and non-scented chlorine bleach with a concentration of bleach between 50 –200 parts per million (one teaspoon to one tablespoon of bleach per gallon of water). Test strips must be used to check the concentration of the bleach/water solution. This solution must be made fresh daily.

Hand Washing (taken from NAEYC criteria)

All **staff** and volunteers shall wash their hands at all of the following times:

- Prior to starting the workday
- Prior to care of children
- Before and after preparing, serving or eating food or feeding children
- Before giving medication
- After each diapering
- After using the toilet or helping a child use the toilet

- After handling bodily fluids
- After handling animals or cleaning cages/tanks
- After handling garbage
- After using the bathroom, sneezing, coughing or wiping noses

All **children** shall wash their hands at all of the following times:

- Before and after meals, snacks or food experiences
- After toileting or diapering
- After handling animals
- Before and after playing in sensory table or sandbox

All adults are asked to wash their hands before entering children’s play spaces. You are also advised to wash your hands when you leave. Thorough hand washing with liquid soap can reduce the spread of colds and flu by 80% when done systematically by everyone. In addition, children and adults are to wash hands with liquid soap and running water before and after eating or serving food, and after handling body fluids, such as saliva, nasal discharge, eye discharge, human and animal waste (urine and feces), open sores and blood. Guidelines for cleaning and sanitizing surfaces and toys are posted in every classroom.

Choking Hazard: Guidelines for lunch for children

1. Families are responsible for providing food cut into the appropriate sized pieces for their child.

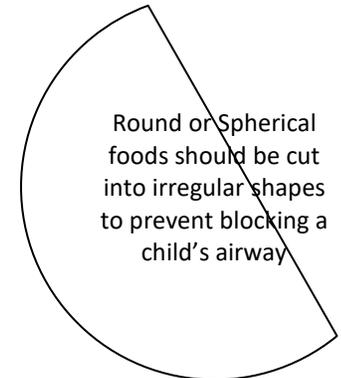
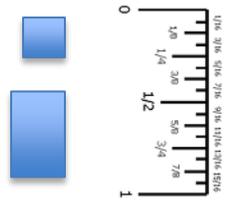
Teachers cannot serve food that is a choking hazard.

If each child brings 20 berries for lunch, the teacher would need to cut each berry into the appropriate size and shape to avoid choking. With 12 children this is 240 berries to cut!

Appropriate size of food

Infants: ¼ -inch square

Toddlers/Two: ½ -inch square



Commonly miss-cut items for infants and toddlers:

- String cheese (Should be cut into half-moons or shredded)
- Hot dogs (Should be cut into half-moons or irregular shapes)
- Chicken nuggets or pieces of meat (meat cut against the grain into small pieces)
- Blueberries and grapes (cut in ½ or ¼ depending on age of child and size of fruit)
- Carrots (cut into thin matchsticks, shredded, or in sizes small enough to swallow whole)

Food that should be cut up:

Cheese, meat, firm fresh fruit (apples, pear, strawberries, pineapple, etc.), round fruits (grapes, blueberries), and raw vegetables

Children younger than 4 years may not consume: Popcorn, raw peas, hard pretzels, or spoonfuls of sunflower butter

CACFP recommends the following food items and quantity for children to consume at lunch:

Food Components	Ages 1-2	Ages 3-5
Fluid milk	4 ounces (½ cup)	6 ounces (¾ cup)
Protein <ul style="list-style-type: none"> • Meat (tofu, poultry, etc.) • Cheese • Large Egg • Cooked beans or peas • Seed butters • Yogurt 	Choose 1 1 ounce 1 ounce ½ egg ¼ cup 2 tbsp. 4 ounces	Choose 1 1.5 ounces 1.5 ounces ¾ egg ⅜ cup 3 tbsp. 6 ounces
Vegetables and Fruits	¼ cup total	½ cup total
Grains <ul style="list-style-type: none"> • Whole grain bread, biscuit, roll, muffin • Cereal or pasta 	Choose 1 ½ serving ¼ cup	Choose 1 ½ serving ¼ cup

http://www.fns.usda.gov/sites/default/files/Child_Meals.pdf

Illness

To safeguard the health of the children and staff, we request you follow these guidelines when deciding if you are well enough to come to work.

SYMPTOM

STAY HOME UNTIL

Fever

Fever registers below 101 degrees for at least 24 hours **without** the use of fever reducing medications.

Diarrhea

Stool returns to normal and child can toilet independently (per developmental level).

Vomiting

No further problems exist, and vomiting has stopped.

Contagious Conditions: We will notify you if there are any cases of a serious contagious disease. If you are diagnosed with a contagious disease, call the office so we can notify staff and families.

Classroom Fire Emergency Procedures

EAST LANSING

Attendance is taken daily and the information is shared with all adults.

1. In the event of a fire, one adult is dispatched to alert the Program Office and to PULL THE FIRE ALARM FOR THE BUILDING and to call 911.
2. The office phones in the alarm - depending on conditions.
3. Dial 911 - FIRE at Central School - 325 W. Grand River, East Lansing.
4. At sound of alarm, teachers immediately begin building evacuation.
5. Children are drilled in the following procedure:
 - a) When you hear the fire alarm, stop what you are doing and walk to the classroom door.
 - b) Adult quickly counts children and leads them out via the closest safe exit - see posted emergency routes

- from each area of the building taking the daily attendance sheet and the emergency card file with her/him. Do not stop to dress children in shoes or coats. Teachers and children should exit the building **immediately**.
- c) Other adults follow the children, one adult checking for stragglers and making sure no children are in the observation booth, bathroom or locker areas, hiding under tables or other furniture. When frightened, some children may hide.
- d) Groups gather outside at their designated place for head count of children and adults.
- e) Children wait for instructions from Lead Teacher. In event of actual fire, children are to be moved to the far end of the play area - farthest from the building.

At the beginning of each semester discuss with the Lead Teacher what to do if your primary means of exit from your room is blocked or unsafe.

Also at the beginning of the semester assign an adult to assist any child who is not able to follow verbal directions independently, needs physical assistance or is very upset by loud noise.

*NEVER return to the classroom to get something (It may NOT be a drill). Move promptly to the exit.

Fire extinguishers are located: near exit doors to stairs

Fire Alarm is located: near exit doors to stairs

If weather is such that children need to be taken to a dry/warm location during a fire emergency, after assembling in the designated place on the playground, children will move to the parking lot and be loaded onto an MSU bus and moved to Breslin Center on the University campus.

Classroom Fire Emergency Procedures

HASLETT

Attendance is taken daily and the information is shared with all adults.

You should always know how many children are in your group.

1. In the event of a fire, one adult is dispatched to alert the Program Office and to
2. PULL THE FIRE ALARM FOR THE BUILDING.
3. The Office Staff phones in the alarm from the office - depending on conditions.
4. Dial 911- FIRE at Wilkshire School – 5750 Academic Way, Haslett
5. At sound of alarm, teachers immediately begin building evacuation.
6. Children are drilled in the following procedure:

- a) When you hear the fire alarm, stop what you are doing and walk to the teacher who is at the classroom door.
- b) Adult quickly counts children and leads them out via the closest safe exit - see posted emergency routes from each area of the building taking the daily attendance sheet and the emergency card file with her/him. Do not stop to dress children in shoes or coats. Teachers and children should exit the building immediately.
- c) Other adults follow the children, one adult checking for stragglers and making sure **no** children are in the observation booth, bathroom or locker areas, hiding under tables or other furniture. When frightened, some children may hide.
- d) Groups gather outside at their designated place for head count of children and adults.
- e) Children wait for instructions from teacher. In event of actual fire, children are to **be** moved to the far end of the play area - farthest from the building.

At the beginning of the semester discuss with your Head Teacher what to do if your primary means of exit from your room is blocked or unsafe.

At the beginning of the semester assign an adult to assist any child who is not able to follow verbal directions independently, or is very upset by loud noise.

*NEVER return to the classroom to get something (It may NOT be a drill). Move promptly to the exit.

Fire extinguishers are located: note locations at your site.

Fire Alarm is located: note locations at your site.

Tornado Warning Emergency Procedures

EAST LANSING

Sound: 2 minutes of steady siren.

WARNING Sign: Office staff enter classroom, carrying TORNADO WARNING sign. Office staff immediately alert Lead Teacher -who then initiates the move to the safe areas. Each classroom has a designated place to go. Staff teacher leads, other adults assist. Lead teacher leaves last, taking emergency cards – flashlight, First Aid Kit, and Attendance sheet. If possible take books, toys, etc. to provide activities in shelter until you are notified of an all clear.

All adults should be aware of the designated area for your classroom.

Emergency lighting (lanterns) and battery-operated radio will be brought from the Program Office. An Emergency Bag is located at each end of the lower level. They contain diapers and additional First Aid supplies.

There is no siren signal for 'all clear'.

The campus sirens are tested at 12:30 p.m. on the first working day of each month.

Locations for Classrooms During Tornado Drills

1st Floor

Room 104	Full-Day Infant Room*	Move all occupants to the bathroom away from the entrance.
Room 105	Young Toddler Room*	Move all occupants to the bathroom away from the entrance. Slide changing table in front of door.
Room 106	Toddler Preschool*	Move all occupants to the bathroom away from the entrance. Slide changing table in front of door.
Room 110		Move all occupants to the bathroom away from the door.

2nd Floor

Room 214	Preschool*	Go to hallway in front of classroom and close doors.
Room 216	Preschool*	Go to hallway in front of classroom and close doors.
Room 203	ELI*	Go down to the south staircase to the basement's northwest hall (outside the bathroom and food storage room.)
Room 209	Video, Research & Office Spaces	Go down the north staircase on each side to the basement's east hall.

Ground Floor

Room 16		Go to hallway by food storage.
Gym		Go into storage room or hallway near art storage (east).
*Observation booths-follow classroom children		

Tornado Warning Emergency Procedures

HASLETT

Sound: 2 minutes of steady siren.

WARNING Sign:

Secretary or other office staff enter classroom, carrying TORNADO WARNING sign. Office staff immediately alerts Head Teacher -who then initiates the move to the safe areas of building.

Each classroom has a designated place to go.

Student teacher leads, other adults assist. Head Teacher leaves last, taking emergency cards - flashlight

First Aid Kit - Attendance sheet. If possible take books, toys, etc. to provide activities in shelter until you are notified of an all clear.

Take children to your area of the lower level - by, but not in the Gym.

All adults should be aware of the designated area for your classroom.

Emergency lighting (lanterns) and battery operated radio will be brought from the Program Office.

There is no siren signal for 'all clear'.

ALL CLASSROOMS ARE TO GO TO THEIR CLASS BATHROOM. These are fortified and contain no windows.

Emergency Policies, East Lansing CDL

Building Evacuation- If the CDL has to be evacuated (example gas leak or fire) families will be alerted to pick up their children. In inclement weather a CATA bus will come to the CDL parking lot so children can sit inside.

Lockdown- Building doors will not be open for any reason during a school lockdown. Families will be updated periodically through the REMIND app.

The Child Development Laboratories uses REMIND, a communication application that helps teachers and administrators connect instantly with families, via text message or email, to inform them of school wide emergency situations.

Emergency Policies, Haslett CDL

Building Evacuation- If the CDL has to be evacuated (example gas leak or fire) families will be alerted to pick up their children. In inclement weather a Haslett Public School bus will come to the CDL parking lot so children can sit inside.

Lockdown-The building and classroom doors will be locked. Children will go into classroom bathrooms with their teachers. Families will be updated periodically through the REMIIND app.

MATERIALS FOR CLASSROOM USE

East Lansing Materials Storage Rooms, 7, #11, and Gym Storage

Haslett Materials Storage: large cabinets in each classroom, cabinets in lunch room, shelves in gym

When checking out materials:

1. Upon selection of a material, check the shelf letter and number.
2. Locate the clipboard with your room number on the top of the page.
3. Indicate on the sign out sheet the material name, location and your name.
4. Upon return of the material check that:

- All pieces are with it, e.g., all puzzle pieces are together and puzzle is complete
- The bin only has the indicated material, i.e., no odd parts

CDL POLICIES FOR BUILDING MAINTENANCE

Conference/Break Room - Room 16 / East Lansing

1. Dispose of trash in the trash containers and move your chairs back into position. Wipe down the table using the Chlorox wipes. Custodial service in this room is only once per week.
2. Wash your dishes and put in dish drainer.

Work Room / Haslett

1. Dispose of trash in the trash containers and move your chairs back into position. Wipe down the table using the Chlorox wipes.
2. Wash your dishes and put in dish drainer.

Outdoors

1. Put away all of the toys and materials that you remove. Do so neatly so that the shed is orderly.
2. During growing season, pull weeds in the herb beds and flower beds as you happen to see them. They may be put behind the shed. (Some weeds may be harmful to children). If you suspect that poison ivy or other invasive plant may be growing in the play yards bring it to the attention of the CDL office.

Gym/East Lansing

1. The gym is set up every Friday by Head Teachers and student teachers to meet the developmental needs of all children attending the CDL. If you use the gym the materials in the gym should be put back and left set-up how it was found after every use.

Food Storage

1. Supplies kept in food storage that you will need to access include Kleenex, wipes, paper for changing tables, food service gloves, and diaper changing gloves.
2. While we do weekly inventory on supplies, if you take the next to last of an item, please let the CDL office know.

Neat, orderly classrooms convey a professional image. Children, parents and visitors perceive them as evidence that the adults in charge care about what they do and that they take pride in the program. On the other hand, clutter and dirt give classrooms a disorganized, chaotic appearance.

The following guidelines have been created to help you:

- Keep countertops, window sills, and children's shelving free of clutter.
- Avoid using masking tape or scotch tape on all painted surfaces and on the rugs.
- Display pictures and posters at children's eye level. Use masking tape or staples on the tackable surfaces; use tape on the formica walls, use only "sticky tack" on painted and wood surfaces.
- Wipe up spilled paint, juice, or glue immediately using warm soapy water.
- Keep safety caps in all unused outlets.
- Maintain window blinds at a uniform height.
- Periodically wipe down portions of the woodwork and walls to remove fingerprints and splash marks.

- Remove food from the floors each session to avoid stains and ants.
- Avoid taping anything to the one-way glass. Materials on the glass inhibit observation and the tape eventually mar the mirrors.
- Wipe tables down with warm soapy water
- Keep booths neat and free of clutter. Assume booths are used on a daily basis for tours, class observations and by families.

Laminating

Laminating on the large laminator is done every Friday afternoon. To have larger items laminated, complete a work request, found in workroom, and leave your lamination on the laminating table.

If using hard laminate, you can use can do this yourself. Do alert the office if you open the last container of laminate.

Working in the Classroom with Children

If you have any questions, do not hesitate to ask the Lead Teacher. Different teachers have slightly different procedures. Always feel free to ask clarifying questions.

Working with Children- if you find yourself feeling stressed or unable to perform your responsibilities call the office and someone will relieve you for a short period of time.

Supervision Policy

Definition of global view: position yourself so that you can always see and hear any child in the classroom, whether sleeping or awake.

For infants to three-year-olds: Teachers must be able to see and hear all of the children at all times. Maintain a global view.

For three- to five-year-olds: Teachers must keep children within sight and know where all of the children are at all times. Maintain a global view. Children may be out of sight for short intervals of less than three minutes (e.g., sitting behind a tall shelf, playing behind the bushes on the playground, playing underneath the loft) if teachers have seen that the children are safe and check on them every three minutes.

For all ages:

- The number of children currently present at school must be posted in a spot that is clearly visible to all who enter the classroom.
- Teachers must communicate the number of children present to all staff as they arrive for their shift.
- As children arrive or depart school, teachers must update the posted number of children and communicate to each other what the new number is.
- Children must be counted aloud before and after transitioning from the classroom to the playground/gym, and before and after transitioning from the playground/gym to the classroom. This

number must match the number of children who are currently signed in. **DO NOT** leave the classroom/playground/gym until all of your children have been accounted for.

- If a child temporarily leaves the classroom for any reason (e.g., research, going to the office), they must be accompanied by a staff member. The name of the child who is leaving must be communicated to all teachers, and must be posted in a spot that is clearly visible to all who enter the classroom.

Supporting Self-Regulation: Discipline

Young children are just learning how to get along in a group. They are learning about desirable social behaviors, social rules, and how to balance a gradually growing awareness of rules with their own needs and wishes. In our program we help children learn acceptable ways to achieve the goals they seek. Adults give children cues about which behaviors to maintain or avoid and which alternative behaviors may be more successful. The overall discipline policy in the Child Development Laboratories is aimed at helping children learn to develop internal behavior controls. Use of a predictable daily schedule and routines are known to decrease challenging behaviors. Below is a brief overview of the techniques adults are expected to use.

Infants and toddlers are learning about the world around them and cause and effect. They are developing the language or communication system to make their needs and wants known to others. As adults in their world, we pay attention to their motivations for their behavior and construct an environment to meet the needs of infants and toddlers to reduce conflict, model desirable behaviors, and engage in emotionally rich interactions.

Adults will help children become more aware of their own behavior by:

- Acknowledging children's positive behaviors—e.g., “Wow, you cleaned this up all by yourself. Now the toys are ready for other children to use.” “You've all waited your turn. Now everyone can have a chance to play.”
- Telling children what TO do, as well, “Walk,” instead of “Don't run.”
- Redirecting children's behavior and suggesting alternatives to unacceptable behavior—e.g., a teacher redirects a child throwing stones to throwing beanbags through a target.
- Giving suggestions or directions in a positive manner—e.g. “Ride on the sidewalk” rather than “Don't ride on the grass.”
- Focusing on children's behavior rather than attitudes or personality characteristics and labeling by name the behavior of the child that is either unacceptable or inappropriate—e.g. “It upsets me when children hit each other” rather than “It upsets me when children are so mean to each other,” Or “It makes me feel good to see you sharing the game” rather than “It makes me feel good when you act so nice.”

Adults will develop rules to protect the safety of children, property, and the rights and feelings of others.

Adults will create rules that are reasonable, definable and enforceable.

- Reasonable: The rule is something that the child can do—e.g., “Don't cry” would not be reasonable for an infant or young child (or even a preschool age child).
- Definable: The child knows exactly what the teacher expects—e.g., “Wash your hands after you go to the bathroom.” rather than “Be good in the bathroom.”

- **Enforceable:** The adult is able to know when the rule is broken. An enforceable rule would be to walk in the classroom; a non-enforceable rule would be to think good thoughts.

Teachers will formulate consequences that are immediate, consistent and logical.

- **Immediate:** Can be enforced as soon as the rule is broken.
- **Consistent:** Can be enforced each time the rule is broken.
- **Logical:** Helps the child learn how to follow the rule the next time and to recognize how his/her actions affect others.

Teachers will remind children of consequences that will result if they break the rule—e.g., “You can either stop pushing or we’ll wait inside until you do.”

“You can either walk in the classroom or I will walk with you.”

Teachers will follow through on stated consequences if children continue to break the rules—e.g., “Remember, I said you could either stop pushing or we’d stay inside until you did. Now we’re going to wait in here until everyone is standing quietly.”

Teachers will model a rational, calm approach to problem situations, interacting quickly in a crisis and using their voices as a teaching tool, sounding firm, not harsh or shrill.

Teachers will purposely ignore some problem situations. For example, John is using silly names as he plays in the block area by himself. He is directing these names toward the wooden figures in the area. The teacher decides to ignore this behavior as a way to eliminate it rather than telling him to stop.

Teachers will use proximity control to redirect potential problem behaviors. This means that teachers will move near children to survey the situation and give children cues to change behavior. The teacher may not have to do anything else or even say anything.

Teachers will use painless removal from the situation as a last resort. For example, the teacher removes from the classroom a child who is crying uncontrollably until the child has an opportunity to calm down or bodily removes a child from the scene of a fight until the child is calm enough to discuss the situation. A teacher will remain with a removed child. This is called time-away.

Time-Away: Children can experience very intense feelings such as anger, sorrow or excitement. Sometimes these feelings are so strong that children can no longer control their behavior. They may kick, scream, hit or sob uncontrollably in an effort to express their emotions.

When this happens teachers will be patient, supportive and firm in their efforts to help children regain control. In these situations teachers usually implement a time-away procedure. Time-away means just what its name implies: children take time away from the busy classroom to regain their composure privately with the support of a caring adult. Children are never left unaccompanied. For example, if a child has a tantrum:

- The teacher will take him/her to a quiet place in the room or immediately outside of the room. This will be an open safe space where the child has few distractions, where the child will be less disturbing to other children, and where classmates have little opportunity to stare at or tease the child. When children are upset, privacy helps them to calm down; an audience prolongs the difficulty.
- Once the child is in the time-away area, the teacher will say something like this: “You’re still very upset. When you are quiet for one minute, we can talk about what’s bothering you.”

- The teacher will remain with the child and, if necessary, carefully restrain the child from hurting him/herself or the adult.
- Once the child has satisfied the conditions of the time-away (e.g., one minute of calm), the teacher will accompany the child back into a quiet part of the classroom to discuss the original concern.
- Later in the day the teacher will make sure to have some positive contact with the child to show that the teacher does not dislike the child because he/she lost control. Thus the purpose of time-away is to help children regain control, not to punish, shame or blame children in any way.
- Time-away is the ultimate discipline strategy used at the CDL. Teachers do not threaten, slap, spank or ridicule children in an effort to maintain order in the classroom.

In accordance with State of Michigan Licensing Rules for Child Care Centers and NAEYC (National Association for the Education of Young Children) accreditation criteria it is the policy of the MSU Child Development Laboratories that teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.

It is the policy of the MSU Child Development Laboratories that teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.

Guidelines for Classroom Participants in the Child Development Laboratories

Never be in the position where you are alone with a child. If taking a child to the bathroom, stand outside the door with your foot propping it open.

1. Ask questions if you are unfamiliar with materials used in any activity you are assigned to implement.
2. Always be alert to children's safety—take action in unsafe situations (you can discuss alternate approaches later with the teacher).
3. If you are involved in a messy activity such as finger painting, provide yourself and children with smocks and roll up sleeves.
4. Avoid making patterns or models for children to follow.
5. When a child makes a picture never ask, "What is it?" Instead, say, "Tell me something about your painting."
6. Allow children to do as much for themselves as possible. For example: Pour their own juice, choose the color of paper they would prefer, wash their hands, help with cleaning up, etc.
7. If you make a promise to a child, make sure you keep it.
8. Participate with other children indoors and outdoors, rather than standing by the side or talking with other adults.
9. Do not hesitate to ask for help from other adults in the room if necessary.
10. Position yourself in an activity area where you will have the greatest amount of vision and can see all that is going on (do not sit with your back to the room).



What to Say, How to Say It, When to Say It

1. Discuss the children after the session or before, not during the time that children are present.
2. When talking to a child, place yourself on his/her eye level. Kneel down and look at him/her when talking or listening.
3. Use a natural voice. Avoid sing-song speech or baby talk.
4. Speak slowly and distinctly. Avoid “huh”, “yeah”, “woncha”, and “cancha”.
5. Avoid long sentences. Use a few well-chosen words or directions.
6. Instead of loudly expressing a command, go over to the child and use a whisper or low voice to give direction.
7. Avoid saying “don’t do this.” Instead provide a direction as to what the children can do. For example, “Walk,” instead of, “Don’t run.”
8. Address child by name. Do not refer to children as, “You guys.”
9. Praise children but avoid labels such as “you’re a good girl.” Never tell a child that he/she is “bad” or that something he/she did was “not nice.” “Bad” and “not nice” are unacceptable adult vocabulary



PLAYGROUND SUPERVISION GUIDELINES

For All Participating Adults:

The playground equipment was selected to provide stimulation and physical challenge. Generally, if children can do something, they may! Let them experiment. Use common sense and good judgment while supervising children.

1. Get involved with children- talk to them, play with them.
2. Try the equipment yourself.
3. Encourage the children to try the equipment in various ways.
4. If you’re unsure about a safety issue, ask a lead teacher.
5. Support children in meeting new challenges- verbal direction often helps. Give children information that will help them figure out how to do things.
 - a. If children need assistance in getting down from a high place, talk them down if possible or demonstrate.
6. Suggest that children ask other children to show/tell them how to do something.
 - a. Instead of saying “No, you can’t do that”
 - b. Help children think of a safe way to do something.
7. Wear clothing that will enable you to interact with and supervise children effectively.
8. Direct children’s climbing efforts to appropriate equipment, not the fence.

Playground Pitfalls to Avoid:

- Standing around with your arms crossed, your hands in your pockets, or talking to other adults.
- Lifting children up to places they cannot reach themselves.
- Comparing children's physical prowess to that of others.
- Shaming children into trying things about which they are unsure.

When Taking Child in to the Bathroom:

Never go into a bathroom alone with a child.

1. Notify the person in charge prior to leaving.
2. Hold the child's hand.
3. Go to the closest bathroom.
4. Assist the child as necessary.
5. If physical assistance is needed, prop door slightly open.
6. Allow children privacy if desired.
7. Notify adult in charge when you return.
8. If you have to use the bathroom, notify the person in charge and make a separate trip.

Structuring on the Playground Guidelines

1. Check playground for any potential hazards every day.
2. Keep gates closed.
3. Be sure that all equipment is returned to sheds at end of your outdoor time and that sheds are locked.
4. Sweep cement areas clear of sand (or provide brooms so children can help) to prevent slipping.
5. When walking children from one playground to another or to and from the building, keep adults between the curb and the children.
6. When taking an activity outside, provide enough materials for all children who will be out at the time.
7. Watch for children who are becoming over-heated or chilled.
8. When you are in charge of the group and must leave the playground, designate someone to take your place.
9. Instruct adults working with you to notify you prior to leaving if taking a child in to the bathroom.
10. When conditions on the playground are likely to result in wet or very soiled clothing, intervene.
11. First aid kit must accompany class to playground.

Weather**Rainy Days**

Teachers will plan indoor activities on rainy days. When weather is only damp or misty, children usually go outside at least for a short time.

Wind-Chill Days

If the wind-chill factor is below 0 children will remain indoors. On most snowy days however, children go outside. Teaching staff should come to school appropriately dressed so they can enjoy play-yard activities.

Heat Index

During warm weather, staff will check the heat index to determine safe conditions to play outside.

Adult: Child Ratio

Infant room, the adult: child ratio is 1: 3 with a maximum class size of 8. The SOM (State of Michigan) licensing regulations does allow a 1:4 ratio.

18 month room, the adult: child ratio is 1:4 with a maximum class size of 12.

24 month room, the adult: child ratio is 1:4 with a maximum class size of 12*

*When all the children in the class reach 30 months of age, the adult: child ratio is 1:8 with a maximum class size of 16.

36 month room, the adult: child ratio is 1:9 with a maximum class size of 18 per NAEYC.*

48 month room, the adult: child ratio is 1:10 with a maximum class size of 20 per NAEYC.*

*SOM doesn't have a maximum group size for children, age 3 and older, as long as the adult: child ratio is met.

Two or more groups may be combined for collective activities as long as appropriate child/staff ratios are maintained in the room or area.

Documents required prior to work in the CDLs

1. Fingerprinting for staff who will have unsupervised time with children.
2. Mandated Reporter self-certification form – ***as a childcare staff member, you are a mandated reporter. Note that staff who report suspicions of child abuse/neglect at work are immune from discharge, retaliation, other disciplinary action for that reason alone, unless it is proven the report was made with intent to do harm.***
4. Signed Good Moral Standards form
5. Signed NAEYC Code of Ethics form
6. Proof of negative tuberculosis test (done within 1 year prior to volunteering)
7. Unofficial University Transcript (including current semester courses)
8. Confidentiality Statement
9. Documentation of Blood-borne pathogen training renewed every 12 months. Blood-borne pathogen training PowerPoint and certification will be emailed to you prior to orientation.
10. Department of Human Services Central Registry Clearance (renewed every 24 months)
12. Internet Criminal history check (ICHAT) (renewed every 24 months)

Per MSU Youth Program Policies: You may not possess, consume or be under the influence of cigarettes, alcohol, medical marijuana, or illegal drugs at any time you have responsibility for children.

You may not possess a firearm or other weapon at any time during your time at the Child Development Laboratories.

MSU Resources for Students

MSU Sexual Assault Program: <http://endrape.msu.edu/>

MSU Safe Place: <http://safeplace.msu.edu/>

MSU Counseling and Psychiatric Services: <https://caps.msu.edu/>

MSU Office of Institutional Equity: <https://oie.msu.edu/>

MSU Sexual Assault and Relationship Violence Program: <http://studentlife.msu.edu/sarv>

MSU Our Commitment: <https://msu.edu/ourcommitment/>

MSU Student Food Bank: <http://foodbank.msu.edu/>

Scavenger Hunt:

Purpose: to help new staff recognize the broad range of materials available at the CDLs and to know the location of these items.

<u>Items</u>	<u>Exact Location</u>
Fire Extinguisher for classroom/office	_____
Easel paper	_____
Children’s scissors for classroom	_____
Child Emergency cards	_____
Cleaning supplies	_____
Extra snack cups, plates	_____
First Aid Kit for classroom	_____
Changing table rolls	_____
Plastic Bags	_____
Mailboxes for office staff	_____
Accident report forms	_____
Extra clothing for children	_____
Children’s Library	_____
Salt for icy steps/sidewalks	_____
Posted Emergency route for class	_____
Snack food	_____
Snack policy	_____
Bleach supply	_____
Recycling/trash	_____
Paper towel refill	_____
Video Room (learn to turn on/off)	_____
Office materials	_____
Time sheets	_____

Per MSU Youth Program Requirements: Youth Program Staff and Volunteer Rules
Conduct Rules for Youth Program Staff and Volunteers

Program staff and volunteers must abide by all University regulations and may be removed from the program for violation of such rules:

1. Youth program directors and coordinators must make reasonable efforts to limit one-on-one contact between adults and minors participating in youth programs.
 - a. Reasonable efforts must be made to have two or more adults present during activities where single minors are present.
 - b. Reasonable efforts must be made to involve more than one adult in any direct electronic contact with single minors.
 - c. Adult staff/volunteers should make reasonable efforts to have another adult staff/volunteer present when addressing single participants in private areas (e.g.: restrooms, bedrooms, study lounges, and similar areas).
 - d. If handling an emergency when only one minor is present, the adult responding should make reasonable efforts to contact another adult to come and assist as immediately as possible.
 - e. Adult staff expected to contact single minors for official academic or programmatic recruitment may do so as directed by their supervisor by E-mail or phone call during standard business hours.
3. Adults may not violate the University's Anti-Discrimination Policy.
4. Adults may not engage in abusive conduct of any kind toward, or in the presence of, a minor.
5. Adults may not strike, hit, administer corporal punishment of any kind to, or touch a minor in an inappropriate or illegal manner.
6. Adults may not pick up minors from or drop off minors at their homes, other than the driver's child/children, or except as specifically authorized in writing by the minor's parent/legal guardian.
7. Adults may not provide alcohol or illegal drugs to any minor.
8. Adults may not provide prescription drugs or any medication to any minor except for medical professionals specifically authorized in writing by the parent or legal guardian as being required for the minor's care or emergency treatment.
9. Adults may not make sexual materials in any form available to minors or assist them in any way in gaining access to such materials.
10. Adults may not retaliate against minors, families, parents, guardians, and staff/volunteers who report allegations of inappropriate conduct including but not limited to abuse, neglect, assault, harassment, sexual assault, sexual abuse, sexual harassment, child pornography, furnishing alcohol, drugs, and/or sexual materials to a minor, and violations of the University's anti-discrimination policy.
11. If an allegation of inappropriate conduct including but not limited to abuse, neglect, assault, harassment, sexual assault, sexual abuse, sexual harassment, child pornography, furnishing alcohol, drugs, and/or sexual materials to a minor, and violations of the University's anti-discrimination policy is made against an adult participating in a program, including program staff/volunteers, the accused adult must be removed from any further participation in programs and activities covered by this policy until such allegation has been satisfactorily resolved.

Michigan State University Anti-Discrimination Policy

- The University Anti-Discrimination Policy (ADP) states expectations for institutional and individual conduct. A detailed description of the ADP can be found at https://hr.msu.edu/policies-procedures/university-wide/ADP_policy.html.
- The ADP User’s Manual provides further discussion of the definitions of behaviors prohibited by the ADP as well as the relationship between the First Amendment and complaints of harassment/discrimination; the ADP User’s Manual can be found at https://oie.msu.edu/assets/documents/ADPUserManual_updated06.01.18.pdf.
- Protocol for addressing Bias Incidents, Acts of Prohibited Discrimination/Harassment, and Hate Crimes can be found at <https://oie.msu.edu/assets/documents/bias-incident-reporting-protocols-17.08.01.pdf>.

University Reporting Protocols: Child Abuse, Sexual Assault, and Child Pornography

- The reporting protocols for incidents of child abuse, child neglect, sexual assault, and child pornography apply to all employees and volunteers who are performing services for the University. The reporting protocols can be found at https://www.hr.msu.edu/policies-procedures/university-wide/reporting_protocols.html.

Acknowledgement

By signing below, I acknowledge that I have read and understand these rules for Youth Program staff and volunteers. I understand that I am expected to act in accordance with these rules and that I may be removed from MSU Youth Programs and may be subject to additional personnel discipline measures deemed appropriate in accordance with applicable employee disciplinary policies and procedures.

Printed Name

Signature

Date