

Dear Children's School Team,

Welcome to the 2010-2011 school year!!

As educators in a university laboratory school, we serve multiple constituencies - researchers, undergraduate and graduate students, pre-service teachers, and colleagues seeking professional development - in addition to those served by most of our early childhood colleagues. We can best meet the diverse needs of all these individuals by combining a clarity of purpose, policy, and practice with effective communication between all parties, flexibility in adapting to changing needs and circumstances, and cooperation in solving problems to improve all aspects of the services we provide.

The materials in this handbook have been collected as one means of clear communication. Many of them were significantly revised as part of our NAEYC re-accreditation self-assessment process, and the administrative team has revised them further to reflect our new structure. I encourage you to keep this notebook handy and to add to it regularly as we refine these documents, distribute monthly and weekly memos, and work on enhancing our program. During our professional development and staff meeting time this year, we will focus on intentional teaching and assessment, early childhood mathematics, block building (in preparation for our whole school unit), digital media, and integrating sign language into our teaching, as well as maintaining our NAEYC portfolios and documenting our continuous quality improvement.

Because of the high level of professional expertise and personal commitment of each staff member, we tackled our staffing and structure changes, while adjusting to our unanticipated space enhancements last year. Now, we have the opportunity to start a new year with all of our energy and passion focused on the program enhancements that we identified as priorities for us during the coming year. I invite each of you to engage fully in this year's focus topics, as well as contributing to our efforts to help other programs continuously improve their quality. Best wishes for a positive, productive, and personally satisfying year.

Warm regards,

Sharon M. Carver, Ph.D., Director

TABLE OF CONTENTS

Strong Foundations:	Mission Statement	3
<i>(green pages)</i>	Educational Philosophy	4
	Laboratory School	4
	Accreditation	5
	Staff Teams	6
	Interaction Guidelines	6
	Developmental Objectives	14
	Curriculum and Assessment	14
Attention to Health and Safety:	Health and Safety Guidelines	19
<i>(salmon pages)</i>	Behavior Management Guidelines	28
	Guidelines for Outdoor Classroom Use	30
	Professional Development	32
	Time Guidelines	35
	Purchasing Guidelines	39
	Staff Use of the Security System	42
	Staff Use of the Intercom	43

Note that the numbering throughout this handbook corresponds to the NAEYC standards reflected in that section.

Additional Resources:

- Each staff member has a Staff Notebook, with contact information and sections for policies and procedures (included in this document, plus separate handouts for NAEYC’s ethical guidelines and the CMU Emergency Handbook), staff memos and meeting notes, curriculum and assessment, staff development, family information (newsletters, handbook, etc.), undergraduate information (schedules, handbook, etc.), and research information (schedules, assignments, etc.). Please be sure to add information to this notebook as it is distributed throughout the year.
- The Carnegie Mellon Human Resources Department provides helpful information for current employees regarding staff policies (10.E.), benefits, professional development opportunities (called learning and development), and equal opportunity services (<http://hr.web.cmu.edu/>) .
- LifeWorks, an expanded Employee Assistance Program, is available to employees and their dependents at no cost. Use of any LifeWorks service, from web surfing to materials requests to counseling, is always 100% confidential (<http://hr.web.cmu.edu/current/work-life/lifeworks/>).

MISSION STATEMENT (10.A.01)

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. Each year, the Director prepares an annual report documenting our impact related to each aspect of our mission and setting objectives for improvement in the coming year (10.F.01). The complete report, presented in a binder, is available in the staff room (10.F.02).

The Children's School
Department of Psychology
College of Humanities and Social Sciences
Carnegie Mellon University
January, 2000

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

1. develop and manage laboratories for research in developmental psychology,
2. train undergraduate and graduate students in child development theory, research, and its applications,
3. implement a model half-day preschool and full-day kindergarten program for children ages 3-6,
4. provide resources to parents, including general information on child development and parenting, as well as specific assistance in dealing with developmental difficulties,
5. provide resources to the community by welcoming teachers and administrators to observe our model program and by offering training sessions through our Early Childhood Professional Development Center, and
6. train students earning teaching certificates in early childhood and elementary education (in collaboration with Carlow University, the University of Pittsburgh, the Community College of Allegheny County, and Duquesne University).

We strive to recruit a diverse student population, both ethnically and socioeconomically, to provide a diverse subject pool for research, broad experiences for psychology students and student teachers, and an enriched learning environment for our children and their families. By capitalizing on our talents in all of these areas, our high quality laboratory school exemplifies new directions that can be utilized by professionals in various disciplines to meet the changing needs of society.

EDUCATIONAL PHILOSOPHY (2.A.01)

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.

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. Teacher observations and documentation of individual development are used to adjust the program to better challenge individual development, as well as to conference with parents about ways we can work as a team to support each child.

LABORATORY SCHOOL

As part of the Psychology Department (10.A.01), we serve as a laboratory for research in child development. 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 Questions & Answers document in your prospective parent packet or on the web for further information.

Undergraduates taking the introductory child development course, and other related courses, make detailed observations during our program hours in order 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 a series of workshops each August, as well as offering consultation and seminars in a wide range of local and national venues.

Our program is strengthened by our relationship with Carnegie Mellon (8.B.02). 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 post office, food services, and the robotics lab, and have visits from university musicians, security officers, construction workers, et cetera (8.B.04). 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.

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 communicate the child's progress to the family.
- 5) Promoting the **nutrition and health** of children and protect 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 maintain collaborative relationships with each child's **family**.
- 8) Establishing relationships with and use the resources of the **community** to support the achievement of program goals.
- 9) Providing a safe and healthy **physical environment**.
- 10) Implementing strong personnel, fiscal, and program management policies so that all children, families, and staff have **high-quality experiences**.

Though the programs offered by the Children's School do not fall under the regulatory jurisdiction of the Pennsylvania Department of Public Welfare, NAEYC accreditation requires voluntary compliance with all DPW standards (10.B.04). 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 re-accreditation every 5 years. The Administrative Team collaborates to guide the documentation procedures and complete the required paperwork for annual reporting and re-accreditation, as well as the associated DPW compliance checks. Our current accreditation is valid from 6/30/08 through 6/30/13.

STAFF TEAMS (10.B.01)

The Children's School is staffed by five teams of educators: an Administrative Team, a Preschool 3's Team, a Preschool 4's Team, an Extended Day Team, and a Kindergarten Team. All teachers 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 Staff Team Biographies). Undergraduate interns and student employees complement each team, and pre-service teachers from local colleges often do field placements or student teaching at our school.

Children's School employees are hired and managed according to the Human Resource policies of Carnegie Mellon (10.E.). They are thoroughly oriented (6.A.03), earn a competitive salary, have paid planning time, and, if working full-time, receive full benefits, including tuition. The Children's School provides an extensive professional development program of approximately 90 hours per year, as well as supporting each individual's goals for growth via additional seminars, publications, and professional experiences.

Our experienced educators participate actively in the local and national early childhood communities by serving in leadership capacities, giving regular presentations, providing consulting to other programs, and, most recently, by partnering with neighboring high-quality programs to develop new avenues for early childhood professional development (8.C.). The partner organizations are seeking ways to support each other and create synergies between their training initiatives that will enhance the quality of reflective training opportunities and serve as a resource for early childhood educators across the broad continuum of professional development.

Each staff member is responsible for being thoroughly familiar with his or her job description, Children's School staff, family, and support staff handbooks and ongoing communication, Carnegie Mellon policies and procedures, and the NAEYC standards.

INTERACTION GUIDELINES (7.A.01-14, 10.B.01)

Regardless of position, each staff member's job description includes the following priorities for action and interaction. "Speak and behave in a professional manner with staff, children, parents, visitors, service people, et cetera, at all times. Be prepared to flexibly adapt to the diverse situations that arise in early childhood education, particularly in a University lab school."

Children's School staff members 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 (1.A., 1.B.).

- 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.

- 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 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://hr.web.cmu.edu/current/eos/commitment/>.

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 of our staff, families, and university partners.

Staff-Staff Interactions

The Children's School staff uses a team approach, with hierarchical role relationships used only as much as necessary for smooth functioning of our diverse children's, family, professional development, and university programs. We engage in ongoing reflection and professional development to evaluate and improve individual and team performance, continuously strengthening our practice, leadership, and outreach.

In an emergency or time-critical situation when the Director is not present or reachable by phone, the Educational Administrators who are present serve as the Acting Director. If neither the Director nor any of the Educational Administrators is present at the time of an emergency, the most senior teacher present will decide collaboratively with other staff on a course of action.

Staff-Child Interactions (1.B.-1.D.)

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, and each assistant teacher works with all groups at a particular age level so that he or she is familiar with the children and routines for each group and can effectively substitute when a teacher is absent (10.B.11,13). When absences are planned in advance, we 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.

Prior to the start of school, staff members review the files for children in their groups to familiarize themselves with new children. Our greeting and dismissal rotations and mixed-age activities (e.g., outdoor classroom time for preschoolers) help familiarize the whole staff with children in all groups. Interactions in the school's open spaces and shared facilities (e.g., kitchen, multipurpose room, outdoor classroom, and discovery area) encourage continuity of relationships between all staff and children, as well as among groups of children, so that they are comfortable learning in any of our indoor or outdoor spaces. We use a gradual familiarization process starting from the home base (i.e., the room where the child's belongings are kept and the primary teacher leads) and then progress to tours and other strategies for gradual introduction to other spaces, people, and groupings. This approach broadens children's opportunities for learning, particularly in areas where they may find a closer match with an older or younger child.

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.

Staff-Family Interactions (1.A., 7.A.01-14.)

All staff members aim to communicate regularly and effectively with families and other caregivers so that their perspectives can be incorporated into our understanding of the child's development, our curriculum planning, and our assessment process (3.F.03). In addition to the detailed family handbook and easily navigable web site, we have scheduled parent meetings and conferences, regular newsletters (typically for each month or each theme), a daily white board listing activities, and frequent spontaneous interaction (7.B.01).

Staff members begin the school year with a parent meeting to facilitate introductions and to review school policies and procedures. They then collaborate with adult family members during the phasing in process to help the child make a smooth transition to the new school year. We begin with a school visit, followed by having half of each class experience a shorter version of the school day on different days. Consistent routines and behavior expectations are introduced gradually, and teachers adapt procedures to the individual needs of each child and family.

Adult family members can use the one-way-mirror facilities at any time or schedule classroom visits to observe their child in the program (7.A.11). Teachers are easily accessible by phone and/or email during planning time to answer questions, schedule classroom volunteering, or discuss effective ways for staff and parents to handle changes and challenges, such as a new sibling, a move, an extended illness, the parents' separation, etc. Staff addresses may be released to parents upon request, but cell phone numbers are to be kept confidential.

The popular family events, including Open House, the Family Festival, and the Celebration Picnic, offer the whole family a chance to participate in the child's school and interact with the staff. Many adult family members also contribute their talents to the school by coordinating our library, offering special programs and activities, organizing family social events, et cetera (7.A.12-14).

Teachers use a variety of informal assessment techniques to monitor children's progress in all six developmental domains, using that information to adjust the program to individual interests and needs, as well as to conference with parents and, if necessary, help parents seek special developmental support for their children.

Staff-Undergraduate Interactions

Undergraduates work as support staff in our classrooms (and occasionally office) as part of their training (interns, practicum students, and student teachers), to earn money (student employees), or as volunteers. Dr. Carver handles placements related to training and Educational Administrator Maggie Rosenblum handles the employees and volunteers. In any of these cases, teachers serve as the students' primary supervisors in the classroom, delegating tasks, monitoring interactions and work, and providing feedback in oral and written form. If staff members do not receive notification of an undergraduate absence and the student does not report within 10 minutes of the scheduled time, please use the classroom walkie-talkie to notify the office.

For all of the undergraduates working in classrooms, our mentoring goals include facilitating acquisition of **knowledge, skills, and dispositions** related to each of our developmental domains. Overall, undergraduates need thorough orientation to our school philosophy and developmental objectives for each age group, need to learn to make wise decisions regarding how to help the team accomplish those objectives in a manner consistent with our philosophy, and need to develop the dispositions of initiative, curiosity, and engagement. To further promote undergraduates' self-esteem and independence, they need to know that they are valued members of our team, as well as thoroughly know the routine and key locations within the school, and they must learn to manage their time to accomplish important tasks effectively. Related dispositions include responsibility, confidence, and a sense of humor. In order to interact and cooperate with both children and adults in our context, undergraduates must be thoroughly familiar with our behavior expectations and with their role as an adult coach as opposed to a friend, they must practice calmly reacting to classroom situations in a developmentally appropriate manner as a leader and role model whose dispositions include being respectful, fair, friendly, accessible, and willingness to follow directions and be responsive to feedback. Undergraduates need guidance in adjusting their communication styles to our environment, beginning with learning our unique phrasing (especially "friends") and then practicing the use of a soft yet direct tone of voice and the use of clear, concise, and child-friendly wording of questions, directions, and other communication. We can help the undergraduates frame their experience here as one of discovery and exploration, we can promote their disposition to be a curious and reflective learner, open to learning and eager to solve problems they encounter. By learning from their mistakes, they will develop skills for actually utilizing

the multiple styles of learning and applying theories that they have read about in other classes. Regarding physical capabilities, students need to know our expectations for comfortable and practical clothing, as well as for physical interactions with children that promote independence while avoiding any appearance of impropriety (e.g., no lap sitting). The biggest challenge is to help students develop dispositions to manage their sleep and nutrition so that they are energetic as they learn to physically operate on the child's level with effective scaffolding skills, as well as to learn key tasks like diapering. Lastly, helping students to progress re: artistic expression and appreciation requires them to understand our process approach, invites them to learn ways to focus their conversation and scaffolding on process and share their talents with the children in developmentally appropriate ways in a manner that is patient, creative, and open to diversity.

Teachers who have concerns about undergraduate performance should first use mentoring techniques to foster improvement. If students fail to improve with guidance, teachers should notify the appropriate administrator for additional support in working with the student. Our goal is to work together to balance the needs of the undergraduates, the children, and the staff in the most effective way possible.

Staff-Researcher Interactions

Because of our mission as a laboratory school, observers, researchers, and other students conducting projects are part of the daily life of our school. Dr. Carver is responsible for balancing the needs of the researchers with the needs of the children and staff, with at least annual input from the staff. She reviews all projects with respect to ethics issues, consistency with our school philosophy, and practicality within the constraints of our schedule and space. Ordinarily, research projects conducted here do not involve studying the teachers in any way, nor are there reasons for the teachers to be "blind" to the study hypotheses (i.e., because of the potential for teacher behavior to alter the children's performance on research tasks). Researchers who conduct an extended program of research at the Children's School typically present seminars for the staff and benefit from staff suggestions regarding children's development as it relates to the area of study. Scheduling of approved projects is handled by Administrative Coordinator, Allison Drash and communicated regularly to the rest of the staff. Staff members are responsible for familiarizing themselves with the current studies by reviewing the study descriptions in the school newsletter, as well as for facilitating approved projects by following the published schedule as much as possible, introducing researchers to their groups, etc. Staff members also monitor children's responses to studies and length of absence from the classroom, relaying any concerns to the Director or Administrative Coordinator, Allison Drash.

Staff-Therapist Interactions (1.E.01)

Therapists working with children at the Children's School are not employees of Carnegie Mellon; nonetheless, they must abide by the policies in our Support Staff Handbook. We make every effort to coordinate and communicate effectively with the therapists and their supervisors so that children receive the best possible services

during school hours in the smoothest possible manner, all while maintaining confidentiality. This approach necessitates broad involvement of classroom staff and administrators in planning meetings regarding individual children's support. Initial therapy arrangements are typically made with the Director, who also handles relaying any concerns that arise at school. The Administrative Coordinator maintains contact information, addresses parking needs, and manages entry and exit. Even when a child has a full-time Therapeutic Staff Support professional (TSS), the Teacher remains the child's primary adult at school. Classroom staff should provide the initial directions and first prompts, as they would for other children, depending on the TSS only when the child needs additional support. Remember that the therapists' goal is always to work themselves out of a job, so we want to build relationships and interaction patterns that will last beyond the therapists' tenure here. Teachers and therapists should engage in frequent dialogue to coordinate use of strategies, alternate activities, etc. as needed. Though the goal is to include the child and related therapists in the regular routine of the classroom as much as possible, there are times when the best therapy approaches will necessitate work with the child in a space separate from the classroom. These decisions will be made as a team including the teachers, parents, and therapists, with frequent involvement of the Director. We do not give therapists security codes because their tenure here is often short, and therapists only take children outside the security system when we cannot provide suitable space inside and when there are at least two adults. Therapists are only permitted by their agencies to work with other children when their goal is to engage peers in interactions with the child they are serving. They are also not permitted to do tasks that would ordinarily be the responsibility of teachers or other classroom assistants. One of the biggest challenges is to find time and space to discuss children openly and frankly without compromising confidentiality by talking about children in the presence of other adults or children. Please contact an administrator for support or temporary coverage if necessary.

Ethics (6.A.01)

All staff members are required to thoroughly review the attached NAEYC position statements regarding ethics (included in the staff notebook) and sign the following commitment. According to NAEYC, "This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession."

"Statement of Commitment to Professional Ethics

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- * Never harm children
- * Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- * Respect and support families in their task of nurturing children.
- * Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- * Serve as an advocate for children, their families, and their teachers in community and society.
- * Stay informed of and maintain high standards of professional conduct.
- * Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- * Be open to new ideas and be willing to learn from the suggestions of others.
- * Continue to learn, grow, and contribute as a professional.
- * Honor the ideals and principles of the NAEYC Code of Ethical Conduct."

Confidentiality (4.E.07)

Because the staff at the Children's School works as a team, with every adult knowing and interacting at times with every child, all observations and other assessment data may be shared with all staff members. Information about family situations, special needs, and other sensitive issues is shared on an as needed basis. Student workers, volunteers, and other adults working within the school are only informed of such sensitive issues when they are a part of keeping the child safe, supporting the child's inclusion, or when the information might impact their coursework. All adults working in the Children's School sign the following confidentiality agreement.

"As an adult working, observing, conducting research, and/or regularly volunteering at the Children's School, I may become privy to confidential information regarding children and families. It is of the utmost importance that I realize that all such information is strictly personal and confidential and can only be shared within the confines of the Children's School. I will discuss children's behavior out of the hearing

distance of the children, and I will discuss the families, children, and staff for professional purposes only. When I encounter families, children or staff outside the school, I will be courteous but use discretion. I understand that written authorization is required before disclosing any information regarding a child to an outside agency or individual. I know that confidentiality is an ethical obligation and that it is a requirement for my continued involvement at the Children's School. By signing this statement I agree to understand and practice the Children's School confidentiality policy at all times."

Let's discuss social networking media, particularly with regard to photo posting, connections with families, etc.

Let's discuss a policy re: talking about children within earshot of the children, other families, etc.

In accordance with Health Insurance Portability and Accountability Act (HIPAA) guidelines, official written records for each child are kept in files in the locked brown closet in the Children's School office and released only to the individuals listed above or those for whom parents sign a written release (7.C.08). These files include enrollment forms, final conference reports, health assessments provided by physicians, results of health screenings conducted at school after parent authorization, incident reports, reports of diagnostic assessments released to the school by parents, individual education plans, etc. Staff documentation of children's behavior and development, including specialized records for children whose special circumstances require extra classroom documentation are kept in classroom locations accessible to teachers but out of the reach of children and out of sight of classroom visitors. In addition, researchers follow ethical standards with respect to confidentiality of individual data as described above.

When discussing behavior incidents with families (e.g., a child is bit, hit, etc. by another child), staff members use discretion regarding revealing the identity of the aggressor (e.g., writing separate incident reports for the aggressor and the victim). In most cases, the child reports identity information to the parent, so the parent may add that information to conversations with the teacher, particularly in cases of repeated aggression. The teacher's responsibility is to focus any discussion with parents on their child only, to avoid violating confidentiality or engaging in gossip.

DEVELOPMENTAL OBJECTIVES (2.A.01)

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 pride in individual characteristics, families, experiences, and accomplishments and each child's responsibility for personal care, actions, and words.
2. **Interaction & Cooperation** - promoting children's social skills for diverse adult and peer relations, including listening, turn-taking, following directions, rules and routines, group participation, care for shared materials, and conflict resolution.
3. **Communication** - facilitating comprehension and expression skills beginning with oral and progressing to written language.
4. **Discovery & Exploration** - fostering a positive attitude toward learning through questioning, observing, and experimenting with varied materials related to diverse themes.
5. **Physical Capabilities / Health & Safety** - giving children opportunities to use their growing bodies in safe ways to develop small and large motor skills, coordination, and healthy living habits.
6. **Artistic Expression and Appreciation** - cultivating each child's ability to express ideas and emotions through art, music, movement, and drama.

CURRICULUM and ASSESSMENT (2.A.02-06)

The Children's School's Continuum of Developmental Objectives was developed and is revised every other year by the staff team to reflect our current understanding of young children's natural developmental progression. All staff members are responsible for being thoroughly familiar with all of the objectives and collaborating with their team to use the six categories of objectives as a flexible framework planning learning experiences to promote the growth of each individual child (3.F.01) rather than using a fixed curriculum guide. We develop our own plans to provide children with a variety of opportunities for learning and encourage broad exploration. We support children in doing as much for themselves as possible, given the time constraints of a part-day, part-year program. In addition, we strive to support a variety of social experiences by organizing our time and space to balance individual, pair, small group, and large group activities. All staff members serve as coaches as children practice social skills involved in peer interactions, friendship formation, and conflict resolution. Throughout the day, we engage children in conversation, with extra support for peer conversation at snack and lunchtime. Whenever timing permits, adults sit with children during snack and meals.

Thematic Approach to Curriculum

The teachers prepare an engaging learning environment for exploring a theme, such as birds, artists, or transportation. Using the money from the materials fee, we choose a rich range of materials, including diverse technologies, to entice each of the children to engage in the thematic study (9.A.13). We use a group meeting time each day to set the stage for the investigation and introduce relevant concepts. Then the children pursue a variety of activities that reinforce the learning goals. We avoid commercial characters and prescribed products in favor of open-ended explorations that promote creativity and imagination. We also limit screen time to short periods of activity that is not otherwise possible in the classroom, such as child-controlled computer design or internet viewing of animals in their natural habitats. The staff monitors the activities, so that we may facilitate the children's learning and challenge them at an appropriate level. Children's explorations enrich their development of concepts related to the theme and strengthen their skills in all areas. We extend and apply their concepts by experimenting with various materials in the school, and they express their understanding by creating their own representations in a variety of media.

Teachers are responsible for developing weekly lesson plans in a format that clearly indicates their focus on all six developmental domains within the theme and their adaptations to the individual profiles of their students. The overall theme plan filed in the classroom portfolio should include the following information:

- Key Conceptual Focus & Vocabulary
- Central Resources (books, artifacts, etc.)
- Focus Activities
- Theme Emphasis in Existing Centers
- Key Projects
- Technology Activities
- Theme Emphasis in the Outdoor Classroom / in Gym
- Diversity Emphasis
- Adaptations for Individual Children & Special Needs
- Mixed Age Interaction
- Parent Involvement
- University / Community Connections
- Summary Table to ensure balance of activities focusing on each of the six domains of development and intentionally planning to collect assessment data

At the end of the unit, a record of the actual thematic unit implementation should be shared with the parents and filed in the classroom portfolio. A classroom newsletter with rich documentation is sufficient to meet this requirement.

Explorations Enhance Skills

Through explorations, the children develop

- a sense of themselves as competent learners,
- strategies for collaborating with peers and adults,
- approaches to communicating their ideas verbally and visually,
- means of discovering new ideas about physical properties,
- skills for small motor manipulation of tools and materials as well as large motor actions, and

- means for expressing their creative ideas through drama, movement, music, and visual arts.

Assessment Plan (4.A.01-03)

Assessment is naturally integrated into the course of every day as ongoing teacher observation of group patterns and individual development is used to adjust the program to better support group and individual progress. Teaching teams meet weekly, typically on Friday afternoons, to identify children's current interests and needs and then plan accordingly for the next week's explorations (4.D.02). At times, these reflections indicate the need for altering the classroom environment, shifting the unit focus, trying new teaching strategies, etc. If concerns about individual children's development arise and are not readily remedied via classroom adaptations, teachers initiate a dialogue with colleagues and parents to plan approaches to try at both home and school (7.C.).

Twice per year, the teachers combine these informal assessment techniques with more systematic assessment of each child relative to the school's developmental objectives for the purpose of describing each child's developmental progress. Teaching teams work together to conduct these systematic assessments, though the child's primary teacher takes the lead in summarizing the findings. The process is typically collaborative, with the primary teacher drafting the report and then getting input from the teaching team, the gym teacher, the Extended Programs teachers, etc., as appropriate. These descriptions are shared with parents, both in writing and via personal conferences. Fall conference reports for the 3's include narrative descriptions of children's progress in self-esteem & independence, interaction & cooperation, and communication, while the 4's also include physical capabilities. Because of the longer time kindergartners spend in school, the fall conferences are more detailed, including both a checklist of skills and narrative description for all six of the school's identified developmental objective domains. Spring conference reports for all children have this latter format. Staff – parent dialogue during conferences strengthens our understanding of each child's developmental profile and often leads to ideas for individualizing both staff and parent support of children's learning, as well as plans for smooth transitions into the next level of Children's School programming or to elementary school.

Occasionally, staff and/or parents identify the need for additional screening and referral for professional diagnostic assessment (7.B.04, 7.C.01-04). In those cases, staff and parents typically include the Director in the dialogue for the purpose of more precisely identifying the focus for screening / diagnosis and to review the resources available to children and families in our community, which depends heavily on where the family lives (i.e., within Pittsburgh city limits or not, within Allegheny County or not, etc.) and what type of health insurance the family has.

Assessment Procedures (4.B.01)

Most Children's School assessment is informal, with direct observation by multiple staff members as the primary method. Teachers document observations in their own unique ways, though most record anecdotes, take photographs of constructions and

interactions, and collect samples of the children's artwork, journal entries, and other projects.

Because even young children are savvy enough, however, to avoid tasks in areas that are difficult for them and to rely on peers to support their performance when avoidance is not possible, Children's School educators occasionally conduct more formal, individual assessments focused on precisely determining what a child knows or can do. Whenever possible, these assessments are designed as typical classroom activities and are widely distributed in time. For example, a teacher might assess knowledge of letters and numerals by having the child be the caller in a bingo game played with peers (see Children's School web site for a downloadable version of these assessments). Gross motor skills may be assessed by having children practice an obstacle course set up in the classroom or outdoors. With individuals, teachers often use puzzles or other manipulatives to check a child's knowledge of shapes, counting ability, etc. All of these assessments are conducted within the regular program space and during the typical program hours. In cases where a child's performance on these more formal assessments is not consistent with more informal observations, the assessment will be repeated, conducted by another staff member, conducted in one of the quiet research rooms, etc. so that the results can be verified.

Data from both informal and formal assessments are incorporated into the narrative sections of conference reports written by the child's primary teacher in November and April (4.E.02). For conference reports that include checklists, teachers then rate the child's development of skills such as making independent choices, cooperating with peers, participating in conversation, throwing and catching bean bags, etc. as either consistently demonstrated, beginning to emerge, or not yet evident (as explained in the conference report statement below).

"The checklist portion of this conference report is designed to provide a brief overview of the child's development relative to the primary goals within each developmental area as expected for the child's age. A ~ symbol is used for characteristics that are beginning to emerge. A √ mark is used to indicate characteristics that are consistently demonstrated by the child. When a child rarely or never demonstrates a characteristic in the Children's School context, no symbol is used."

Children's School assessments and conference forms are sensitive to diversity in the following ways (4.B.01, 05). Assessments involve only activities that are familiar to the children, and every effort is made to eliminate verbal directions that might not be understood by a child with a language disability or limited English proficiency. Teachers may eliminate from the conference report any items that cannot be fairly assessed because of the child's language abilities. Conference forms are routinely adapted for children with special needs at the level that qualifies them for the support of itinerant therapists or full-time therapeutic support staff. In these cases, a level of independence rating is often added to the proficiency rating (e.g., √ with level 5 support would mean proficient with the highest level of support vs. with level 1 support means proficient independently).

The Children's School does not conduct any norm-referenced or standardized assessments of preschool or kindergarten children for comparison purposes (4.B.03). At present, we are using the assessments described above, together with our professional judgment, rather than a standardized screening to determine whether to recommend that further professional screening should be initiated (4.C.01). Eligibility for special services is determined by diagnostic assessments conducted by professionals after referral by Children's School Staff. Standardized assessments may be conducted as part of research projects at the Children's School, together with novel assessments and task measures designed by the researchers. All researchers closely follow ethical standards for treatment of research data, so no individual scores are given to the school, the teaching teams, or to the child's parents. They are in no way connected to the child's school records.

Uses of Assessment Results (4.B.06)

Results of Children's School assessments are primarily used to shape the current year's program planning and to discuss individual children's developmental progress with parents so that we can work together to best support each child's growth. In addition, the group results impact the school's quality improvement process via each teaching team's annual evaluation and the whole school annual evaluation, both of which are conducted in May in preparation for enhancements implemented for the next school year (10.B.07, 10.F.01).

Each fall, we offer a staff-parent brown-bag discussion related to general school choice issues among public, private, and parochial options, together with individual consultation related to choices for specific children (7.C.05-07). If parents initiate private elementary school applications for their children, they will be required to provide recommendations from the Children's School. The Children's School staff members are not permitted to complete the rating scales typically requested by the local private schools in the Pittsburgh area. Instead, when given a written request for recommendation by the parents, Educational Administrator Linda Hancock prepares a letter to the school indicating our policy and attaches a copy of the most recent conference report. If several months have passed since the conference, Linda Hancock will first ask the primary teacher to check the report to determine whether there have been significant changes. If there have, then the teacher will prepare a revised conference report to be sent to the elementary school, with a copy given to the parents.

HEALTH AND SAFETY GUIDELINES (9.C.08, 10.D.01)

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. 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

All staff members are required to submit a signed Staff Health Assessment form when hired and every year thereafter. A negative TB test is also required every other year.

The guidelines for exclusion of children who have infections that pose a risk to others apply equally to staff members. When you are sick, seek treatment and take steps to recover as quickly as possible. Discharging or infected wounds on exposed parts of the body are also cause for exclusion from the care of children. Staff members should follow the procedures listed under Paid Time Off when missing work because of illness.

Hand washing is the #1 preventive measure to avoid the spread of disease (5.A.09). 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 eating or handling food, 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 administering medication. Non-porous gloves are provided for use when diapering, cleaning, etc. In addition, use strategies to prevent back and other musculoskeletal injuries while at work (see attached tables).

A First Aid / CPR course is provided for staff each fall, and all staff must pass (5.A.03). A fire safety refresher is also provided annually, and "restraint training" is offered occasionally. In addition, be sure that you know the location and proper use of all safety equipment, including the emergency pack, first aid supplies, walkie talkie, fire extinguisher, and security system. Fire Drill and Emergency procedures are provided in separate documents. Staff members are responsible for reviewing them annually so that they are familiar and for keeping them handy in the classroom.

Preparing the Environment

In conjunction with our monthly fire drills, Educational Administrator Linda Hancock coordinates a monthly a Health and Safety Check using a streamlined version of the NAEYC checklist from the 2002 "Healthy Young Children" manual. She then requests that Children's School or Carnegie Mellon staff rectify any problems identified. In addition, she coordinates the provision of an emergency backpack for each teacher with supplies needed in case of evacuation; backpacks are checked and re-supplied each summer.

Complete first aid kits are located in the Red Room, Blue Room, Purple Room, Green Room, Green Room Annex, Kindergarten, Kitchen, Children's Bathroom, Outdoor Shed, and the Office Emergency Backpack (9.C.10). Extra supplies are stored in the office. In addition, each teacher has a fanny pack with basic first aid supplies as well as the child emergency information and any allergy response supplies needed for his or her class. Teachers must keep this fanny pack with the class at all times, including in the outdoor classroom, in the gym, and on field trips. The administrative team is responsible for having extra supplies on hand so that staff members can add to their backpacks / fanny packs as needed. Staff members are also responsible for ensuring that no additional items are added to the first aid kits so that they remain in compliance with health standards.

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

- Classroom Walkie Talkie is charged, on, and operational.
- 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.

The Assistant Teacher on outdoor duty is responsible for daily checks of the following items.

Morning

- Outdoor classroom gates are operational.
- The outdoor space is free of debris and hazards (e.g., ice, animal waste, insect nests, displaced surfacing, broken equipment, etc.).

Afternoon

- Toys are stored appropriately at the end of the day and the shed is locked.
- Sand is covered at the end of the day.

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

- 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 while the children are outside

If Allison Drash 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 (5.A.07, 5.C.02). Wear gloves when contamination with blood 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 of mucous membranes or of 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.

Operating the Security System

Given the large number 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 entry and exits. All staff members are responsible for knowing and following the security system procedures. No undergraduates or families should be given staff codes for bypassing doors; they use entry and exit codes only.

Responding to Environmental Conditions

All staff members are responsible for knowing health & safety hazards and protecting 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 (5.A.07). 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 Educational Administrator Linda Hancock with questions.

Air Pollution: Linda Hancock subscribes to an air quality alert system that provides notice of hazards in our area. She will notify teaching staff if conditions prohibit outdoor education (9.D.03).

Sun and Insects: Our entire outdoor classroom is shaded for most of the day, and there is always some shade available in the pavilions and play structures. For afternoon classes, staff members should use the canopy over the sandbox on sunny days. Should we put something here about sunscreen for children in 2.5 hour programs? During camp, when children are outside for a longer time and wearing bathing suits, teachers will apply sun block with a minimum UVB and UVA protection of SPF 15 if it is authorized in writing and provided by the family (5.A.07). 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 (5.A.07).

Supervising Children

- All staff members are responsible for knowing all children and should take appropriate action in response to any child's needs or behavior.
- Maintain appropriate staff – child ratios at all times (10.B.12).
 - Minimum of 1:8 for 3's Programs
(though we aim for 1:6 with undergraduate support)
 - Minimum of 1:10 for 4's Programs
(though we aim for 1:6 with undergraduate support)
 - Minimum of 1:12 for Kindergarten
(though we aim for 1:8 with staff support)

These ratios are applicable both indoors and outdoors. Off campus 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 (3.C.04). 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 or outdoors. 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 3.C.05). 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 office 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 he or she does not return to the classroom promptly.
- Staff members responsible for supervising children during program hours (i.e., as part of the above ratio) should not make calls on the school or personal phones, except in cases of emergency. Personal cell phones should be kept on silent during work hours, and family members should be instructed to call only in case of emergency.
- Use the classroom walkie talkie to call the office for help if needed. Be sure to take it with you to the outdoor classroom.
- 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, parent 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 holds the child's hand on the stairs.
- Staff members may not leave children alone nor may they leave an undergraduate in charge.
- 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, after using the water table, and after coming into the school from the outdoor classroom (5.A.09).
- 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 10 seconds, and 3 pushes on the paper towel holder, turning off the faucet with the paper towel 5.A.09). 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 attached hand washing procedure.)
- 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 (5.A.08). (See attached diapering procedure.) 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 office staff of the reason for departure and expected duration, take the class emergency fanny pack and walkie talkie or cell phone (9.C.10), 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 and/or health professional regarding foods served or environmental precautions taken (5.C.04). 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 (10.D.09). 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 give one copy to Jean Simpson, put one in the child'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. Administer syrup of ipecac only when directed by the Poison Control personnel.
- When a child is sick, bring the child to the office, help the child get settled in a comfortable position, and arrange for a call home. Be sure to designate an office team member to supervise the child before returning to the classroom.
- Release children only to adults who are listed in the child's file or on a signed note from the parent (10.D.06). Parents 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 names of both the staff person taking the call and staff person releasing the child.
- At all times, interact with children without using physical punishment or any form of psychological abuse.

Prohibited Practices (Child Abuse 10.D.03-04)

If any staff member or person from the child's family, while in the vicinity of Children's School, engages in a practice prohibited by the program, the Director 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 hitting, spanking, beating, shaking, pinching, or other measures that produce physical pain. (1.B.09)
- Withdrawal or the threat of withdrawal of food, rest, or bathroom opportunities is not permitted. (1.B.10)
- Abusive, profane or derogatory language, including yelling and belittling, is not permitted. (1.B.10)
- Any form of public or private humiliation, including threats of physical punishment, is not permitted. (1.B.09)

- Any form of emotional abuse, including rejecting, terrorizing, isolating, or corrupting a child is not permitted. (1.B.09)

Reporting Child Abuse (10.D.03-04)

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) 355-5701 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.

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. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by the Director or an Educational Administrator if a caregiver is suspected of abuse 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.

Preparing and Serving Food (5.B.01, 10.D.01e)

- Clean food preparation surfaces with the approved solution before and after use, as well as between preparation of raw and cooked foods (5.C.01).
- Keep children safely away from any heat-producing appliances.
- Keep all liquids hotter than 110°F out of children's reach (5.B.07).
- Check utensils and dishes prior to use to ensure that they are not chipped or cracked.
- Use paper cups or the water fountain for drinks between snack and meals.
- Do not re-use disposable products. Use no Styrofoam products in the kitchen.
- Be aware of child allergies and procedures for handling allergic reactions according to parent instructions. Be sure that all alternate foods kept on hand for such children are labeled with the child's name and dated (5.B.02).
- Do not serve children younger than four any of the following foods: hot dogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of peanut butter, or chunks of raw carrots or meat larger than can be swallowed whole (5.B.14).
- Store all non-perishable food in labeled, insect-resistant plastic containers with tight lids.

Cleaning and Sanitization (5.C.01)

- Carnegie Mellon's cleaning service is responsible for the following tasks.
 - Daily – Clean & sanitize door and cabinet handles
 - Clean and sanitize sinks, faucets, surrounding counters
 - Clean and sanitize soap dispensers
 - Clean and sanitize toilet bowls, seats, handles, etc.
 - Clean & sanitize floors
 - Vacuum carpets and all area rugs
 - Clean & sanitize countertops and table IF they are totally clear
 - Clean and sanitize mops and cleaning rags
 - Quarterly - Shampoo carpets and area rugs
-
- All other classroom area cleaning and sanitizing tasks are the responsibility of the teaching staff. (See attached guidelines for washing surfaces.)
 - Clean and sanitize any surface contaminated with body fluids immediately (e.g., saliva, mucus, vomit, urine, stool, or blood).
 - Clean and sanitize changing table after each child's use.
 - Drain, sanitize, and refill the water table for each session (morning and afternoon for preschool, daily for kindergarten 5.A.10).
 - Clean and sanitize countertops and tables daily.
 - 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 (5.C.03)
 - Clean toys, dress-up clothes not worn on the head weekly.
 - Clean non-disposable hats after each child's use.
 - Clean cubbies monthly.
 - Office staff launder pillow cases, blankets, etc. after each sick child's use.
 - When using wading pools (typically during June camp), add $\frac{3}{4}$ t. bleach per 50 gallons of water. Empty the pools daily (5.A.10).
 - Be sure that nap mats and sheets used in the kindergarten at the beginning of the year are assigned to particular children and that the sheets are washed weekly.

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

Pets and Visiting Animals (5.C.05)

- No classroom pets with fur or reptiles are permitted at the Children's School because of risk of allergies and salmonella respectively. 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 with between children and animals, and to ensure that they wash their hands after contact (5.A.07).

BEHAVIOR MANAGEMENT GUIDELINES (1.E., 1.F.)

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.

Steps for Addressing Problem Behaviors as a Team (1.E.01)

1. The behaviors of children shall be addressed by classroom staff as outlined by the Behavior Guidelines in the Family Handbook. Educational Administrators consult regularly with staff members to plan appropriate strategies, including positive reinforcement for appropriate behavior, redirection, reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. Staff shall observe all children and use appropriate forms for documenting any atypical behavior to help ascertain any patterns re: events, activities, and interactions, as well as any precipitating contextual factors (1.E.02).

2. When a child exhibits a problem behavior on a continual basis that is not resolved through appropriate behavior management strategies, the teachers will plan a meeting with Dr. Carver to discuss the problem behavior and ask for further guidance. If relevant, at least two staff members will independently complete the TABS assessment of the child (Temperament and Atypical Behavior Scale, Neisworth, Bagnato, Salvia, and Hunt, 1999) and Dr. Carver will observe the child to verify the TABS results.

3. If the behavior problem is still not resolved, the staff shall request a meeting with the child's parent(s). If appropriate, parents will be asked to complete the TABS assessment of the child prior to the meeting so that results can be compared with the school results. At the meeting, staff and parent(s) will collaboratively develop individualized strategies to resolve the problem behavior. During this process, teachers will keep Dr. Carver and parents informed of progress in resolving the behavior problem. Teachers will provide information to the parent(s) in written form with copies kept in the child's file. If a child's behavior results in an injury to another child or staff member, the child's parents will be notified as soon as possible and written documentation of the incident will be provided to the parents and placed in the child's file.

4. If the teachers feel that they need further assistance in resolving the behavior problem, Dr. Carver may, with parental permission, request the assistance of an outside party. If she feels that the problem may be the result of a special need, she may request that the parents arrange for a professional evaluation of the child. The goal of this behavior management process is to support the child's inclusion and success. If, however, the parents refuse to pursue evaluation and the problem behavior continues, the continued enrollment of the child will be reconsidered in accordance with the provisions of paragraph 6 below.

5. If the results of an outside evaluation suggest the need for accommodations for special needs, the Children's School will provide these, or other appropriate, accommodations as long as they are not an undue hardship on the Children's School as outlined in the Americans with Disabilities Act (ADA).

6. If all the above steps fail to resolve the behavior problem, the Children's School may ask the parents to find an alternative educational placement for their child. The Children's School will provide the parents with 4 weeks notice, except where such notice is not reasonable because of safety concerns, and will try to assist the parents with alternative placement.

7. Written documentation of all the above steps will be provided to the parents and placed in the child's file.

GUIDELINES FOR OUTDOOR CLASSROOM USE (3.D.01, 10.D.01c)

- Only open areas when there is sufficient coverage to monitor them.
- Monitor the gates to make sure they stay closed and latched.
- Be vigilant for safety concerns in the outdoor classroom.
- 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 by doing a sidewalk activity, using the tennis court, opening the tree for climbing, etc.

Extended Day Teachers may also need to exchange information with Preschool Teachers at this time.

Outdoor Classroom Rules (Revised during 9/2/05 Discussion)

Benches in the Treehouse and Pavilion are for bottoms only. No standing. No jumping.

No climbing on the outside of the Treehouse and Pavilion railings. No climbing on top of the tube, on the fence, or on the adults.

Classes can use the Pavilion for dramatics, snack, etc. with supervision.

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

Bikes - Wear your own helmet, ride in one direction following the arrows, no ramming, no pushing.

Wagons – Pull only, puller and 2 passengers with helmets (3 passengers ok for field trips).

Scooters – With helmets and supervision only.

No pushing re: people or vehicles.

Slide – No swinging on the bar, bottom down, feet first, slide down, one at a time (alternate positions and train are ok for the Kindergarten and Extended Day if supervised).

Sandbox – Sand stays in the sandbox, sand toys stay in the sandbox. Water in the sandbox only with adult permission.

Flip Bars – Only open with a spotter!

Tennis Courts – Available to children who are wearing rubber-soled shoes and have not been in the sandbox. No wheeled toys or other equipment that might damage the court surface.

Shed – No going behind the shed. No children in the shed without supervision.

Clean Up – Park bikes on the green surface by the drain, put sand toys in the tubs, 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.

Other children are permitted to use our outdoor classroom only when our children are not using it.

Dogs are not permitted in the outdoor classroom.

Passersby are not allowed to use our bathroom.

To Discuss:

Mud play / bricks near garden boxes

Use of new area created by reducing sandbox size

Want open / closed visuals

New clean-up warning system with gong

Tree replacement?

Water Table where stump used to be

PROFESSIONAL DEVELOPMENT (10.B.01, 10.E.12)

Professional Development is a high priority at the Children's School because it supports our continuous quality improvement. We dedicate 1.5 weeks at the beginning of the school year, every Friday afternoon, and 1.5 weeks at the end of the year as paid professional development time. This time is separate from the 6 full days we schedule for teacher-parent conference preparation and conduct each year. Our time is divided approximately equally between advancement seminars, staff and team planning and reflection meetings, and independent activities. Seminars may be facilitated by Dr. Carver or another staff member, other CMU professionals, or outside speakers, depending on the topics chosen. In all cases, we consistently focus on applying what we learn to enhance our program. Staff and team meeting time is essential for both maintaining and advancing our work because of the team-building, dialogue, and reflection emphasis. Finally, independent time is necessary to support the educators' curriculum development, conference planning, and outreach efforts. In addition, staff members often engage in professional development on their own time (i.e., evening, weekend, or summer experiences), and we make every effort to provide classroom coverage for staff members who wish to participate in professional development opportunities that are scheduled when school is in session. Families are informed of our professional development activities via our monthly school newsletter.

The Children's School is a member of the following organizations (8.C.01), each of which provides on-line resources and publications that are used by the Director to keep abreast of developments in the fields of education and early childhood and to plan professional development opportunities for the staff.

NALS: International Association of Laboratory and University Affiliated Schools

NCCCC: National Coalition of Campus Children's Centers

Orientation & Performance Review

Initial staff orientation includes a review of everything in the staff handbook (see Table of Contents), together with all of the items listed in the Carnegie Mellon orientation procedure, which includes all of the benefits information (6.A.03).

During orientation, every staff member joins the National Association for the Education of Young Children (NAEYC), which includes affiliate memberships with the local and regional affiliates (PAEYC and PennAEYC). The Children's School pays for these memberships, as well as for registration at any PAEYC events that the staff member chooses to attend. All staff members are expected to review NAEYC's bimonthly publication, "Young Children"; articles especially related to our context may become the subject of staff development sessions.

Because all staff members are hired on a provisional basis (10.E.05), the Director and employee will meet to review performance after several months so that adjustments can be made prior to the end of the 6-month probationary period. Thereafter, performance

reviews are conducted annually by the Director, typically in May. Prior to the review meeting, the staff member completes a self-evaluation form including a broad reflection on accomplishments and areas for improvement. The Director collects similar information from the staff member's teammates, as well as conducting her own assessment based on each aspect of the staff member's job description. The specific format for the reflections varies somewhat from year to year, simply to provide a fresh approach. The staff member and Director meet to discuss the reflections and plan professional development focus for the coming year. After the meeting, the Director creates a summary document that is then signed by both meeting participants to document the review process and improvement plan (10.E.11). The Director then factors the results into the design of the staff development program for the subsequent year.

Children's School Staff Development

The Director is responsible for organizing meaningful professional development related to the school's goals for continuous improvement and to the staff members' identified interests and needs. Staff members are involved both in the setting of the goals and planning of professional development topics during the formal May program evaluation process, as well as informally throughout the year as needs change and opportunities arise. In addition, each year includes the pediatric first aid / CPR training, fire safety training, and emergency procedure review.

Whole staff meetings and seminars, together with individual and small group work to prepare presentations given locally and nationally, typically total 90 hours per year or more. All of these hours count toward the Pennsylvania Act 48 requirement for certified teachers through Carnegie Mellon's Center for School Outreach.

The Children's School also maintains a professional development library that is supplemented annually by the NAEYC publications sent as part of the Director's comprehensive membership and books discussed as part of the Alcoa Collaborative Book Clubs. Ideas for library additions are encouraged.

Alcoa Collaborative Opportunities (8.C.02)

Since the fall of 2000, the Children's School has been a partner with neighboring early childhood programs in the Alcoa Collaborative for Early Childhood Professional Development. This effort was initially funded by the Alcoa Foundation to strengthen the region's early childhood professional development by encouraging collaboration. The current partners include the University of Pittsburgh's University Child Development Center (UCDC), Carnegie Mellon's Cyert Center for Early Education, and Shady Lane. The leadership team for community events includes the directors from all four centers and for partner events involves the directors and educators from all four centers. In recent years, the Collaborative's biggest efforts have been to provide high quality leadership training for the whole region and to enhance the professional development opportunities for our own staff members by working together, which increases the possibilities because of having 125 educators involved as opposed to the smaller

numbers at any one center. To date, we have had three professional development events for all four centers together. In addition, through our collaboration, staff members have been involved in open houses, roundtable discussions, book clubs, local and national site visits, job shadowing and special interest groups, as well as participating in outreach events hosted by each of the centers. Though we no longer have grant funding for the project, the directors and educators are committed to continuing collaboration in support of professional development, particularly via the most popular growth opportunities and with funding from other professional development agencies.

Additional Opportunities

The Allegheny Intermediate Unit, the Pittsburgh Public Schools, the Children's Museum, and a variety of other neighboring universities and community organizations also offer professional development opportunities. Any flyers that we receive are shared with staff members to determine whether they fit with interest and availability.

Staff members may request funding for local, regional, and national professional development events that are relevant to the staff member's professional development plan. The Director makes every effort to honor these requests when staffing and funding permit.

In all of these ways, Children's School educators are better equipped to provide the best possible learning context for each of our students by being lifelong learners ourselves.

TIME GUIDELINES (10.B.01)

Work Schedule for Staff

The school year from late August through May including approximately 200 weekdays, 10% of which are holidays and other planned paid time off for school vacations (see policies below). Another 10% of the days are reserved for professional development, conference preparation, and conducting conferences.

Full-time staff members work either 8am to 4pm or 10am to 6pm and part-time staff work varying hours, as stated in their position offer, with everyone working 8am to 4pm on professional development days. Occasionally, changes are made during the professional review process and documented in the review summary. The daily schedule for teaching staff members includes preparation and planning time prior to the children's arrival, after the children's departure (at least one hour per day), and for 4 hours on Friday afternoons. Full-time staffing schedules also include a designated lunch break, and bathroom breaks for all staff are negotiated among teaching teams to accommodate everyone's needs while maintaining appropriate supervision of children.

All staff members are responsible for keeping the varied programs for children, undergraduates, and researchers on schedule so that the diverse goals of our multiple constituents can be achieved in the most effective and developmentally appropriate way possible. Classroom, course project, and research schedules are reviewed annually to continually improve our functioning for everyone's benefit.

Holidays & Paid Time Off

The Children's School follows the Carnegie Mellon Time Off Policies as per *The Staff Handbook*. Feel free to visit the Human Resources web site (<http://hr.web.cmu.edu/>) or contact our Human Resources Representative, Freida Williams, at 412-268-7145 if you have any questions about these policies.

According to the Department of Labor – Fair Labor Standard Act (FLSA), there are two types of employees: Exempt and Non-Exempt (see attached general description). The Children's School Director, Educational Administrators, teachers and assistant teachers, whether full-time or part-time, are designated by Carnegie Mellon as exempt. An exempt employee is paid a set salary for the work year as defined by our school calendar regardless of the hours worked. They are exempt from overtime pay, though they can receive stipends for work not included in their regular job description that is conducted outside their regular work year of September through May (e.g., participating in August staff development, conducting professional development seminars on non-school days, teaching during summer camp, etc.). The only non-exempt employee is the Administrative Assistant, who is paid a salary for 37.5 hours work in each week and is eligible for overtime pay at a rate of time and a half.

Children's School Holidays

Holiday (H): Each nine-month employee at Carnegie Mellon is entitled to eight paid holidays. The university is closed on these days:

- Labor Day
- Thanksgiving Day
- Day After Thanksgiving Day
- Day-Before-Christmas
- Christmas Day
- Day-Before-New Years
- New Year's Day
- Memorial Day

The Children's School calendar also includes the following holidays:

- Day-Before-Thanksgiving
- President's Day

Floating Holidays (F): In addition to these ten paid holidays, each nine-month staff member may take 2 "floating holidays". The Children's School calendar specifies that these floating holidays be taken during the winter break.

Paid Time Off Days (PTO)

Carnegie Mellon offers full-time employees Paid Time Off, which is accrued at a specified rate for each month worked (including camp if staff work that extra month).

<u>Years of Employment:</u>	<u>Accrual Rate:</u>	<u>9 Month Total</u>
Up to & including year 3	1.42 days per month	12.75 days
Beginning year 4	1.67 days per month	15.00 days
Beginning year 8	2.08 days per month	18.75 days
Beginning year 16	2.50 days per month	22.50 days

Already accrued Paid Time Off Days may be used for vacation, illness, personal time or to care for dependents. Except in the case of illness or emergency, PTO days must be scheduled in advance and are subject to approval by Sharon Carver. Jury duty and bereavement leave are provided under separate policies and do not count as PTO days. (See the online Carnegie Mellon PTO Policy for additional details.)

In addition to the use of PTO as defined above, the Children's School has the discretion to require the use of PTO for Children's School vacations as specified in the annual Children's School calendar. For the 2010 -2011 school year, there are 9 PTO Days specified for winter and spring breaks.

- Winter Break 4 PTO Days
(in addition to the 4 H and 2 F days)
- Spring Break 5 PTO Days

Example: If you are a first year teacher you can accrue:

12.75	PTO Days
-9.00	PTO Days that are written into our calendar

3.75 PTO Days may then be accrued

PTO Records are kept by the Director using a university-specified format and then confirmed with each staff member at the end of each semester. Staff members who take PTO in excess of their entitlement may have their pay docked for the pay period in which the deficit occurs. Once a staff member has a PTO deficit, no discretionary PTO will be approved. Winter and spring breaks may only be taken if sufficient PTO has been accrued. PTO may be granted in extenuating circumstances.

Part-Time Employees

According to university policy, part-time employees do not qualify for paid-time-off (PTO).

Non-exempt part-time employees get paid for the hours they work and do not get paid for time off or holidays. Occasionally, there are opportunities for hourly employees to work extra hours at school vacation times to make up for lost income. Interested staff members should notify Sharon Carver.

Exempt part-time employees work closely with Sharon Carver to ensure that their schedules flexibly adjust to the different phases of the school calendar, particularly professional development days, days when school is in session, days when other staff members are taking PTO, and school vacations. Exempt part-time employees may be granted sick days when necessary and may have their pay docked for additional days absent.

Illness

When you know before 7:00am that you will not be in school due to an illness, call Educational Administrator Maggie Rosenblum's cell phone (412-721-1544). Knowing about an absence before we arrive at school gives us extra time to make arrangements for coverage.

Planned Absences

If you have accrued sufficient PTO and plan to take a day for an appointment, travel, etc., please inform Sharon Carver as much in advance as possible so she can plan program coverage. Extended absences (two or more consecutive days) must be approved by Sharon Carver prior to planning them.

Extended Absences

If extended absences in excess of accrued PTO are necessary, employees will be directed to arrange a leave of absence with the help of a Psychology Department Administrator (see attached Carnegie Mellon policy on leaves of absence). Further PTO is not accrued during leaves of absence.

Snow Days

At 5:30am, Director Sharon Carver and Educational Administrator Maggie Rosenblum listen to the news, determine what other schools in the city are doing, and make our best judgment about whether to have, delay or close school that day. Since our

children do not walk to school or wait outside for buses, we do not typically delay or close school purely for cold temperatures. Depending on the road conditions, we may decide to choose one of three options:

1. **One Hour Delay**

During a one-hour delay, we will greet the Kindergarten at 9:30 AM, the Morning Four Year Old Classes at 9:30 AM and the Three Year Old Classes at 9:45 AM. Dismissal will be at the normal times and the Extended and Afternoon Programs will be on normal schedule.

2. **Two Hour Delay/No Morning Preschool**

During a two-hour delay, we will greet the Kindergarten Class at 10:30 AM and dismiss at the normal time. The Morning Preschool and Extended Morning Programs will be canceled and the Afternoon Programs will be on normal schedules.

Can we discuss a new possibility of 2 hour Delay/Modified Preschool?- We could have AM preschool 10:00 – 12:30 and PM preschool 1:30- 3:30.

3. **Close the School.**

Option #1 enables us to conduct the morning preschool classes, while giving our staff and families time for the road conditions to improve. Either Sharon Carver or Maggie Rosenblum will call you when there is a school closing/delay. We announce our school closing/delay on both WTAE (1250 AM) and KDKA (1020 AM). After calling the news stations, Linda Hancock will send an e-mail to our families.

Relation of Snow Days to PTO

Staff members can make their own decisions regarding attendance on severe weather days, but they will be charged PTO for absences when the university has not closed. Unfortunately, our ability to provide our services to Carnegie Mellon and the community depends heavily on having enough staff present in a timely fashion to do so. For that reason, we may cancel school for students on days that the university does not close. If school is canceled because of the weather, staff members are expected to either come to work or work at home. In either case, staff members will use the time without children to work on 1) unit development, 2) activity planning, 3) conference preparation, 4) newsletter writing, and/or 5) professional reading. Staff members are expected to keep a supply of work materials at home in the event of a snow day. In addition, Sharon Carver will provide a packet of relevant professional reading at the beginning of each "snow season", just in case. In some cases (typically when a major storm is predicted), she may assign particular reading and preparation for an upcoming staff seminar. Staff members who attend work or document work done at home during a school closure will not be charged a PTO day when school is closed for students.

PURCHASING GUIDELINES (10.C.01)

The Children's School Purchasing Procedures are designed to maximize convenience for all staff members and to minimize extraneous paperwork.

Team Budget

In May of each year, the staff collaboratively decides how to allocate the Materials Fee money that our families pay each year in addition to their tuition. For the 2010-2011 year, we allocated \$5,000 for consumables, \$2,000 for the outdoor classroom (bikes, water table), plus \$1,000 for consumables for gardening, \$2,000 each for the 3's, 4's, and K teams, \$1,000 for the Extended Day team, \$1,000 for the Discovery Area, \$2,000 for special events (including Special Fridays), \$2,500 for technology (cameras & iPods), \$2,000 for the Library (including math & science big books and updating old books), \$500 for gym, \$250 for the kitchen, and \$1,750 for the Whole School Building Unit (\$25,000 total). The Snack Fee money is used for the weekly snack expenses, food for family events, and other kitchen supply purchases.

Each teaching team is responsible for making developmentally appropriate purchases that support their efforts to help children in their groups to advance in all six of the developmental domains, as well as to delve deeply into the thematic units being studied (9.A.13). In addition, the team must track the amount of their purchases throughout the year, ensuring that they spend no more than their agreed allocation, and submit a detailed report to Educational Administrator Linda Hancock before the end of May each year.

Tax Exempt Status

The University is tax exempt and will not reimburse employees for the tax paid on items bought. For stores the staff members frequent, we have tax-exempt forms that can be taken to that store (we can add any store to this file).

Tartan Trust Visa

After attending a credit card training session, each staff member is issued a tax-exempt Tartan Trust Visa. It is the staff member's responsibility to use the card according to university credit card policy and to keep track of purchases using the spreadsheet provided by Linda Hancock.

Be sure to check that you are not charged tax. When you return to school, give **the receipt and credit card slip to Linda Hancock immediately for processing.** Please be sure that your name and program is on the slip so she knows whose card was used for the purchase and which program should be charged.

Ordering from Standard Suppliers

Art Supplies and Learning Materials Linda Hancock

Art supplies are ordered in the summer for the fall semester and at the end of December before the spring semester. In the summer, Linda also orders learning materials from a variety of suppliers. The staff is given an order form to complete for these purchases. If there is a need during the school year, please let Linda know and items can be ordered. Materials purchased with money from the whole school allocation are stored in the art closet and can be used by any teaching team. If a team chooses to purchase materials with their own allocated funds, those materials may be stored in their rooms to reserve them for that group's use.

Office Supplies Allison Drash

Office supplies are ordered from Office Depot on a monthly basis. Give Allison your team order (include page and catalogue number) at the beginning of your theme unit and she will place an order. The Office Depot catalogue is on the top white shelf by Allison's desk. You may also search the Office Depot website.

Giant Eagle Assistant Teachers

Lisa Furman and a parent volunteer shop weekly at Giant Eagle for the snack program. She is responsible for generating the snack menu and the weekly shopping list. Teachers may order items for cooking lessons and for anything found at the Giant Eagle.

Web Sources Linda Hancock

Linda can order books and other items from the web at places such as Amazon.com. Give Linda the name of the book and the author or the item you would like to order and the web address.

(All catalogues are kept in the cabinet below the mailboxes in the Teacher's Room)

Purchasing from On-Campus Stores Directly

Employees can purchase items at the following stores on campus:

University Center
Bookstore (books, office supplies, university clothing, cards)
Entropy (snacks)
Art Store (paper, paint, etc)
Post Office

PUB (Publications and Printing Building)
Campus Printing (paper, copying)

To make an on-campus purchase, get the appropriate purchase form from the top file drawer underneath the school printer. Have Linda enter the account number and sign the form before you go to the store. When you return, give Linda a copy of the completed form indicating what you purchased and the receipt if you received one.

Purchasing from Off-Campus Stores Directly

If you need supplies immediately or ones that are not available through the above sources, you can use your own cash (and be reimbursed) or one of the school's Visa cards. Remember to identify the purchase as tax-exempt before checking out AND to check your receipt to make sure tax was not charged.

To be reimbursed for out-of-the-pocket expenses, give your original receipt to Linda Hancock. Print your name on the back of the receipt and circle the items purchased (if the amount you are being reimbursed is not the total amount on the receipt). For expenditures less than \$25, you will be reimbursed with petty cash. For expenditures over \$25, you will receive a check from the university approximately 7 to 10 days later.

STAFF USE OF THE SECURITY SYSTEM

Installed Fall 1996

Updated with new keypads & video monitoring Summer 2006

Updated with new keypads and control pads Fall 2009 after the Flood

Note: Staff members are given a code that is "privileged", meaning that it can be used to program the system. Parent, students, researchers, etc. are given a code that allows entry and exit only. PLEASE DO NOT GIVE YOUR CODE TO ANYONE. Also, all bypassing must be done by staff members, not student, interns, parents, etc.

CAUTION: The new system processes commands VERY SLOWLY so it takes time for your key presses to register!

Personal Entry & Exit

Use the corridor doors.

Use the slimline number panels.

Press the access code and then the * button.

The red light will NOT turn green to signify that the magnet has been deactivated.

You have 30 seconds to get through the door and make sure it closes.

NOTE: Having the code only allows entry to the school corridor. Keys must still be used for access to other areas.

BEWARE: The system does not reactivate for 30 seconds, so anyone can enter or exit the school within the 30 seconds. The system also does not accept a code for entry until 30 seconds after the last time a code was entered into the system. If you have trouble entering, wait 15 seconds and try again. Sometimes people use the code to exit but it is not accepted, which makes the alarm ring anyway.

Class Entry and Exit (i.e., longer than 30 seconds)

"Ready to Arm" means that all doors are closed and unbypassed.

"Ready w/ Bypass means that all doors are closed but at least one is bypassed.

There are now two separate processes for bypassing doors. Do not try to bypass if the keypad does not say ready. Press * if it does not say ready.

To bypass the Corridor Doors:

For the Stairwell, press the F1 key to bypass and the F3 key to unbypass.

For the Hallway (Front), press F2 to bypass and F4 to unbypass.

These presses must be firm and slightly extended. The system will beep three times and display Stair / Front Byp / Unbyp to let you know it worked.

To bypass the Outside Doors:

Use the major key panels (office, preschool, or kindergarten).

Press the "Bypass" key.

Press the Door Number.

03: Preschool

04: Kindergarten

Press the "Bypass" key. The system will beep and ask for Authorization.

Press the code. The system will beep three times.

To "un-bypass" the Outside Doors:

Follow the same steps for bypassing.

To check what's bypassed,

Press the "Up Arrow" key. Each time you press it, you will see one more door that is bypassed, until you see them all.

NOTE: If you bypass a door, it is your responsibility to make sure that it is unbypassed as soon as possible. The school is not secure when the doors are bypassed because children could leave without the alarm ringing.

To STOP the ALARM from ringing or system from BEEPING

Press the code and on one of the major keypads.

Press the * key to exit any function mid-stream. The "Elk" key also works.

STAFF USE OF THE INTERCOM

To Answer the Intercom when it rings

Look for the left-most red light.

Press the button beneath it to **open the channel**.

Press the "**Talk**" button and say, "**May I help you.**"

Release the "Talk" button to hear the response.

Continue the conversation in the same manner, pressing the "Talk" button when you want to speak and releasing it when you want to listen.

*Many people think that they have to press the buzzer to talk. If you hear the buzzer again instead of the other person talking, you'll need to wait for your turn and then tell them that they don't need to press the button again.

Once you are sure that the person should be admitted to the school,
ask "**Are you at Door 1 or 2?**"

To let people enter, you disengage the alarm for 30 seconds on the relevant door by pressing the corresponding **Red Button**. [Using the Red Button near the office door is also a good way for you to leave the school via Door 2 without having to press your code.]

When you're finished, press the "**Off**" button to close the channel (or you'll continue to hear noise from outside the doors).