



Staff & Student Handbook

Revised May 2016

**ENMU Child Development Center
& Laboratory School**

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Welcome to the Child Development Center (CDC) Laboratory School! ENMU's CDC has a proud history of serving as a laboratory school since 1949. The original program enrolled 16 children ages 2-6 and was open from 9-3 Monday through Friday. In 1972, the current CDC facility was constructed with the open classrooms and curriculum modeled after the Infants Schools in England. Today, the CDC enrolls up to 36 children, 16 (3 & 4-year olds) and 20 (4 & 5-year olds). The teachers are responsible for the curriculum, the children, and for supervision in the classroom of all participants. The CDC director is responsible for overall supervision of the program, students, and staff, meeting regulatory and quality

requirements. There is also a kitchen manager, who has oversight of the meal services for the children.

Welcome to the facility and join us in continuing the tradition of quality and excellence as a laboratory school. This handbook has been developed to provide the standards, regulations, policies, and procedures by which the CDC abides. All employees are responsible to read the content and use the information to guide their practices while working and interacting at the CDC. The CDC Director is available to answer any questions and provide guidance to all CDC staff and student workers employed by the program.

The handbook is for use throughout the term of employment with the CDC and is offered in print. If a digital copy is preferred, it can be emailed or accessed on the ENMU web page by searching for the CDC and clicking on the respective handbook link.

Mission

The purpose of the ENMU-Portales Child Development Center is to provide an excellent early childhood education experience for young children based on current research considering intellectual, linguistic, creative, physical, and social/emotional development. The program seeks to support families in their roles and to encourage family involvement in the program. As part of the university mission, the program provides an outstanding training facility that provides observational and laboratory experiences for college students and a research facility for the study of child development.

The facility uses sound financial management principles in providing a program to meet campus and community needs for quality, safe, and affordable childcare. The program meets or exceeds requirements for all agencies that monitor childcare programs.

Orientation

As part of the orientation to work at the Child Development Center, staff and student workers will be given a copy of the CDC Staff/Student Handbook and a packet of required forms. Staff and student workers will then participate in an orientation to the policies and procedures after they have read the handbook, completed the paperwork, and provided the required documentation. The orientation will include a review of all relevant information to begin employment, training on all tasks and procedures, a tour of the facility, an introduction to the teaching staff, student workers, and children. Time to observe in the classroom and mentoring from the teachers and identified student leaders is part of the process, along with establishing a professional development plan.

Required Documentation for Employment

Before beginning work, the following completed forms must be on file at the CDC.

1. Completed fingerprint process and background check application
2. Employee information sheet – emergency contacts

3. Professional development plan
4. The form that states you are familiar with the following policies:
 - a. Physical and Mental fitness
 - b. Child Abuse
 - c. Discipline/Guidance of the Children
 - d. Confidentiality and Dress Code
 - e. Health, Safety, and Universal precautions

All CDC employees must also complete documentation in the Human Resources office based on your employment status and all required payroll forms. The director will complete the appropriate employment requisitions for student employees.

Job Description for Student Employees

Title: Teacher Assistant

Purpose: To assist the teachers in the classroom and on the playground with the children. To ensure a clean and safe facility and provide support for the food service provided to children and staff.

Duties:

1. Attend to, engage with, be responsive to and supervise for safety the children in the classroom and during activities.
2. Attend to, engage with, be responsive to and supervise for safety when children are outside on the playground.
3. Assist in other duties as needed, such as kitchen duties, setting up meals & snacks or assisting with clean up. Clean up may include laundry, storage closets, sanitizing surfaces, dusting, and watering plants.
4. Manage materials by ensuring items are replaced where they belong in cabinets and sheds. This includes, limiting waste and ensuring organization of all CDC materials.
5. Assisting with implementation of developmentally appropriate activities, guidance, and clean up of areas once activities are completed.

Skills and Qualifications

Possess the ability to work with young children, peers, CDC staff and families in a preschool environment. Employees must be responsible, dependable and punctual in attendance. Requires interest in working with young children and willingness to meet state licensing and training requirements, which will include courses in child development, child psychology early childhood education or equivalent during the first 6 months of employment. In-service training will also be provided and required. Employees must submit fingerprints for a criminal records check within the first 5 days of employment. They must also sign a statement that they have not committed any child abuse or other offense that would make them ineligible to meet state requirements.

Teacher Job Description

Under limited direction, assist in coordinating activities to address the total physical, social, emotional, creative and intellectual needs of preschool age children in a laboratory setting. Model best practices while supervising and supporting lab experiences for university students and faculty.

Duties and Responsibilities:

- Provide a stimulating, safe, and engaging environment for children and students to explore and learn
- Model best practices for children, students, peers, and families
- Develop, implement, and maintain daily lesson plans, reflections, and binder
- Develop and complete child portfolios and review with families each semester
- Host and evaluate special activities for children and families
- Complete appropriate paperwork and documentation
- Oversee correspondence and bulletin boards
- Abide by CDC and ENMU policies and procedures, child care licensing and quality standards, teacher licensure requirements and standards, and NAEYC's Code of Ethical Conduct
- Work collaboratively with CDC staff and ENMU faculty to facilitate lab experiences
- Perform other duties as assigned

Skills and Qualifications

- Knowledge of child development and the ability to relate to young children
- Ability to communicate effectively, both orally and in writing, with all age groups
- Ability to work with a wide range of constituencies in a diverse community
- Ability to be prompt, reliable and professional
- Ability to interpret, adapt, and apply guidelines and procedures
- Ability to supervise and train students, to include organizing, prioritizing, and scheduling work assignments

Work Schedule

The CDC operates from 7:45 a.m. to 5:05 p.m. Monday through Friday during the ENMU fall, spring, and summer semesters. CDC staff members must ensure coverage of the facility at all times during operating hours. Student workers will not be left in charge of the program independent of a CDC staff member. Student workers are not expected to work during University holidays. Student employee work schedules are developed around a student's course schedule and to meet the ratio needs for child supervision in the classrooms. Depending on your status as work-study or student hire, your total hours may vary with no more than 20 hours per week. Any changes to your course schedule must be provided to the director, immediately. All requests for permanent changes in your CDC work schedule must be made at least 3 days in advance to the CDC Director. Prior to each new semester that you are accepted for work, you must provide an updated course schedule in order to be scheduled. You MUST come to work when you are scheduled.

Absent, Tardy & Early Departure

We depend on our professional and support staff and student workers to be here when assigned to help supervise and care for the children. It is essential that you work when scheduled. Reliability and punctuality are very important in the workplace, especially when you work in early care and education environments where staff/child ratios are regulated.

Professional and support staff must follow the ENMU Personnel Handbook and relevant ENMU Policies and Procedures regarding attendance, notification of absences, and leave. Professional and support staff members need to call the director at least one hour prior to reporting time or as soon as possible in the event of an unplanned absence or tardy.

CDC student workers must always let the CDC staff know if they will be absent, late, or need to leave early. This notification should happen via text message to the CDC Director and teachers cell phones or in person where possible.

Student Workers: Pre-planned Absence

If you have a planned doctor's appointment or other scheduled event that will require you to miss work:

1. Inform the CDC director at least one week ahead of time if it is pre-planned or immediately upon scheduling.
2. Remind the teachers whenever you know ahead of time that you will have to miss work. It is your responsibility to keep the teachers informed as well.

Student Workers: Sudden illness or other emergency

1. Text the CDC Director and teachers to inform them that you will be absent or late.
2. Provide a doctor's note upon return from an illness or injury or if you are required to miss work for additional times while you recover.

Grievances/Complaints

It is best to work out differences with other staff members at the time of the issue. At times, this may not be possible; any CDC student employee may bring their grievances/complaints to the teachers or CDC Director in order to develop options to solve the problem. Any complaint regarding the CDC director may be made to the Chair of the Department of Family and Consumer Sciences and Agriculture, Dr. Darron Smith at 562-2363. Complaints related to practices not meeting licensing standards or promoting the well-being of children, should be submitted to the childcare licensing authority, New Mexico Children Youth and Families (CYFD).

Sexual Harassment Policy

ENMU and the Child Development Center require the workplace to be free of sexual harassment. Please refrain from any behavior that makes others in the environment feel uncomfortable or could represent a hostile work environment. Treatment of any staff member, child or volunteer in a harassing manner will result in reprimand and possible termination depending on the severity of the infraction. Employees who feel

uncomfortable in the work environment should bring their concerns to the Director or to the University's Grievance Officer in the Human Resources office.

Confidentiality

The CDC adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethics, which requires that information regarding children and their families to be treated confidentially. This includes verbal exchanges, print materials, or social networking/media sites. ENMU adheres to the Family Educational Rights and Privacy Act of 1974. FERPA is a Federal law that protects the privacy of student education records. Any questions regarding the Family Educational Rights and Privacy Act (FERPA) should be referred to the Registrar.

CDC staff and student workers are NOT ALLOWED under any circumstances to use photos, comments, or literature from the CDC for any purpose other than that explicitly allowed by the CDC director or Department Chair. Staff and student workers may NOT post pictures of the children, center, make comments about center events or issues, or share information regarding the center on personal Facebook, Twitter, Snap Chat, Yik Yak, Kik, Instagram, via email, or any other social network accounts. This is a breach of the confidentiality expectations and will be reviewed by the department chair, CDC director for disciplinary action that may include discharge..

Communication & Code of Ethical Conduct

Student and professional personnel are expected to work cooperatively with university faculty and staff, CDC staff members, other students, the children, and the children's families. All CDC employees (staff and students) must follow the principles of the National Association for the Education of Young Children Code of Ethical Conduct. This document is provided as part of your orientation process.

It is essential that communication be professional and confidential. In order to be successful as a teacher or teacher assistant, you must demonstrate effective communication skills and work as part of a team for the shared goal of providing the best quality experiences for the laboratory students and CDC children.

Professional staff and students must respect the privacy of the children and their families by not discussing them with others away from the center or on any social media sites (Twitter, Facebook, Snap Chat, etc.) Students should not "gossip" about the children or their families. Student employees should contact the CDC Director if they have questions about specific situations. Additionally, the CDC staff will communicate in writing or via meetings to address any questions or concerns and to provide updates and resources. If there are suggestions or concerns and need to bring it to the director's attention anonymously, there is a suggestion box in the front lobby for CDC parents, students, and staff to use. All suggestions are reviewed by the CDC director and the department chair where relevant, and will be acted on in the best interest of the program.

Evaluation, Training & Professional Development Plans

As part of the orientation process, all staff must develop a professional development plan as they begin work at the Child Development Center. Each employee is encouraged to be active in the development of this plan to ensure it meets their needs and will reflect their efforts towards professional growth. Evaluation for professional and support staff will follow the ENMU evaluation process, which is available on the ENMU Portal under forms for Human Resources.

Student employees will be asked to reflect on their performance and professional goals at the end of each semester and feedback from the CDC teachers and CDC director will be provided. A copy of the evaluation form is shared at orientation and posted in the resource room. This evaluation includes review of training needs and the student's ability to meet program expectations for continued employment. Re-hiring for subsequent semesters can be affected by the outcome of the evaluation process.

A training log is kept with staff records for all CDC employees. Professional and student personnel are required to meet the training hours required by state regulations. Hours taken in relevant college courses may count for training hours needed. In-service trainings during staff meetings will be provided as well. Notices of training meetings will be posted on the bulletin board in the resource room. Please check that bulletin board on a regular basis for announcements and reminders. Students are expected to attend required trainings or CDC staff meetings. Announcements of meetings will be given in advance for all students.

Employee Retention

The ENMU CDC endeavors to employ and retain the highest qualified professional and support staff and student workers to ensure the quality of care provided meets state and national standards for early childhood programs. To that end, all staff members are selected based on prior experience, education, and the pursuit of education and training to ensure qualifications are met for the job. Professional and support staff are provided with mentoring by the CDC Director and Department Chair. All salary and leave policies for professional and support staff are outlined in the ENMU Personnel Handbook and in ENMU Policies and Procedures. Retention efforts for student workers include receiving positive feedback on job performance through written and verbal means from the teachers and director, teambuilding activities, and retention for subsequent semesters. In addition, staff and students will plan and participate in various CDC program events, holiday celebrations, and other team and culture building activities.

Compensation & Benefits

Professional and support staff members receive the benefits and compensation offered as a condition of their employment, which is in accordance with the ENMU Personnel Handbook and related ENMU Policies and Procedures.

Student employees will be paid at the minimum wage rate for ENMU student employees. Additional non-fiscal compensation for student employees can include:

1. Priority rights of return employment to the CDC for subsequent semesters
2. Ability to serve as a Student Lead for training new student employees
3. Free CPR/First Aid certification
4. Coverage of costs to attend required training

ENMU students have access to health services through ENMU Health Services. Student employees are covered by worker's compensation for on-the-job injuries. Student employees will have their work scheduled around their courses or other professional development activities.

Students who work for the CDC are classified as work-study, student hire, or graduate assistant. Work-study students are paid 75% from financial aid and 25% from the CDC's budget. Students who are student hire are paid 100% from the CDC's budget. Graduate assistants are funded through the department budget as appropriate. Questions about eligibility or funding for work-study or student hire should be directed to financial aid or the graduate school.

There are also state and federal requirements for employees and employers available from the US Department of Labor, Employment Standards Administration Wage & Hour Division <http://www.wagehour.dol.gov>

Staff and Student Worker Disciplinary Procedures

Student employees are "at will" which means that they can be discharged if their performance or actions do not meet with expectations. This handbook and the Student Worker Agreement outline the expectations of student workers at the CDC. The CDC staff to ensure compliance with all CDC policies and expectations will provide verbal warnings. In the case of further action, written reprimands and where appropriate corrective action plans will be made to student employees by the CDC Director under the guidance of the Department Chair. The CDC Director in consultation with the Department Chair determines discharge of a student employee based on the severity of the situation and/or the amount of infractions documented.

Professional and support staff follow a probation period, evaluation cycle, and disciplinary procedures as defined in the ENMU Personnel handbook and related ENMU Policies and Procedures in accordance with their offer of employment.

Resignation/Termination

Student employees should give a two-week written notice if they will no longer be working at CDC. Professional and support staff must follow the ENMU Personnel Handbook and related ENMU Policies regarding resignation.

Conduct of any student employee that violates the rights of children, or constitutes child abuse and/or neglect will result in immediate termination. Student employees with excessive absences or other identified and unresolved issues in the workplace will result in disciplinary actions up to and including termination. Termination of professional and support staff is made in accordance with the ENMU Personnel Handbook and related ENMU Policies and Procedures.

Licensing Regulations

The Child Development Center is licensed by the State of New Mexico through the Children, Youth and Families department. All licensed childcare centers must meet minimum standards in order to sustain their license. These standards are identified in the licensing regulations. Centers are licensed for one year with at least twice annual visits to ensure compliance with all licensing requirements. All professional and support staff and student employees are expected to be familiar with licensing regulations and to abide by them. Licensing regulations are posted next to the CDC Director's office for review. To access them electronically, go to www.newmexicokids.org

Surveillance

The Child Development Center (CDC) is monitored by staff at the ENMU Police Department using high resolution video cameras placed on the inside and the outside of the facility. These cameras are viewed live by the ENMU Police Department Dispatch and authorized staff within the ENMU Police Department during all hours. Additionally, the ENMU Police participate in frequent patrols around the facility. This surveillance system has extended recording capability to pull footage and records continuously even when the cameras are not monitored live during operation hours.

Access Codes

CDC staff, student workers/laboratory students and families are assigned specific access codes to open the front door. By limiting access to unauthorized people, the CDC can better protect the children and university students and enhance the security of the CDC building. All staff and student workers are responsible for keeping their access code in a secure place and not sharing it with anyone. Access codes change each semester and will be provided to all CDC staff and student employees.

Required Staff & Student Employee Documents

Please review the following documents as part of your orientation for the CDC: the NM Child Care Regulations [1], NAEYC Code of Ethics [2], FOCUS Essential Elements [3] and the Child Development Center's Parent Handbook [4]. In order for you to do your job well, it is

essential for you to know the regulations, standards, policies, and procedures that we seek to uphold.

[1] <http://164.64.110.239/nmac/parts/title08/08.016.0002.htm>

[2]

https://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement%202011_09202013update.pdf

[3]

[http://www.earlylearningnm.org/media/files/FOCUS%20Essential%20Elements%20of%20Quality%20Center%20Based%20Programs%20\(English\).pdf](http://www.earlylearningnm.org/media/files/FOCUS%20Essential%20Elements%20of%20Quality%20Center%20Based%20Programs%20(English).pdf)

[4] <http://www.enmu.edu/images/academics/education-technology/cdc/cdc-parent-handbook.pdf>

Statement of Health

Student workers may be required to provide a physician's statement of health and ability to participate in group care to be kept on file at the discretion of the CDC Director. Health Care Services will see ENMU students by appointment 575-562-2321.

Any accommodations related to health or medical needs for Professional and Support employees should be addressed through the Human Resources office.

Duty Assignments

A duty schedule is developed each semester to assist the CDC staff in maintaining the health, sanitization, and meal service needs of the program. Duties are assigned based on scheduling and in an equitable manner. Expectations for duties are provided in the orientation guide and explained during orientation. Identified student leads are also available to mentor students in learning the CDC duties. All student workers should be familiar with each expected duty and be able to fill in for absent students.

Kitchen Procedures

The CDC Kitchen Manager is responsible for setting expectation for the meal services to include set up and clean up. The CDC meal preparation occurs in the FCS Culinary Arts kitchen and dishwashing in the FCS building. The kitchen in the CDC is used for set up and clean up before and after meals. The following are basic kitchen duty expectations:

1. If we are short-handed with the children, your priority is the children before your duties. Be sure to return to your kitchen assignment as soon as possible. The kitchen manager is available (from 8 – 1:30 pm) to provide assistance, if needed, when we are short on staff.
2. **Children are not allowed in the kitchen**, however, the children like to help set the table and do a wonderful job. Whenever possible, ask them to help you set the tables after they have washed their hands.
3. The meal set up and meal clean up procedures are provided in the orientation guide and are posted in the kitchen. Please follow all posted guidelines in the kitchen or those provided during orientation. If you have questions ask the Kitchen Manager or the CDC Director.

Staff Health, Safety, & Universal Precautions

Staff must be healthy and free of contagious conditions in order to work with the children and other staff members. If you are ill, please find a substitute, notify the director or teachers, and return to work only when you are free of your contagious illness. In some situations, you may be required to have a health care provider's certification that you have recovered from your illness and do not pose a threat to the children.

In order to provide appropriate accommodations, any expectant student employees are asked to bring in information from their doctors indicating any limitations related to their work around children. Professional and support staff need to bring any medical notes regarding accommodations to the Human Resources office per the ENMU Personnel Handbook.

Each CDC staff member will engage in daily health and safety checks. The CDC staff members will look for signs that a child is not feeling well. The CDC staff members will be observant with the facility and equipment and notify the director if anything appears to be unsafe.

On the job injuries can occur. If an injury happens during work hours at the CDC, a notice of injury form needs to be filled out by the affected CDC staff member or student worker. The notices are available in the CDC workroom. These notices are turned into the CDC Director who will then send them to Human Resources. If additional medical care is needed, the employee will need to contact Human Resources. A safety interview with the ENMU Safety Officer may occur to ensure that there are appropriate precautions in place to prevent further injury.

'Universal Precautions' is the term for infection control measures all health care workers and childcare providers should follow to protect themselves from infectious disease. The Occupational Safety and Health Administration (OSHA) requires workers who might come into contact with blood and other body fluids (such as stool, urine, vomit, draining wounds) to practice the following:

Why are they needed? Germs that are spread through blood and body fluids can come at any time from any person. Employees may not know if someone is infected with a bacteria or virus such as hepatitis or HIV; the infected person may not even know. This is why all must behave as if *every* individual might be infected and follow procedures with *any* and *all* situations that place an employee in contact with blood or body fluids. Following the steps listed below will result in practicing universal precautions, and will help protect CDC employees from getting 'blood borne pathogens (disease carried by blood and other body fluids).

Hand washing

- ❖ After helping a child in the bathroom

- ❖ After handling body fluids of any kind
- ❖ Before and after giving first aid (such as cleaning cuts and scratches or bloody noses)
- ❖ After cleaning up spills or objects contaminated with body fluids
- ❖ After taking off your disposable gloves. Remember: wearing gloves does not mean that you do not have to wash your hands.
- ❖ When they are exposed to any body fluids such as blood, vomit or feces.
- ❖ When individuals have cuts, scratches, or rashes which cause breaks in the skin of their hands

All personnel should wear gloves: If you are allergic to Latex, non-Latex gloves are made available. Please notify the CDC Director of any latex related allergies.

Environmental disinfection should be done regularly and as needed. In the childcare setting, this means cleaning toys and surfaces with a bleach solution (1 tablespoon of bleach per spray bottle made fresh daily). Blood spills or objects with blood on them need a stronger solution of ¼ cup bleach to 3 cups of water or another sanitizing cleaner (follow the instructions on the cleaner to ensure proper sanitization). *Wear gloves when handling blood.*

Proper Disposal of Materials that are soaked in or caked with blood requires double bagging in plastic bags that are securely tied. Send these items home with the child, do not engage in washing of the item. Items used for procedures on children with special needs (such as lancets for finger sticks, or syringes for injections given by families or children) require a special container to dispose of safely. Families can provide what is called a 'sharps container', which safely stores the lancets or needles until the parent can take them home.

Exposure Reporting Procedures: These are required and will inform CDC staff and student workers about what to do if something happens which puts an employee in contact with blood on their broken skin (cuts, scratches, open rashes or chapped skin) or in their mucous membranes (in the eye, mouth, or nose). There are also record keeping requirements to document the exposure situations whether or not the employee received a free medical exam and follow-up, and if the employee was offered the hepatitis B vaccination if she/he has not had the series.

All CDC staff and student workers will receive the following information at orientation:

- ❖ An explanation of universal precautions and the exposure control plan for the CDC
- ❖ Medication administration procedures
- ❖ Handwashing requirements

First Aid Equipment

The first aid materials are located in the cabinet in the resource room. Supplies in the cabinet are checked and stocked by the CDC director, regularly. Any CDC staff trained in First Aid, with classroom teachers and the director preferred, can administer First Aid.

There are also first aid kits in backpacks, 1 per classroom, to be taken outdoors with the children. The backpacks contain emergency procedures, an up to date roster of children with emergency contacts, the first aid supplies, and a cell phone for dialing 911. These backpacks must be in the possession (on their person) of a CDC staff or student employee at all times while in use. Children are not permitted access to the backpacks. The CDC teachers are responsible to ensure their backpacks are stocked and are checked on a minimum of a monthly basis.

Facility Evacuation Plan

In the event of the need to evacuate the facility for any of the following reasons, all CDC staff, student employees, and volunteers will follow the procedures below. The CDC Director and teachers will carry their personal cell phones during any emergency.

Emergency roles and responsibilities will be as follows:

Center Director or Designee:

- Identify emergency and implement evacuation process as appropriate for the type of emergency.
- Update emergency evacuation plans as needed to reflect current situations.
- Notify the proper authorities (University Police, Department Chair, Dean, and local law enforcement) of any emergencies. Utilize the appropriate ENMU emergency notification systems based on the emergency identified.
- Contact evacuation location (if appropriate) to notify of time of arrival.
- Act as a team leader during the emergency to ensure all children, personnel, student workers, students, and volunteers are safely evacuated from the facility.
- Secure the building in the event of a shelter in place situation by locking doors and limiting access until an all clear is issued.
- Familiarize all CDC staff, student workers and volunteers with the emergency/evacuation plan and ensure effective implementation.
- Ensure all supplies and materials necessary for evacuation are checked monthly and ready for use.

CDC Teachers:

- Notify the director of any emergencies as they become aware of them.
- Be familiar with the facility emergency evacuation procedures.
- Follow emergency procedures as outlined and directed by the person in charge.
- Obtain emergency supplies, first aid kits, medications (if needed), attendance records, check all areas of the classroom and restrooms, and delegate duties to student workers as needed.
- Supervise the children, students, student workers and volunteers as they exit the facility to the designated location away from the building.

- Assist children, staff, student workers, and volunteers with a disability or who require additional support to evacuate safely.
- Once in a safe location, conduct a head count from the daily attendance record to ensure that all signed in children and signed in adults are accounted for.
- If pick-up is needed, contact families of evacuation location and pick up requirements.

Student Workers & Volunteers:

- Be familiar with the facility emergency evacuation procedures.
- Follow emergency procedures as outlined and directed by the CDC staff member in charge.
- Provide for the safety and well-being of the children, student workers, volunteers in the building at the time.

The CDC response for emergencies is classified in the following ways – sheltering either in-place or evacuation. A floor plan/diagram is posted in each classroom and common area indicating the primary and secondary routes for exiting each area. Emergency phone numbers are displayed by all telephones in the CDC. The fire extinguishers for the facility are located in the main hallway by the front door, and in the CDC kitchen.

- **Immediate Area Threat** (*i.e.: bomb threat, fire, flood, other major building problem*)

Leave the building following the primary route for evacuation (out the 3 & 4 year old's classroom exterior door) and proceed to the rear of the large playground, behind the large equipment. If the primary route is blocked, please proceed to the secondary route (out the 4 & 5 year olds classroom door, into the hallway and then out the double doors to the right. Follow the fence line, across the drive and to the circular courtyard behind the Art and Anthropology building). Once on the playground fence/or courtyard, take attendance and ensure all children and adults are counted. Do not re-enter the building until the director or other emergency personnel have given the all clear.

- **More Widespread Threat** (*i.e.: area evacuation, widespread fire*)

If a full evacuation of the building is required, the CDC staff and children will evacuate to the Art and Anthropology building and would be located in the main hallway and student lounge. Once the evacuation is complete and the children and staff are in the alternate location, take attendance and ensure all children and adults are counted. Do not re-enter the CDC until the CDC director or other emergency personnel have given the all clear. In the event of an emergency requiring evacuation away from the CDC, the center staff and students will provide for the continued care of the children until all parents/guardians/authorized adults were able to pick up the children from the alternate location safely.

- **Shelter-In-Place Issues** (*i.e.: tornado threat, active shooter/threatening behavior, hazardous airborne chemical outside the facility*)

In the event of one of these events occurring, the children, staff, and other adults present will shelter in place in each of the classroom closets, the kitchen, and the staff resource room. Ensure all doors are closed and secure. Be sure to take a first aid kit and emergency phone. Children will not be released from the center until the director or designee receives the all clear from the University Police.

Guiding Principles for the Full Participation of Young Children

To ensure the full inclusion of all children at the ENMU CDC. It is the responsibility of all CDC staff and student employees to adhere to actions that support the following beliefs:

- All children have unique gifts and abilities that are to be celebrated and nurtured.
- The early years hold enormous promise for every child to reach his or her full potential.
- Every child learns within the context of relationships and through playful interactions within their environment.
- Every child and his or her family deserves equitable access to appropriate services and supports that acknowledge their uniqueness and enable them to reach their full potential.

Actions that support these beliefs can include, but are not limited to:

- Valuing and embracing all children and their families
- Involving families and our community as partners and decision-makers
- Suspending biases to build trust and establish collaborative partnerships that benefit children, their families, and the CDC staff and student employees who work with them
- Providing choice, flexibility, and continuity of services and supports for families from within the community.
- Ensuring a variety of services and supports are available so all children have access and can participate in opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances
- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to every child and their family

Family Involvement

All CDC staff and student workers are expected to provide a family-friendly environment. Staff members at all times should greet parents and family members and families need to be encouraged to be involved on a regular basis. The center has an open-door policy and families are welcome at any time. At least annually, families will complete a family questionnaire. The results will be reviewed, posted along with an action plan developed to enhance our program.

The quality of the interaction between a preschool child and the adults in his/her life is directly related to the child's development of cognitive and emotional skills. We expect everyone who works at the CDC to be responsive to the needs of the children, to provide developmentally appropriate and stimulating early learning experiences, and to support family involvement. The director and CDC staff are there to guide this process while modeling best practices with the children, please utilize them as a primary resource. The family handbook identifies the policies and procedures of the CDC as it pertains to children and families. It identifies our commitment and expectations, and therefore you should be familiar with the content and use it to guide your behavior during any interactions with families. Any requests to student workers by families regarding direct report of a child's day or experiences should be referred to the child's teacher or on-duty CDC staff member.

Child Guidance, Health & Safety Policies & Procedures

The safety of the children is our highest priority at the CDC. The orientation process provides a review of the following guidance, health and safety policies. Please make sure you know and apply the following policies:

Guidance

- Use positive guidance (providing choices, redirecting children to different activities, setting of clear limits, and actions that support fostering the child's ability to develop self-control) by building positive rapport and relationships with the children.
- Clear and understandable guidance that is consistent with CDC staff expectations and that is explained to the child before, and at the time of any corrective actions.
- Treat the children with the respect you would like to be treated with (do not use sarcastic or inappropriate language toward or around a child, even in a playful manner.)
- Effective guidance practices encourage children to treat each other and CDC staff with respect, fairness, and to respect the property of others and the ENMU CDC. In addition, they require children to assume personal responsibility for themselves and their actions towards others. Aggressive or rough behavior between children or between children and adults is not acceptable and should be stopped quickly to prevent harm to children or adults. Reminders of acceptable choices need to be provided to the children to limit the use of aggressive or rough behaviors.
- Behaviors that challenge student employees or staff and are unresponsive to corrective actions should be reported to the CDC Director. These circumstances will require further conference with the child, family and classroom teacher to develop a support plan for the child's success. In the case that all efforts to minimize the challenging behavior fail, the CDC Director in consultation with the ECE Faculty Advisor and the Department Chair may discharge the child.

- Encourage the children to use their own creativity and effort. Drawing pictures for the children can inhibit their creativity and encourage dependent behaviors instead of independent behaviors.
- Interrupting the teachers, changing, or adding to their instructions can be confusing to young children. Please ask the teachers to clarify what is needed.
- When speaking with children, be respectful of their person by calling the child by name and avoiding “pet names” or other terms. Be sure to clarify/define expectations when using terms such as “respect,” “big boy/girl” or other vague terms.
- Help the children put away toys and materials before they leave an area.

Supervision

- Picking up children and carrying them is discouraged for theirs and your health and safety.
- Be vigilant at all times. Station yourself so that all children are under eye and ear supervision. In the classroom, see that all areas are observed, including naptime. **Do not use your cell to talk or text while with the children. Cell phones must be left in the workroom.**
- The children may not come into the building alone. If you are on the playground, families need to come out on the playground to pick up children.
- Have visual access to all areas in the restroom and provide supervision, but encourage the children to take care of their own personal cleaning and dressing as much as possible.
- Children must be well supervised at all times. Always take the sign-in/out form when you leave the building with children. An accurate count of the signed in children is required upon leaving the classroom and re-entry from outside. If you are in charge of a group and need to leave, let another adult know and ensure all children are accounted for prior to leaving.
- When you enter the classroom, see which area needs your assistance the most. Never should one teacher have only 1 or 2 helpers and the other teacher have 5 or 6. If a teacher asks you to assist in an area, stay in that area unless asked by a teacher to do something else. Refusal to do something you are asked to do by a teacher is unacceptable. If you have an objection, talk to the teacher about your concern or to the CDC Director.

Safety

- The CDC has monthly fire drills; adhere to the fire drill procedures.
- Adhere to universal precautions when dealing with bodily fluids.
- **Any** accident involving a child needs to be documented in the accident book. Make sure the accident logbook is filled out in an objective and factual manner. Anytime

an entry is made direct the respective familie(s) to check the logbook via the "remarks" section of the sign in/out sheet. Do not include the names or identifying information of other children involved in the event.

- Families are to sign the children in and out. Please see that they do this. Greet the children and families in the morning and acknowledge them when they leave. If anyone unfamiliar comes in to pick up a child, notify the teacher or director IMMEDIATELY. Children may not be released to anyone not on a child's enrollment form.
- Emergency contact numbers for the children are located in a secure area in each classroom accessible to the teachers, as well as in the director's office in the drawer with the children's files.
- For the safety of the children and the staff, at least two workers (including a staff teacher) must be on the premises when the building opens until it closes. Anytime children are present, at least two adults must be present with 100% coverage by a staff member.
- Help maintain a safe, appropriate environment at all times. Children and staff should walk inside, not sit on tables, stand on chairs or climb on cabinets. Normal speaking voices (not yelling) are appropriate inside the building.
- Act as if you are being watched at all times, because the video cameras are on 24/7 and the observation room is always open. We are all here for the common goal of providing a high quality early care and education experience, so please work to achieve that goal at all times.

Playground Safety Procedures

- Focus your eyes and ears on the children. Avoid prolonged conversation with other adults; this keeps you from supervising effectively.
- A first aid backpack must be outside on the playground in the possession of a CDC staff or student worker, at all times.
- Situate yourselves so that you can see all of the children – two or more staff in one area is not appropriate and one person needs to move around the playground to ensure supervision is maintained.
- In order to be ready to help or to move fast in an emergency, limit sitting with a child in your lap, or arms unless that child is hurt, or needs comfort.
- Never leave children unattended anywhere in the facility or outdoors. If you must leave, notify the teacher in charge first.
- Adults should not sit on/use children's play equipment; play equipment is designed for children's weight, adult weight stresses the equipment and will cause it to weaken or break. We do have some equipment specifically for adults to use for modeling.

- Before modeling motor activity/playing with children, make sure other adults are responsible for supervising the rest of the children.
- When talking with children, model appropriate behavior by going to them and not yelling out.
- If a child asks to be taken inside to use the bathroom, see if anyone else needs to go as well to avoid additional trips.

Health

- Do NOT administer any medicine to the children other than topical antibiotic cream when needed. A teacher or the director can only administer medication.
- Report suspected abuse or neglect of the children to the director or master teacher.
- During snacks and lunch, encourage the children to serve themselves and pour their own milk. Encourage them to try the food and model appropriate mealtime behavior as you eat with them. Children also should be encouraged to clean up after themselves. Forcing children to finish food on their plate is not an acceptable action.
- Encourage the children to use the bathroom at set times so they do not need to leave at other times.

Teacher and Assistant Roles & Strategies

Throughout the day, the teachers and teacher assistants will engage in the following:

- Put themselves at the child's level when interacting
- Verbally acknowledge what the children are doing, choosing, and/or saying
- Encourage children's efforts with specific praise or comments focused on the children's actions (e.g. I like the way you waited your turn, Thank you for sitting in your seat, etc.)
- Model appropriate attitudes and behaviors towards others (kindness, warmth, concern, enthusiasm, curiosity, interest, openness and flexibility)
- Model problem solving by offering hints and clues or providing additional materials to support the child's efforts.
- Provide children with information, such as demonstrating the expected behaviors and appropriate ways of doing things inside and outside the classroom.
- Create and add challenges for children by posing problems and adding complexity to children's play.
- Ask open-ended questions that provoke children's thinking such as asking them:
 - About their intentions, ideas, and plans
 - Encouraging children to ask and answer their own questions
- Record children's ideas and theories as they play and create and refer back to them

- Offer assistance until the child can do it themselves or by referring children to one another for help or pairing up children according to skills or interests.
- Providing information and clear directions to children.
- Watch and listen to children taking note of their choices, language, and development.
- Ensure the classroom community reflects the diversity of children and promotes children's positive self-identity.

At the following times, teachers and teacher's assistants will engage in additional behaviors:

Children's Arrival

- Greet all children and families (by name if appropriate) and share or listen to information that will assist the program in meeting children and family needs.
- Assist the child in finding and participating in play and learning opportunities available in the classroom.
- Provide comfort to children and families who may need assistance during the drop off process.

Choice/Free Play

- Ensure a variety of interest areas and materials are available to children for exploration and investigation.
- Rotate materials to ensure children remain interested in options for play and have different level of materials available for meeting individual needs.

Restroom Breaks

- Assist children in the restrooms only if the child has difficulty taking care of their own needs.
- Promote healthy practices such as hand washing with soap and water and maintenance of restroom areas – flushing, throwing away trash, and proper use of the space.

Mealtimes

- Promote children's healthy eating habits through opportunities to eat healthy food choices or praising children when they make healthy choices.
- Be a positive role model during mealtimes by eating a variety of foods, trying new foods, and using manners such as please, and thank you.
- Providing informal nutritional education by identifying healthy foods and the variety of foods served during the meal/snack.
- Engage children in real conversations about their experiences, projects and current events.

Outdoor Free Play

- Maintain eye or ear supervision on children to ensure their safety and well-being.
- Promote active play using a variety of materials and opportunities.
- Support children in making safe choices when using materials or interacting with others.

Rest Time

- Ensure the environment is supportive of children's rest (dimmed lights, soft music, appropriate nap items – mat, blanket, cuddle toy, etc.)
- Provide visual supervision of children while resting.
- Encourage rest to support the children's health and well-being.

AM & PM Children's Departure

- Greet all families and CDC staff will share information on the child's day and activities.
- Avoid announcing arrival of families in case they want to observe their child first.
- Listen to information from families relating to their child and direct families to the appropriate CDC staff member, if needed.

Restroom Procedures

Children should be encouraged, but not forced, to use the toilets during restroom breaks. Children must wash their hands after using the toilets and before any meal service (snacks or lunch). All CDC employees should also wash their hands after helping children in the restroom, after administering first aid and after handling any body fluids including wiping noses. Help keep the restroom clean. When children are in line to use the restroom, sing songs or use finger plays with the children who are waiting. Try to make the waiting time interesting for the children; misbehavior is an indicator that children need something to keep them engaged.

Meals & Snacks

The CDC participates in the New Mexico Child and Adult Care Food Program (CACFP). We provide healthy meals and snacks during each semester. In addition to providing quality food, we are also expected to teach children about nutrition and healthy choices. In each classroom, there is a list of children with food allergies and or preferences posted. Please familiarize yourself with the list, and if a child reports she/he is allergic to a food item and it is not on the list, do not serve the food and let the CDC staff know. It is up to the CDC Director and Kitchen Manager to determine when alternative foods should be provided.

Meal tallies are collected at the time of each meal and will document every child in attendance at that time. CDC staff are responsible for ensuring the accuracy of the meal count and recording the number of adults eating. Student employees can assist in this process, with follow up by the CDC staff. All CACFP procedures must be followed by the CDC staff to ensure compliance and appropriate meal service.

Because of our commitment to modeling healthy choices, the CDC has a list of acceptable foods for birthdays and celebrations based on current food allergies and acceptable healthy options.

Snack time and meals are very special times for the children. It is a time when they can relax, talk, and enjoy good food. One CDC teacher or student employee should be at each table not only to keep order, but also to talk to and listen to the children. It is an excellent time to discuss the nutritional content of foods served and how they help the body. It should be a family atmosphere, with the teacher involved in the children's language and

eating experience. The children participate in family style dining which means that they will serve themselves their food and drinks and clean up after eating.

The children need to eat, so encourage them to eat a little bit, or at the very least, try the food. Often they need to be talked into it. Many times they have never seen the particular food before. It is extremely important for all CDC staff to take a positive approach to the food. We set the example. If the children see us eating, they will be more likely to try it. All foods are served together; fruit is not treated as a dessert. In addition, if children hear any negative comments about the food, many will not touch it. Even children who are already eating may stop if they hear “this is gross” or “I do not like _____.”

Most young children do not need to eat heavily every day. Some days they do, and some days they do not eat much at all. They may not have even eaten breakfast. It is our job to get them interested in eating. Do this by modeling healthy eating and talking about how good it is. Find out what the children like. Breakfast, lunch and snack time is one of the best times to get to know the children. So please enjoy the children’s company, conversation, and the nutritious food provided.

Nap Time

Children are provided an afternoon rest time to encourage healthy development. Children may have a blanket and a comfort object as they rest on their cots. Cots are labeled with each child’s name and must only be used for that child. Sheets to cover the cots are provided and washed weekly. The cots must be placed out for rest time with a minimum distance of 36” between each cot or with a solid furniture barrier between them. Please refer to the nap placement map posted in the nap mat closet to ensure cots are consistently placed for nap.

1. There should be a student or teacher to supervise resting children at all times and maintain the ratio of 1 teacher to 8 children.
2. Beginning naptime is not a time to get books to study or go into the kitchen to visit. Children need to be under eye and ear supervision at all times.
3. Avoid staying and patting the back of one child. Some children will need to learn to settle down without always having their back patted. Be sure to sit so you can see the other children in the area. After that child is settled, move on to another child.
4. It is important that you watch several children at a time.
5. If a child does not go to sleep after a time – we encourage child to rest (they do not have to sleep) on their cots for at least 30 minutes - he/she may look at a book or participate in another quiet activity as designated by the CDC staff member.
6. Make sure the CD player is turned on at the start of nap and turned off and CDs put away at the end of naptime.

Walking Field Trip Protocol

When children leave the facility for walking field trips around campus, the following procedures need to be followed to ensure the safety of the children and staff at all times:

- **The Day of the Field Trip:** A walking field trip form will be posted on the sign in board that lists the destination of the trip, the date and start time of the trip, and the estimated return time. Families may need to sign off on the form for each trip.
- **Preparation to Leave and Return:**
 - CDC staff will need to take the sign/in and out board for each group attending the field trip. In addition, at least one first aid kit must accompany each group leaving the facility.
 - A walking field trip form will be filled out for each trip listing the names of children attending, all staff, students, and volunteers accompanying the children, along with a contact cell phone number(s). The route for the journey needs to be identified on the reverse of the form. This will be posted on the front door of the CDC (if the entire facility is leaving) or at the sign in point for the classroom.
 - The form will be given to the director upon return for filing.
 - A count of all children will be made prior to leaving, periodically throughout the trip, and upon return to the facility.
 - Any missing or lost child must be immediately reported to the University Police and then to the director for immediate notification to the child's family.

Authentic Assessment

Our goal is to maximize the growth and learning potential of each child physically, socially, emotionally, cognitively, and linguistically. The ENMU Child Development Center & Laboratory School uses the NM Early Learning Guidelines (ELG) and associated portfolio forms to document children's development along the ELGs for Preschool children. We observe the children within the first 45 business days of the semester and throughout their stay at the CDC. In addition, the CDC seeks family input for long- and short-term goals and using the Ages and Stages Questionnaires (ASQ & ASQ-SE). These observations and, family input are used to ensure the curriculum provided meets the children's collective and individual needs. While with the children, student workers may be asked to participate in the documentation process and observe children's actions and behavior during activities. The CDC teachers will let provide the information needed for the documentation process and will provide the needed documentation forms.

Personal Belongings

Personal property can be kept in the resource room during your shift. Pocketbooks, medication and other personal items do not belong in the classroom or anywhere accessible to the children. The CDC is not responsible for your personal items; furthermore, the resource room is not attended. Personal items of value should be left in your car or your room.

Babysitting

A Child Development Center/ENMU student worker who accepts a babysitting job does so as an independent person and not as an employee of the Child Development Center/ENMU. The Child Development Center/ENMU cannot be held responsible or be held liable for actions or incidents that occur when a student worker is engaged in work outside their employment with the Child Development Center/ENMU. If a family wishes to have a Child Development Center/ENMU student worker pick up his/her child from the Center, the family must put the student worker's name on the approved pick up list.

Important Telephone Numbers

Police/Ambulance/Fire Department	911
Campus Police	575.562.2392
Portales Police	575.356.4404
Physical Plant	575.562.2511
University Safety Officer	575.714.3907/562.2796
University Health Services	575.562.2321
NM State Police.....	575.356.5139 (or 888.442.6677)
NM Statewide Intake for Abuse/Neglect.....	1.855.333.7233 or #SAFE
Poison Control Center.....	1-800-222-1222
Roosevelt General Hospital	359-1800
Portales Public Health Office	356-4453

***If dialing from an ENMU phone please enter 6 and then dial the number.**