

UNIVERSITY OF CONNECTICUT
DEPARTMENT OF HUMAN DEVELOPMENT
AND FAMILY STUDIES
CHILD DEVELOPMENT LABORATORIES

STUDENT EMPLOYEE
HANDBOOK

Revised 10/2014

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Note: Sections in bold print reflect policies that are part of the Child Development Laboratories New Employee Orientation package. Signature will be required at a later date to indicate understanding and compliance with said policies.

INTRODUCTION

Welcome to the Child Development Laboratories. You are an important part of our program. We value your contribution to our mission and in the lives of the children and families we serve.

PHILOSOPHY AND GOALS

The philosophy of the CDL program is to foster development in children that will enable them to take an active part in society, and to support children's growth emotionally, socially, creatively and intellectually and physically. We firmly believe that children learn through play-based experiences that are meaningful and relevant to their lives. We believe that every child is unique and has his or her own temperament and learning style. The child brings this uniqueness into each new experience and takes an active role in the process of learning through their engagement in these experiences. Children interact with peers, teachers, materials and the environment and relate each new piece of information to their already existing view of the world. These relationships are the basis of learning and as children explore and discover more about the world these relationships become more refined and sophisticated.

We strive to promote optimal development in all aspects of a child's life. Of primary concern is our desire to help each child develop a healthy self-concept, confidence, curiosity, and motivation to learn, as well as the ability to establish cooperative relationships with other children and adults. We believe that the child's social and emotional development is primary because all aspects of learning hinge on emotional well-being. Exploring, discovering, and interacting in one's social world is just as critical to the learning process as is exploring the physical environment. To this end we strive to establish relationships with children that are characterized by cooperation, mutual trust, affection, and respect for others' autonomy.

The following are developmental goals that the CDL has for each child:

- To support the expansion of trusting relationships to peers and adults beyond the family.
- To promote the development of autonomy and a healthy self-concept.
- To facilitate the increasing development of accepted avenues for expressing and managing excitement, fear, anger, affection and frustration.
- To foster the growth of cooperative interactions in work and play.
- To guide interpersonal problem-solving skills.
- To nurture and maintain each child's wonder and exploration of the environment and the capacity for choice and initiative.
- To enhance a subjective sense of mastery and of the power to make an impact on one's environment.
- To facilitate the development of language and communication skills and a growing awareness of how symbols can be used for personal and interpersonal communication.

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- To enhance a subjective sense of mastery and of the power to make an impact on one's environment.

- To facilitate the development of language and communication skills and a growing awareness of how symbols can be used for personal and interpersonal communication.
- To collaborate with families, teachers and the community to meet the unique needs of each child.

PROGRAM CURRICULUM AND ASSESSMENT

The primary role of the teacher is to support the parent-child relationship and to provide a secure and warm environment for children that is rich in opportunities to explore, question and discover, and develop social relationships. Within this facilitating role, the teacher models mature and competent behavior and provides the love and nurturing necessary for the socio-emotional development of children. A teacher will attempt to balance his/her direct involvement with each child by also spending time simply observing and allowing children to play and work independently. When directly interacting with children, the teacher will encourage problem solving, question thinking processes, and help children explore new perspectives.

The CDL teaching staff uses the Connecticut Infant/Toddler Developmental Guidelines, the State of Connecticut Preschool Curriculum and Assessment Frameworks, and Focused Portfolios to integrate curriculum planning and developmental assessment. Depending on your role as a student employee or credit student, throughout the year, CDL teachers and students observe, collect and analyze children's work in all areas of development. These frameworks and guidelines are tools that, coupled with classroom observations, provide an accurate and authentic picture of each child. This information guides weekly lesson planning and is the focus of the formal parent conferences that take place at the end of each semester. This intricate observational assessment strategy is a critical piece to our teacher training program as college students use these tools to gain valuable teaching experience.

A variety of assessment strategies such as the use of developmental screening tools, checklists, anecdotal observations, and portfolio collections assist teachers in reflecting on their teaching practices and the learning environment. The assessment and curriculum development process leads to curriculum adaptation with the children's interests in mind. The assessment process is also useful for referral and diagnostic considerations. The CDL views assessment and curricular planning as an integrative reflective process.

ETHICAL CONDUCT

It is expected that all staff and students demonstrate respect for one another, the children, and the parents by exhibiting a welcoming and friendly disposition, listening to each other and responding in a thoughtful and courteous manner. We are all representatives of the Child Labs and the University of Connecticut and it is expected that all staff and students conduct themselves in a responsible manner both while at the Child Labs and in the greater community.

Classroom Expectations

- Follow the rules of the classroom.
- Take initiative to lend a helping hand
- Ask questions when you are unsure.
- Work together to create a warm, nurturing and positive learning environment for children.

- Attend your scheduled hours and follow the policies for calling in and finding a substitute.
- Attend scheduled hours during exam week.

Interactions with Children

You will be interacting with young children between the ages of 6 weeks and 6 years. Follow the guidance and modeling of the classroom teachers. You will be attending training sessions to learn more about appropriate interactions with children and classroom management.

Some general suggestions to get you started:

- Consult with classroom teachers often.
- Use appropriate verbal and body language.
- Demonstrate respect for children and their abilities: we are different!
- Support conversations between children and adults.
- Dress appropriately, be ready to play on the floor, outdoors and at the sensory table.
- Follow the dress code!

Parents and Observers

We have an open door policy:

- Parents are welcome in the classrooms at any time.
- The observation booths are used daily by students, staff and faculty as they observe the interactions between children and all staff,
- Maintain total classroom awareness to support a safe environment

RULES FOR ADULTS

The following rules apply to all program-related activities.

Smoking: The Child Development Labs has a NO SMOKING Policy. Smoking is prohibited at all times both in the building and outside the doors leading to the Child Labs. This includes activities after operating hours and off site activities including field trips.

Beverages: NO ALCOHOL is permitted at any time. We discourage drinking soda when children are present. All beverages, including water bottles, must be kept in the “kitchen areas” of the classrooms.

Discipline: Law forbids physical discipline at the center. This includes a slap on the child’s hand or bottom, spanking or shouting angrily at the children. See the Discipline Policy.

Gum: Gum chewing is not allowed unless medical documentation is provided.

Privacy: Respect each family’s right to privacy. What you see and hear in the center can be shared with the teacher but should not go beyond the classroom.

DISCIPLINE POLICY

The CDL staff believes that praise and encouragement are more effective in promoting desirable behavior than negative or punitive approaches. Our policy is to promote and reinforce self-discipline in children by respecting and recognizing each of them as individuals.

Good discipline involves compassion, caring, sensitivity, respect for children, and helping a child to understand that mistakes are a natural part of growing up. Discipline is learning and it should help a child value him/herself as a human being.

Department of Public Health Child Day Care Regulations state (DPH Section 19a-79-3a):

(2) Discipline

(B) Specifically prohibiting abusive, neglectful, corporal, humiliating, or frightening punishment, and physical restraint, unless such restraint is necessary to protect the health and safety of the child or other people;

This is to be accomplished in some of the following ways:

1. Encourage children to accept and express feelings. Acknowledge their feelings before attempting to resolve conflict.
2. Create a classroom atmosphere through example and attitude where it is natural and acceptable to express feelings. Reinforce the "use of words" and provide phrases for children to say when handling conflict.
3. Maintain a positive approach to classroom climate and control through modeling and telling the children what to do, rather than what not to do.
4. Establish rules for a smooth and safe functioning classroom in cooperation with the children at the beginning of the year. Where appropriate and feasible, children shall participate in the establishment of rules, policies and procedures.
5. Verbalize rules consistently to children and encourage children to verbalize the rules.
6. Use redirection techniques in providing another opportunity if child's original choice is not available. Redirection of behaviors may include speaking individually to a child, assisting a child in selecting another activity, and implementing conflict resolution techniques.
7. Offer children choices where real choices exist.
8. Speak distinctly and in short meaningful sentences when children are involved in conflict which is potentially harmful.
9. Minimize instances where children have to wait without anything to do for any length of time by providing well-planned experiences with materials readily available.
10. Reinforce self-managing behavior.
11. Provide positive reinforcement for expected behaviors as well as those requested.
12. Encourage children to recognize and acknowledge each other's individual differences.
13. Continually supervise and provide positive emotional support to children who may need to be separated from the group in order to maintain control.

CONFLICT RESOLUTION POLICY

Conflicts inevitably arise between children in early care and education settings. Conflicts can arise because of many factors including: stress, separation anxiety, feeling hungry or tired, excitement, frustration, space issues, or a need for attention. Conflicts are a part of children's growth process and supporting children in the resolution of conflicts is based on an understanding of individual children, personalities, and the child's age. Teachers and staff at the CDL use the following steps to help children through these challenging times:

- 1. Focus and calm children**
 - Keep children involved in the conflict together with you, while you soothe and focus them.
 - Comfort children who are distraught.
 - Wait for children to be moderately settled before beginning the conflict resolution process.
- 2. Give attention to each child**
 - All children in the dispute — "victims" and "perpetrators" — need to know that you are there to assist them equally.
 - Validate their feelings.
- 3. Help children to understand and state their problem**
 - Help children understand that the conflict is a shared problem, with two sides.
 - When appropriate to the child's age and development, ensure that each child has a chance to state their perceptions of the problem, including the causes and the effects. What happened (effects)? and why (causes)?
 - Help children to examine the entire problem. Children often know what happened (the effect, such as being kicked), but may not know why this happened (the cause, such as a retribution for taking a favorite toy).
- 4. Let children negotiate a variety of solutions to the problem**
 - Allow children to propose a variety of suggestions for solving the conflict (taking turns with a material, making room for another friend). This will depend on the ages and developmental levels of the children.
 - Teachers take an active and directive role when helping very young children resolve conflict. Ask children how they think that they can solve the problem. If the children offer no suggestions, provide some and gauge their reactions.
- 5. Empower children to reach their own solution to the conflict**
 - Encourage older children to reach their own solution to the conflict. Teachers can gently direct the negotiation process, but the actual solution should come from the children's own problem-solving efforts whenever possible and appropriate.
- 6. Monitor mutually agreed-upon solutions**
 - Ensure that children follow through with their negotiated solutions.
 - If the negotiated solution is not working, begin the conflict resolution process again.

Remember, the end goal of conflict resolution is to empower children to reach their own solutions. Children who learn to negotiate in a peaceful and competent manner develop valuable communication skills necessary for their future social problem-solving

HEALTH, SAFETY AND OTHER CDL POLICIES

Follow sanitary and safety procedures at all times:

- Keep the classrooms organized and clean.
- Wash hands often as outlined in the training.
- Take initiative to help children practice safe and healthy practices under the guidance of the classroom teachers.
- Follow appropriate food preparation techniques and sanitation procedures.

Handwashing is the number one prevention to illness!

1. The first thing you do after you put away your belongings is wash your hands.
2. Do not handle materials or greet children until you have washed your hands.
3. Follow handwashing procedures at ALL TIMES!

NO CELL PHONES OR CAMERAS ARE ALLOWED IN THE CLASSROOMS.

UNIVERSAL PRECAUTIONS

DEFINITIONS:

Universal Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other blood borne pathogens.

Blood borne Pathogens means microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Other Potentially Infectious Material (OPIM) means:

1. the following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids,
2. any unfixed tissue or organ (other than intact skin) from a human (living or dead), and
3. HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Occupational Exposure means reasonable anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that may result from performance of an employee's duties.

Parenteral means piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions.

Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed (i.g.: prohibiting recapping of needles by a two-handed technique).

Personal Protective Equipment is specialized clothing or equipment (e.g.: gloves, goggles, masks and gowns) worn by an employee for protection against a hazard. General work clothes not intended to function as a protection against a hazard are not considered to be personal protective equipment.

Engineering Controls means controls (e.g.: sharps disposal containers and self-sheathing needles) that isolate or remove the blood borne pathogens hazard from the workplace.

CHILD LABS WORK PLACE CONTROLS

Staff, Student, volunteer, substitute and other adults

EXPOSURE

Staff, students, substitutes, volunteers and other adults working directly with children will potentially be exposed to bodily fluids while in close contact with children. Students and other adults have been trained to follow universal precautions specific to the Child Development Laboratories. These precautions include:

First Aid Policy – Students, volunteers, substitutes and other adults are not allowed to give first aid to children. Professional staff will attend to all blood related incidences.

Wearing Gloves – All staff, students, substitutes, volunteers and other adults will wear gloves when changing diapers and any time an individual feels it to be necessary to protect themselves from contamination due to exposure.

Hand Washing – All staff, students, substitutes, volunteers and other adults will practice appropriate hand washing techniques as discussed and demonstrated during orientation training.

General Health – All adults are required to provide proof of a negative TB test and current physical upon employment and every two years thereafter. All staff, students, substitutes, volunteers and other adults will monitor their health and take action in seeking medical advice when necessary. Supervising teachers will guide students according to the employee illness policy.

EMERGENCY PROCEDURES

CHILD DEVELOPMENT LABORATORIES EMERGENCY PREPAREDNESS PLAN

A. **Evacuation: In the event of a true emergency and our building becomes untenable for any reason, the staff has been trained to:**

1. Evacuate the children from the building, as practiced in monthly drills. During evacuation and/or immediately after determining all staff, students and children are present; appoint responsible staff to call University Emergency Personnel at 911 or 486-4925. All classrooms report to their designated place as practiced, to wait for further instructions from University Emergency Personnel.
2. Upon instructions from University Emergency Personnel, that children and staff can not re-enter the building, children will be transported on foot to the Nathan Hale Inn located across the street at 855 Bolton Road. If the University Emergency Personnel deems that the Nathan Hale Inn untenable, Von der Mehden Auditorium in the Fine Arts Building at 875 Coventry Road will be the alternate evacuation site. If the children need to be evacuated off campus or to a site not within walking distance, the University will provide transportation to an alternative site.
3. In case of evacuations, contact parents or their designated emergency person as soon as possible. A separate file with parents contact numbers will be compiled in advance by classroom teachers to take with them.

B. **Weather or other Emergency: In the event that an unforeseen weather occurrence or other emergency that necessitates keeping the children in the building, the staff is trained to:**

1. Shelter children away from picture windows. Teachers will pull down all window shades to provide extra protection from falling glass. Children will be sheltered in the motor rooms where there are few or no windows.
2. Keep in close contact with University Emergency Personnel for instructions particular to the emergency.
3. Keep on hand blankets, flashlights, food and water.
4. Contact parents or their designated emergency person as soon as possible with status reports.

C. **Weather Emergency with prior notice: Staff are trained to:**

1. Contact the University Emergency Personnel (as in A2 and B4).
2. Contact parents or their designated emergency person with early closing information as soon as possible.

* If parents and staff are at home, they have been instructed to listen to local radio and TV broadcasts for school postponements, cancellations, or early closings.

EMERGENCY PROCEDURES
ILLNESS OR INJURY TO CHILD

I. INJURY

- A. Find supervising teacher OR
- B. Supervising teacher applies appropriate first aid and comforts child
- C. Another staff member calls:
 - 1) 911, if applicable
 - 2) Parents

II. ILLNESS

- A. Remove child from group. Set up cot if necessary
- B. Make child comfortable
- C. Call Parents
- D. Staff must remain with child until parent arrives
- E. If parents cannot be reached, advice and/or treatment will be obtained on an emergency basis. If on campus, the University Emergency Services will be called at "911". If necessary, the child will be transported to Windham Community Memorial Hospital following the advice of the emergency service professionals, either by car, or if necessary, by ambulance. If off-campus, the local emergency services ("911") will be called. The child will be transported at the advice of the emergency services personnel by car, or if necessary, by ambulance to the nearest hospital.

FIRE DRILL PROCEDURES
INFANT CENTER - PINK ROOM

EXIT: Exit classroom door into Infant Center main corridor, turn right. Exit outside door, down ramp to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF MAIN CORRIDOR IS BLOCKED:

Exit doors to porch, turn left to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF PORCH DOORS ARE BLOCKED:

Exit classroom doors into Infant Center main corridor. Turn left. Exit to playground. Meet in farthest left corner.

FROM ANY LOCATION IN BUILDING OTHER THAN IN CLASSROOM:

Exit through nearest outside door and rejoin class group.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel

FIRE DRILL PROCEDURES
INFANT CENTER - BLUE ROOM

EXIT: Exit classroom door into Infant Center main corridor, turn right. Exit outside door, down ramp to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF MAIN CORRIDOR IS BLOCKED:

Exit doors to porch, turn left to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF PORCH DOORS ARE BLOCKED:

Exit classroom doors into Infant Center main corridor. Turn left. Exit to playground. Meet in farthest left corner.

FROM ANY LOCATION IN BUILDING OTHER THAN IN CLASSROOM:

Exit through nearest outside door and rejoin class group.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel

FIRE DRILL PROCEDURES
INFANT CENTER - GREEN ROOM

EXIT: Exit classroom door into Infant Center main corridor, turn right. Exit outside door, down ramp to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF MAIN CORRIDOR IS BLOCKED:

Exit doors to porch, turn left to parking lot. Meet on grassy area adjacent to parking lot.

ALTERNATE EXIT IF PORCH DOORS ARE BLOCKED:

Exit classroom doors into Infant Center main corridor. Turn left. Exit to playground. Meet in farthest left corner.

FROM ANY LOCATION IN BUILDING OTHER THAN IN CLASSROOM:

Exit through nearest outside door and rejoin class group.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel.

FIRE DRILL PROCEDURES
PRESCHOOL #1 (ROOM 122)

EXIT: Use playground door - meet against the fence in the middle of the playground.

ALTERNATE EXIT IF PLAYGROUND DOOR IS BLOCKED:

Exit main classroom door, turn right, then left, then right through double doors. Exit on right to parking lot. Meet in grassy area on left of lot.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children. Immediately after determining all children are accounted for, will send extra staff to help Infants and Toddlers.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel.

FIRE DRILL PROCEDURES
PRESCHOOL #2 (ROOM 134)

EXIT: Use playground door - meet against the fence in the rear right corner of playground.

ALTERNATE EXIT IF PLAYGROUND DOOR IS BLOCKED:

Exit main classroom door, turn left, then right, then immediate left through black double doors. Exit on right to parking lot.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children. Immediately after determining all children are accounted for, will send extra staff to help Infants and Toddlers.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel.

FIRE DRILL PROCEDURES
TODDLER ROOM

EXIT: Use playground door - meet at the bench.

ALTERNATE EXIT IF PLAYGROUND DOOR IS BLOCKED:

Exit main classroom door, turning right. Exit door at end of hallway to parking lot. Meet at grassy area to left of lot.

STAFF RESPONSIBILITIES:

- Supervising teacher checks all areas of classroom (bathrooms, cubby rooms, nap rooms) and is last out the door making sure door is closed.
- Supervising teacher carries out attendance sign in sheet and Emergency Contact book.
- Supervising teacher takes head count of children. Immediately after determining all children are accounted for, will send extra staff to help Infants and Toddlers.

STAFF BE SURE TO:

- Take each fire drill seriously.
- Use calm, firm voice.
- Do not stop to coax children - pick up reluctant child.
- Do not stop for shoes or coats.
- Do not return to the building until the "All Clear" signal has been given.

IF THERE IS A TRUE EMERGENCY:

All teachers will be given further instructions by University Emergency Personnel.

CHILD ABUSE AND NEGLECT REPORTING POLICY

All professional staff will be trained annually on the following issues regarding the Child Labs Child Abuse and Neglect Reporting Policy.

In accordance with state law and regulations, as well as early childhood education practices, it is the policy of the Child Development Laboratories to report all instances of child abuse and/or neglect as soon as there is reasonable cause to believe that abuse or neglect may have occurred.

Once a staff person believes that abuse/neglect may have occurred, this staff person conveys this belief immediately to the Director and reports this belief in the following manner as prescribed by the State of Connecticut Department of Children and Families (DCF):

1. **An oral report must be made within 12 hours** to the Commissioner of DCF or his representatives or to the local police or state police. [17-38a(c)] (The phone number for the Willimantic office is 450-2000; Hot Line 1-800-842-2288)
2. A written report must follow within 48 hours. It can be submitted to a DCF regional office (Tyler Square, 1320 Main Street, Willimantic, Connecticut 06226) or directly to the Commissioner at the Central Office. [17-38a(c)]
3. If a person is making the report as a member of the staff of a hospital, school, social agent or other institution, the reporter must also notify the head of the institution or his designee that such a report has been made. [17-38a(b)]
4. All information as noted on the DCF reporting form, if known by the reporter, must be reported. [17-38a(c)]
5. Agencies or institutions receiving reports must transfer such information to the Commissioner of DCF or his agent within 24 hours. [17-38a(e)]

It is also the Child Development Laboratories' policy to:

1. Ensure that all staff are informed of this policy and of their duty, as mandated reporters, to report abuse or neglect, as well as the fact that failure to report **can result in a fine between \$500-\$2,500**.
2. Report names, addresses, date of birth and social security numbers of all staff at time of initial employment to the State Police Bureau of Identification for investigation.
3. Provide staff with training as to the prevention and identification of abuse or neglect.
4. Cooperate with the Department of Children and Families and the State Police in any investigation involving the center's families and/or its personnel.
5. Take immediate action to safeguard children, up to and including suspension from duty, should an allegation of abuse or neglect be made against a staff person.
6. Take immediate action to safeguard children, up to and including dismissal from duty, should a staff person be found to have perpetrated abuse or neglect.

The following is a summary of Connecticut's legal requirements concerning child abuse/neglect.
Public Policy of the State of Connecticut

To protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and for these purposes to require the reporting of suspected child abuse, investigation of such reports by a social agency, and provision of services, where needed.

Who is Mandated to Report Child Abuse/Neglect?

***Licensed physicians, surgeons & physician assistants
Resident physicians and interns in any hospital located in the state
Registered and licensed practical nurses***

Medical examiners

Dentists and dental hygienists

Psychologists, social workers, and other mental health professionals

School teachers, principals, guidance counselors, paraprofessionals, school coaches

Police officers

Members of the clergy

Pharmacists, Physical therapists, Optometrists, Chiropractors, Podiatrists

Licensed or certified alcohol and drug counselors

Licensed marital and family therapists

Sexual assault and battered women's counselors

Paid child caregivers in a licensed public and private child day care centers, family day care homes, and group day care homes

The Child Advocate and employees of the Office of the Child Advocate

Licensed or certified emergency medical services providers

Licensed professional counselors

Public health employees responsible for licensing child day care centers, family and group day care homes, and youth camps

Department of Children and Families employees

Juvenile and adult probation and parole officers [17-38a(b)]

Do Those Mandated to Report Incur Liability?

No. Any person, institution, or agency reporting in good faith is immune from any liability, civil or criminal. [17-38a(h)]

Is There a Penalty for Not Reporting?

Yes. A person required to report who fails to do so shall be ***fin***ed between \$500-\$2,500. [17-38a(b)]

What Must Be Reported?

1. Child Abuse: Defined as any child under the age of eighteen who has had physical injury or injuries

inflicted upon him by a person responsible for the health, welfare or care or by a person given access to the child by the responsible person other than by accidental means or has injuries which are at variance with the history given of them, or is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation, deprivation of necessities, emotional maltreatment or cruel punishment or has been neglected. [17-38a(b) and 17-53]

2. Child Neglect: Defined as child under 18 who has been abandoned, or is being denied proper care and attention, physically, emotionally or morally or is being permitted to live under conditions, circumstances or associations injurious to his well being or has been abused. [17-53]

Exception: The treatment of any child by an accredited Christian Science practitioner shall not of itself constitute neglect or maltreatment. [17-53]

3. Child at Risk: Reasonable cause to believe or suspect a child is in danger of being abused as opposed to belief that the abuse has actually occurred. [17-38(b)]

4. Child under 13 with VD: A physician or facility must report to the Commissioner of DCF on the consultation, examination and treatment for venereal disease of any child not more than twelve years old. [19-89a]

Do Private Citizens Have a Responsibility for Reporting?

Yes. A separate section of the law indicates that any person in addition to those specifically mandated, shall give an oral or written report to DCF when there is reasonable cause to suspect child abuse/neglect. Such a person making the report in good faith is also immune from any liability, civil or criminal. There is however no penalty for not reporting. [17-38c]

*Specific citations from the Connecticut General Statutes are noted in brackets.

Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child. In cases of abuse, reporters should not talk with parents before DCF investigates the allegations. (www.state.ct.us/DCF/reptlaws.htm)

BASIC READINESS PRACTICE BEFORE WORKING WITH CHILDREN

The goal of this reflective practice is to *ready yourself* to work with children in the classroom by helping you to synchronize your mind with your body. Doing this readiness exercise before you enter the classroom will help you to have your mind and heart available to be with the children and teachers in the room, rather than distracted by events from earlier or even later in the day.

Go to the observation booth of your assigned classroom.

Settle yourself, either standing or sitting, by putting your awareness on where your body contacts the earth (the bottom of your feet or your bottom on the chair). For a moment, feel this point of contact and make it solid, firm, comfortable. View it as your base.

Now, bring your attention to how you are feeling. Are you awake, alert, and feeling positive? Are you sleepy, sluggish, and feeling overwhelmed (somewhat negative) about the activity or energy in the room? Are you annoyed perhaps by the traffic in getting here or by a conversation that you just had in the hallway? Did you arrive late and you are now feeling even later?

Don't analyze your feelings, just be aware of what they are. Take several breaths. If you are doing this practice before interacting with children, continue for several more moments in this settled state.

Now, extend your perception to the entire environment. Notice the hubs of activity and quiet. Consider how you will enter the classroom and where you will go. With a sense of being in your body, in the moment, join your class.

DRESS CODE

While the CDL strives to maintain a comfortable atmosphere for children, families, and employees, we are also a professional training and education facility. Staff, students, substitutes, volunteers and other adults are expected to adhere to the following policies regarding appropriate attire at the CDL:

1. Wear comfortable clothing that is suitable for active play (indoors and outdoors) with children and for participating in classroom cleaning routines. **SWEATPANTS/WORKOUT PANTS/YOGA PANTS ARE NOT PERMITTED.**
2. Keep body parts covered. Shirts should cover your mid-section and shoulders and chests. Please remember that you will be bending and lifting during your time at the CDL and EVERYTHING can be seen from the observation booths.
3. Pants should not be too low in the front or the back. No thongs or underwear bands should be showing, even when bending over. Skirts and shorts (when appropriate) should not be too high.
4. No baseball caps or other hats are permitted.
5. Shoes should be in the form of active wear (sneakers, hiking boots, etc). Toes should be covered as much as possible—NO FLIP FLOPS, PLEASE!
6. Slippers or slipper socks with a non-skid sole must be worn in the Infant Center.

ATTENDANCE

Dependability is essential for our classrooms to function. When a student employee is absent, we must have a replacement for those hours. Absences are recorded in your employee file on a cumulative record which is attached to this handbook. Tardiness is considered part of attendance and will be addressed as such. Please see the section "Disciplinary Actions" in this handbook for further information.

TIME CARDS

There is a designated area in the Child Development Labs where student employees complete their time cards each working shift. Student employees are responsible for completing an accurate accounting of all hours worked within the specified pay period. **See attached sample for instructions.**

STUDENT EMPLOYEE PROBATION AND EVALUATION

There is a sixty (60) day probationary period for all new student employees. The probationary period may be extended at the discretion of supervising teachers. For students in the probationary period, termination may occur if job performance has not improved at the sixty (60) day evaluation.

A standard evaluation is administered to each student during the months of October and March. For those newly hired students needing job improvement, an evaluation will be administered at thirty (30) days and again three weeks (3) thereafter. For returning students needing job improvement, we will follow the Progressive Disciplinary Plan outlined below. For all students, this evaluation is designed as a document to enhance professional growth on the job and create goals. Students that are terminated from their position will not be eligible for re-hire.

DISCIPLINARY ACTIONS

We follow the Progressive Disciplinary plan recommended by the Office of Student Financial Aid Services. In the event that disciplinary action becomes necessary the following steps will occur:

1. Verbal Warning – a private and specific meeting will take place to discuss the offending behavior and clarify performance/attendance expectations. Training and modeling will continue.
2. Written Warning – If improvements are not forthcoming, a specific written warning will be issued. This warning will contain detailed job performance and/or attendance behaviors that must be corrected for continued employment.
3. Termination – In the event that the above measures did not improve job performance and/or attendance, termination will occur. This shall be in writing and state detailed reason(s) for dismissal along with prior actions to avoid such termination.

Certain actions may result in immediate dismissal such as:

- submission of fraudulent hours on a time card
- destruction or theft of property belonging to the University, its patrons, or employees
- threat of physical harm to members of the University Community
- reporting to work under the influence of alcohol or drugs
- gross insubordination and/or misconduct

<http://studentjobs.uconn.edu/employment-guide/>

ON THE JOB INJURY/PROPERTY CLAIMS

If a student is injured on the job, s/he must immediately notify their supervisor. Employee and supervisor will then the First Report of Occupational Injury or Disease Form and fax it to the Department of Human Resources at (860) 486-4296. A follow-up phone call to Payroll Department should also be made.

FINGERPRINTING/BACKGROUND CHECK

Upon initial employment at the Child Development Labs, all student employees must submit to a background check and fingerprinting in accordance with the State of Connecticut licensed child care regulations. There will be fingerprinting sessions held at various times at the Child Labs for convenience. If a student does not attend a session at the Child Labs, it is his/her responsibility to have fingerprinting completed at a police station.

ADULT MEDICAL CLEARANCE

Each student employee must submit an Adult Medical Clearance statement signed by a licensed physician, advanced practice registered nurse or physician assistant. These statements are required every two years. Each student employee must also submit the results of a Tuberculin skin test before beginning work. The Tuberculin skin test is required once, at the time of initial employment. Please see the Adult Medical Clearance form attached.

PAYROLL CHECKS

Paychecks are delivered to Room 140 on the Friday following the close of each pay period. They are available after 2:00pm. For your convenience, you may have your paycheck directly deposited to your bank account. Please complete a Direct Deposit form. You may download one at the Payroll Department at <http://payroll.uconn.edu>.

EMERGENCY CLOSINGS

The Child Labs will post closings and delays on the following broadcast systems between 6:00 – 6:15a.m. for morning delays and closings and between 11:30a.m. and 2:00p.m. for afternoon early dismissals:

- www.ctweather.com (Go to Cancellations > Schools)
- www.nbc30.com (Link to closings on Home page.)
- www.wfsb.com (Link to school closings on Home page.)
- Local television station NBC

When seeking information, listen and look for the following posting: “**UConn Child Labs**” followed by the delay or closure information. If we have a 1-hour delay we will open at 8:30a.m., a 90-minute delay, we will open at 9:00a.m. and a 2-hour delay means we will open at 9:30a.m. If a student employee’s working hours are affected by an emergency closing, they must report to work for the portion of their hours when the Child Labs are open.

JOB DESCRIPTIONS

STUDENT CHILD CARE TRAINEE Job Code: 150

Assists faculty and staff in child care environment.

Student may be required to:

- Assist with preparing room at start of day and closing room at end of day
- Sign children in and out of facility
- Set up and serve snacks and meals
- Monitor room for security throughout the day
- Follow established procedures to keep room organized and clean
- Attend scheduled staff meetings and training sessions for developing teaching techniques and learning skills
- Perform miscellaneous duties as directed

Requirements:

- Excellent communication skills
- Ability to work with people from diverse backgrounds
- Completed coursework in early childhood education a plus

STUDENT CHILD CARE ASSISTANT Job Code: 250

Student may be required to:

- Assists faculty and staff in child care environment.
- Assist in the preparation of material for learning sessions
- Conduct small group activities and discussion sessions
- Discuss children's daily activities with parents and teachers
- Assist in the evaluation of children's progress
- Assist with preparing room at start of day and closing room at end of day
- Sign children in and out of facility
- Set up and serve snacks and meals
- Monitor room for security throughout the day
- Follow established procedures to keep room organized and clean
- Attend scheduled staff meetings and training sessions for developing teaching techniques and learning skills
- Perform miscellaneous duties as directed

Requirements:

- Excellent communication skills (verbal and written)
- Ability to work with people from diverse backgrounds
- Completed coursework in early childhood education a plus

STUDENT ADMINISTRATIVE TRAINEE Job Code: 111

Duties at a variety of on-campus offices may include:

- Word processing
- Filing
- Acting as receptionist
- Answering phones
- Data entry
- Photocopying
- Running errands

Additional customer/student service, fiscal management, marketing, event planning, desktop publishing, or other administrative duties may be included depending on the specific department.

Requirements:

- Ability to operate a computer and phone
- Basic computer literacy
- Customer service and communication skills (verbal and written)

STUDENT ADMINISTRATIVE ASSISTANT Job Code: 211

Assists in the daily operations of an office. May be required to:

- Provide information to students, faculty, staff, and the general public regarding department services, policies, and procedures
- Perform basic bookkeeping duties including receiving and recording monetary transactions
- Compile and/or analyze data from various sources
- Perform basic reception duties including greeting visitors and customers
- Answer telephone, direct calls, and take messages
- Operate a copy machine, printer, fax, scanner, and other office equipment
- Schedule appointments
- Complete hardcopy forms and data entry tasks on PC applications
- Run errands
- Create, edit, and or update invoices, letters, brochures, and other correspondence
- Organize and maintain confidential files and records
- Sort and distribute mail, email, and other correspondence
- Attend training sessions and staff meetings
- Perform miscellaneous duties as directed

Requirements:

- Ability to operate a computer and phone
- Computer literacy
- Customer service and communication skills (verbal and written)

Individual Student Employment Record

Date of Birth

Starting Semester	Date of early termination (if blank, worked entire semester)	What classroom	Starting Semester	Date of early termination (if blank, worked entire semester)	What classroom

INDIVIDUAL STUDENT ABSENCE RECORD

Date & Day of week	Excused / Unexcused	Time Scheduled	Brief description	Teacher's initials / What classroom

UCONN – CDL Student Expectation Evaluation

Student Name: _____ Supervising Teacher(s): _____

Classroom: _____ Semester: _____ 30 day Evaluation/Final Evaluation

RD=Regularly demonstrated E=Emerging ND=Not demonstrated

Interactions with Children:

Make eye contact, get down to the child(ren)'s level and talk to children using developmentally appropriate language.				
Smile and look enthusiastic and welcoming.				
Support and encourage children with developmentally appropriate self-help skills.				
Play with the child(ren), model appropriate use of the materials and engage in their play ideas.				

Comments (if needed):

Health and Safety:

Demonstrate an awareness of what is happening in the classroom/playground and act upon it or notify a teacher.				
Communicate any signs of illness or injury and/or potential hazards.				
Follow health and hygiene policies (i.e. diapering, hand washing, food handling, and sanitizing)				
Maintain ratio (Infant/Toddlers 1 to 4; Preschool 1 to 10)				

Comments (if needed):

Classroom Professionalism:

Attendance: <ul style="list-style-type: none"> • Work hours • Training sessions • Follow Protocol (finding coverage when needed) 				
Ask questions and seek assistance when unsure about how to handle a classroom situation.				
Notify a teacher when a parent enters and/or calls the classroom.				
Maintain professionalism in the classroom at ALL times (no phones, friendly and kind to other adults and children, etc.)				

Comments (if needed):

Student Signature: _____ Date: _____

Supervising Teacher Signature: _____ Date: _____

Date of next review: _____