Humboldt State University

Child Development Laboratory

Family Handbook

When and how do we pay tuition? p. 12

What about holidays and birthdays? p. 24

How do we know when our child is too ill to come to Lab? p. 15

What plan does the CDL have for handling emergencies? p. 26
Dear CDL Family,

We are happy to welcome you and your child(ren) to the Child Development Laboratory at Humboldt State University. The CDL was opened in 1967 as the result of the efforts of Emila Tchanz, a faculty member at HSU. Since then the CDL has established an exciting tradition as a licensed, accredited, quality center where children, families and teachers learn together and from one another. For some in our community, the CDL is a family tradition as we welcome second and even third generations of CDL children.

We welcome you to this experience and thank you for selecting us as your child’s preschool. This may or may not be the first time your child has been cared for in a group by adults other than family members. We will work with you as your child gains confidence in his or her new surroundings. As you read through this handbook, we hope you will be thinking of ways to participate in building relationships between home and school, and between children and other families. We welcome your thoughts and questions on any of the topics in the handbook or any other aspect of your participation with the CDL. Please share your comments and questions with your Head Teacher or Assistant Teacher.

This handbook contains a wealth of information about the practices and policies of the CDL including information about appropriate clothing for your child, how we handle snacks, money issues, holiday policies and procedures in the case of accidents or emergencies.

The CDL website is associated with the Child Development Department site at http://humboldt.edu/cdblog. Click on the Child Development Lab tab at the top of the home page. Feel free to explore the Department website as well. It will give you some perspective on all the things that are going on in the background behind the program you see in the Lab.

Please read this handbook carefully and let us know if any information is unclear to you. We hope that the handbook is a useful reference for you and that you enjoy thinking about the topics in this handbook.

Sincerely,

The CDL Team
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Philosophy

The staff of the Humboldt State University Child Development Laboratory share fundamental philosophical foundations. Each program and each individual may express these basic beliefs somewhat differently, but the fundamental shared beliefs are our foundation. We turn to these beliefs as our guides in the continuing process of learning and evaluation.

The staff of the HSU Child Development Laboratory believe:

- Children learn in a safe environment that promotes the growth of strong, healthy, active bodies.
- Children learn to experience and express their feelings and needs in a safe, accepting and supportive environment. Children learn to accept and support the needs of others in an environment which celebrates diversity and supports individual differences.
- Children construct their own knowledge in an environment which offers activities appropriate for each child’s individual interests and developmental level.
- Children develop competence and confidence in an environment where adults challenge them to take reasonable risks, trust them to take responsibility for their interests, behaviors and problems, provide them with information and support for decision making and problem solving, and enjoy the unique characteristics and contributions of each individual.

Role of Children

Because the staff of the CDL believes in child-centered education, the role of children in the initiation, expansion, evaluation and continuation of their own learning is critical and must be respected and supported.

We believe the children must be supported in fully utilizing their knowledge and abilities in

- Planning, implementing and evaluating their activities
- Being actively involved (physically, mentally and emotionally) in their learning experiences
- Making decisions, solving problems and evaluating experiences
- Actively exploring through observing, interacting and experimenting
- Acting as resources for one another
- Using language and other expressive forms to represent their thoughts and interpret their experiences.

Role of Parents

Parents are the first protectors and facilitators of their children’s development, and have a unique bond of shared experience and environment with their children. This relationship provides a foundation that directly influences children and shapes the ways children understand and respond to their experiences. Working together, families and teachers can
build on this foundation and support children’s efforts to learn and grow forming strong relationships with adults and children outside the immediate family. This ability to adapt to new environments and form new relationships is an important element in future success in school and in life.

We believe that parents provide important support to home-school partnerships by:

- Communicating regularly with teachers and staff.
- Participating in the CDL program including working in the classroom as librarian, joining field trips, and participating in program outings such as the Pumpkin Patch trip.
- Coming to the classroom to participate in large group by introducing children to family language, special family skills or interests or by sharing family events such as birthdays.
- Participating in parent conferences.
- Making connections with other families outside of school for play dates, especially over school breaks.
- Expressing respect for and appreciation of their child’s work at school and helping them understand the efforts of other children.
- Understanding the CDL approach and encouraging children to participate fully in the opportunities we offer them.
- Sharing any concerns with CDL teachers.
- Offering suggestions and helping us look for opportunities to enrich our program.

Parents and family members are always welcome in the observation booth. We also welcome your participation in the classroom. Due to programming needs, we ask that you plan classroom participation in advance with your teachers.

Role of Teachers

As teachers in a child-centered educational program, we believe that we have a responsibility to:

- Promote active learning on the part of children
- Structure the environment to maximize the children’s opportunities for natural learning
- Be sensitive to the children’s individual, cultural and familial needs
- Stimulate children’s problem-solving
- Act as a resource to the children and encourage them to use other resources as well
- Ensure children’s physical and psychological safety
- Pose questions and provide challenges which serve as guides in discovery
- Participate as partners in a democratic classroom environment
- Use our knowledge and skills to facilitate and participate in learning processes
- Encourage family participation in the CDL program through a variety of opportunities
- Facilitate communication with families
- Provide support to the educational program of the Child Development Department and related disciplines.

The Child Development Laboratory (CDL) is an inclusive community of learners. We create rich opportunities for deepening the understanding of human development and relationships.

As a part of the Child Development Department at Humboldt State University, we (1) provide the highest quality program that is culturally and developmentally inclusive for children and families in the communities, (2) educate future professionals who will work with children and families within a reflective working model, and (3) engage in advancing knowledge on early childhood development and education. (Updated May, 19, 2014)
Child Development Laboratory Team

The professional team that works together at the Child Development Lab includes both CDL staff and University faculty. Some members of the team, the Head Teachers and Assistant Head Teachers, you will see on a daily basis. They provide the primary connection between home and school. The student teachers and aides you will probably see once or twice a week in the classroom. The University faculty – Program Leader, Practicum Supervisors and other faculty – are routinely at the CDL serving in a variety of ways, but you may not see them on a regular basis. We are all here working together to ensure high quality early learning experiences for your children and high quality professional learning experiences for the University students.

Early Childhood Classroom Team

The classroom team works together in a professional capacity to facilitate the physical, social, emotional, and cognitive development of children in a safe and secure environment. The team responds to the individual needs of children and families by sharing their professional knowledge and by establishing effective means of communication with each family. The program Head Teachers and Assistant Head Teachers are your primary connection with the CDL. They are responsible for the daily activities of the program, including supporting children, families and the University students as they work and learn together.

Program Head Teachers have, at minimum, Bachelor degrees in Child Development or equivalent training and experience. Head Teachers actively engage in professional development trainings.

Program Assistant Head Teachers work with the direction of the Head Teacher. Generally, the Assistant Head Teachers are Child Development students with prior experience in a laboratory setting. Additional training is provided by the “Lab.”

Student Teachers work under the supervision of the Head Teacher and Assistant Head Teacher. Their faculty supervisor observes them from the observation booth, giving them pertinent written feedback on their classroom interactions.

Classroom Aides work in the classroom with the direction of Head Teachers and Assistant Head Teachers. Aides assist with extended care or classroom preparation. The Child Care Aides have diverse backgrounds and are students at HSU.

Program Administration and University Faculty

The classroom team and the Child Development Department faculty work together on the administrative, community and University responsibilities of the CDL. While you may not see some of these people on a daily basis, they are available to you as an additional resource.
Each Head Teacher shares some of the administrative responsibilities of the CDL. The AM Head Teacher is the Site Director and has specific responsibilities with regard to record keeping and licensing regulations. The PM Head Teacher is the Site Coordinator and has specific responsibilities with regard to University procedures and relationships.

The Program Leader is a faculty member in the Child Development Department who holds a Ph.D. or Ed. D. degree in Child Development, Early Childhood Education or a closely related field and has direct experience serving young children and their families. The Program Leader serves as the primary liaison to the Child Development Department and works closely with all members of the CDL team to be sure that the Lab meets its responsibilities to children, families, the community and the University. The Program Leader coordinates the overall financial and programmatic activities of the CDL and has direct responsibility for research, outside funding and CDL program coordination with University curriculum and instruction. The Program Leader is also responsible for coordinating team activities to ensure that the Lab meets the highest standards of practice and National Accreditation.

The Practicum Supervisors are Child Development Department faculty members who work directly with the University students providing feedback and instruction. You will see pictures of these team members posted outside the Observation Booth and you will frequently see them in the booth if you come to observe. Occasionally you may also see the Practicum Supervisors working in the classroom with teachers and children in a support role. Practicum supervisors communicate regularly with classroom teachers and share their observations.

You may see other faculty in the observation booth from time to time. The observation booth is primarily an instruction space, and these faculty members are working with students who are there to do assignments related to their coursework.
Enrollment Policies, School Hours and Calendar

Enrollment

The program at the CDL is designed to facilitate children’s independence, learning skills, problem-solving skills and ability to make choices that will support their development in all areas. It is important for children to attend on a regular basis in order to learn routines and form relationships with adults and children that will enable them to achieve these goals. In addition, the CDL supports the observations of the University students who often observe one child over the semester in order to better understand patterns of development. For all of these reasons, it is important for children to participate fully and regularly in the program. All of these goals are seriously jeopardized when children in the program are withdrawn or are frequently absent. In addition, major support for the CDL comes from tuition and fund raising activities. The budget is projected on the basis of at least 99 percent payment of fees. The following policies have been designed to address these issues.

1. Enrollment shall be for a full year. Enrollment can be terminated by the parent for medical, family, or financial reasons, or by the teacher of the CDL for non-fulfillment of the contract agreement, or through a joint decision of the family and the CDL staff.
2. Families pay tuition in advance of service. (See “Tuition and Fees” section.)

Waiting list and enrollment priority policy

In the last few years we have had more children on our waiting lists than we have been able to accommodate. We have always had an enrollment priority policy, but in 2010 we found it necessary to refine that policy. Our enrollment priorities are consistent with our philosophical emphasis on the importance of relationships.

In prioritizing requests we use the following guidelines:

1. First priority will be given to returning families of currently enrolled students for the program (AM or PM) they currently attend and to families who currently have a sibling of the applicant child enrolled in the program for that program (AM or PM).
2. Second level priority will be given to children who have a sibling who previously attended the CDL. This priority is program (AM or PM) specific.
3. Third level priority will be given to families of currently enrolled students who wish to change programs (e.g. move from AM to PM or vice versa).
4. Fourth level priority will be given to children who have a sibling who previously attended the CDL but not in the same program.
5. Fifth level priority will be given to alumni families (Custodial adult attended the CDL as a child).

In accepting new families to the CDL, we generally work on a first come, first served basis. Occasionally a circumstance will arise which causes the CDL team to make a choice in the best interest of the children and the program which varies from this first come, first served
process. If you have questions about our enrollment guidelines, please talk with your Head Teacher or the Program Leader.

Hours and School Calendar

The laboratory operates two preschool sessions. The morning session begins at 8:50 a.m. and ends at 11:30 a.m. and operates Monday through Friday. The afternoon session begins at 12:50 p.m. and ends at 3:30 p.m. and operates Monday through Thursday.

Both sessions operate for approximately 15 weeks per semester and follow the University calendar. The CDL is closed for University holidays; fall, winter and spring breaks, and during both semester final exam weeks. Please see “CDL Additional Facts” for specific dates. Currently we do not offer a summer session.

Our front door is locked 15 minutes after each program session begins for the safety of the children (people can exit the building but not enter it). If you wish to stop by the school after that time, please come to the observation booth door.

Parking

Spaces are available on the north side of the building for loading and unloading your child. These spaces accommodate only about for three or four cars at one time. Please limit your time to three to five minutes so that other parents have an opportunity to pick up and deliver their children with ease. If you plan to stay longer, it will be necessary for you to use a metered parking space or purchase a one-day permit. Permits are available from machines located at the Parking lot north of the school. If you remain in the delivery zones during school hours, you may be ticketed by University Police.

Please support safe pedestrian habits for your child by using the white crosswalk zones if you need to cross the street.

Extended Child Care

Availability of extended care must be decided on an annual basis due to variations in family needs and budget constraints. Families must apply for extended care and complete a contract in advance. We will make every effort to arrange for care for children before and after the usual session hours for those families who would incur an on-going economic or scheduling hardship as a result of meeting arrival and departure times on a regular basis. Due to supervision requirements, space will be limited to six children. The teacher responsible for this care will provide activities. Please see “CDL Additional Facts” and the Extended Care Contract for more details.
Tuition and Fees

Tuition

Your child’s tuition pays for school expenses – forty-five percent of teachers’ salaries and benefits, all the cost of equipment, supplies, and snacks. Therefore, the tuition payment must be made in advance to ensure the operation of the school. Other expenses are paid for by Humboldt State University’s College of Professional Studies, i.e., janitorial services, structural building maintenance, utilities. The Child Development Department budget covers fifty-five percent of teachers’ salaries and benefits.

The CDL offers a Sliding Scale Tuition program. This program is made possible by a trust fund in the memory of Dr. Emilla Tschanz. Dr. Tschanz was a faculty member at HSU and the primary force in the creation of the Child Development Lab. Any family may participate in the program by completing an application form and providing income documentation. Please contact your Head Teacher for more information about this program.

Families pay fees for children’s attendance in full before the beginning of each semester or in two installments, one due before the beginning of the semester and one due before the middle of the semester. The due dates are late August and early October for the fall semester and late January and mid-March for the spring semester. (See CDL Additional Facts for the exact fee schedule and payment dates.)

Please note: The contract for enrollment is a full year commitment.

When you pay by check, make the checks payable to “Humboldt State University” and write your child’s name and the account identification “NST-CHD EV” in the memo. Attach your check to a completed payment slip and send it to:

Cashier, Student Business Services
1 Harpst Street
Humboldt State University
Arcata, CA 95521 – 8299

OR drop it off at the cashier’s office (second floor) in the Student Business Services (SBS) building across the street from the CDL. The cashier posts the payments and sends copies of the receipts to you and to the CDL for our records. We will no longer be able to accept payments at the CDL due to a change in system-wide university policy.

Please make sure that you keep these receipts for your income tax report and use our non-profit Tax I.D. Number 946-00-1347.

Withdrawal and Refunds

Teachers must have two weeks notice if it is necessary for you to withdraw your child.
Tuition is charged for two weeks after the withdrawal notice or termination of the contract to allow the teacher to use this time to recruit and enroll another child.

A prorated refund request is submitted to the University for processing when applicable.

If a family must withdraw their child from the spring semester, they must give two weeks notice **before the end of the fall semester**. Otherwise, the family will be charged the tuition fee for the spring semester whether or not the child attends.

**EXCEPTION TO THIS POLICY WILL BE MADE ONLY BY THE PROGRAM LEADER AND ONLY FOR EMERGENCY SITUATIONS.**
Health Requirements

The CDL team works to ensure that we maintain an safe and healthy environment for all of the children. Your support in this effort is crucial for the health of your child and all other members of our CDL community.

Health Forms

The following health forms are required:

1. The child's health history describes the prenatal experiences and the health history since birth.
2. Two emergency cards. One remains in the building and one goes with the child on field trips.
3. The physician report indicating that your child is in good health, is immunized and is free of communicable tuberculosis. The primary teacher uses the Physician’s Report as a source of information as to the nature and extent of any special needs your child may have, and as an indicator of medication your child must take (if any) while at school. Written instructions from the child’s physician are required before medication can be administered to your child. The medication must be in the original package with the instructions attached to the medication and be safely stowed in the kitchen in a place inaccessible to children.

Immunizations

The CDL keeps immunization records on all children and is required by the California Administrative Code (Title 22) to report these to the County Health Department as a part of our licensing requirements.

Children must be current on their immunizations for the following:
   a. Poliomyelitis,
   b. MMR (Measles, mumps and rubella)
   c. DTP (diphtheria, whooping cough, tetanus)
   d. Hib (Haemophilus influenzae type B vaccine)
   e. Hep B (hepatitis B)
   f. Chicken pox (varicella)
   g. Tuberculosis screen and testing per your doctor

Those families who select to waive immunizations must sign the waiver on the back of the School Immunization Record and agree to keep their child at home when communicable diseases are present and during incubation periods as currently described by the county public health office.
Daily Health Checks

The California Administrative Code (Title 22) regulating preschool programs requires that a daily health check be given to each child before he or she is accepted into the program for that day. The code also requires that parents remain inside the school until the health check is completed and the child is accepted. Our careful observation of these requirements helps to minimize the spread of common communicable diseases and protects the sick child from becoming further exhausted and run-down. Our health check is an easy, matter-of-fact routine. While the teacher talks to your child, she looks for obvious signs of illness, such as running nose or ears, red and puffy eyes, red spots or rash on the skin, or other signs of contagious disease. If the teacher or you are aware of any of the above symptoms, we ask that you take your child home for his or her own protection as well as for the health of the classroom.

It is necessary to keep your child at home if he or she has any of the following situations;

- A hard cold, is coming down with a cold, or has a heavy and clear nasal discharge. (If your child has allergies that cause these symptoms, inform your primary teacher at the time of enrollment.)
- A high temperature. (Keep your child at home for 24 hours after the temperature ends.)
- A rash of any kind.
- Is in the communicable period following exposure to a disease (Follow the guidelines for the specific disease.)
- Has been given decongestants or other depressant-type medications within 12 hours.
- Has vomited or has had diarrhea (Keep your child at home for 24 hours after the symptoms cease.)
- You have decided to give your child over the counter medicine.

If your child cannot participate in both indoor and outdoor activities, s/he is probably too ill to profit from a day at school, and we ask that you keep your child home in this case.

If you feel that you need to give your child Tylenol, decongestant or other medication, then it is probably best for your child to stay home. The environment is stimulating, and children who are under the influence of even over the counter medications can have difficulties focusing or having the energy to have a good experience. Sometimes children have a reaction to these medications that may not be major but may still leave them feeling uncomfortable or anxious.

If your child is sick or unable to come to school for any reason, please notify the teacher before the session begins. The phone number for the CDL is 826-3475. If you are in doubt about your child’s health, call your physician or confer with your child’s primary teacher.
If your child becomes ill or injured while at school, we will call you immediately. Please help us keep the emergency card information and class schedules up to date. Your child will be taken to the office or other quiet place where he or she can rest on a mat until you or some designated individual can take him or her home.

When your child has been exposed to a communicable disease while at school, such as impetigo, head lice, scarlet fever, ring worm, etc., your child’s teacher will notify you immediately.

If your child is exposed to a communicable disease while at home, please notify the primary teacher immediately.

Protective Health and Safety Procedures

At the CDL we use a number of procedures designed to protect the health of everyone in our environment. These include:

- Routine sterilization of snack area before snack is provided and sterile procedures for preparing and cleaning up from snack
- Routine sterilization of door handles, sinks and bathroom surfaces after each session
- Maintenance of preventive health practices with regard to handling of body fluids
- Routine hand washing by staff after any interaction involving body fluids (assisting children with blowing noses, etc.) and before preparing and/or serving snack
- Guiding children to routinely wash hands before going to snack and after any activity involving body fluids
- Isolating and then sterilizing any materials that a child has put in his or her mouth
- Requiring staff and students to meet the daily health check guidelines provided for families
- Monitoring for any materials or equipment that may have become unsafe due to damage or deterioration. These materials are removed from the classroom until such time as they can be repaired or replaced.
- Covering the sand box when not in use to prevent contamination from natural sources (cats, birds, etc.).

Child medications

Teachers do not administer medicine to children unless they have been specifically trained to provide a specific child with emergency treatment or care under prescribed circumstances, e.g. epi pen response to allergy emergency. If you have questions about this policy, please talk with your Head Teacher.

It is our intention to do all that we can to make the CDL a safe and healthy environment. We believe strongly in the importance of children learning to use real materials and to make appropriate decisions about their personal safety. For this reason we do have materials in the environment that require instruction and guidance and that call upon
children to make thoughtful decisions about appropriate use (for example hand drills). These materials are used with adult supervision and guidance. The research suggests to us that children who have had practice making effective decisions about their own safety and use of materials are more likely to be able judge the safety of their environments and make safe decisions independent of peer pressure and in the absence of adults as they mature and become more independent. We work with children so they can make decisions and take actions that will help them ensure their own safety.
The School Day

Arrival and Departure

The caregiver must bring the child into the center, sign the register, and make contact with a staff member even if arriving late. The child will remove his/her outer garments, hang them in the cubby, find and put on her/his nametag and help the teacher conduct an informal health check. Teachers and adults are encouraged to support the child’s development of self-care and self-help skills rather than doing the tasks for them. Before leaving, the adult is encouraged to move with the child into the classroom to assist the child to make a connection with another person. Before leaving, always say good-bye in some way which does not withdraw the child from the connection he or she has just made. Slipping away will most likely make the next departure more difficult. Talk with your primary teacher to discuss and plan this transitional process.

We ask that you bring and pick up your child as near the prearranged arrival and departure times as possible. Arrival times are from 8:50 a.m. to 9:10 a.m. for the morning and 12:50 p.m. to 1:10 p.m. in the afternoon. Having a 20 minute span maximizes the usefulness of the loading zone and offers a transition time for the child in the classroom. Arriving and departing during scheduled times is necessary for several reasons: (a) children who arrive early may not be greeted properly as the teachers are preparing the classroom; (b) children who arrive late generally find it difficult to adjust and make friends for the day; and (b) the participating university students meet for a conference with the primary teachers at both 11:30 a.m. and 3:30 p.m. Extended care beyond these arrival and departure times must be prearranged by contract.

The person picking up your child must sign the register and note departure time. Please signal a teacher in some way before departing for the day. This supports a clear ending for the child and supports the teachers to monitor departure. If you intend to have someone other than the authorized person pick up your child, you must notify your child’s primary teacher in advance. Please give the teacher the individual’s name and physical description in writing or on the phone to someone who can recognize your voice. The pick-up person must show proof of identification to the primary teacher before they make contact with your child. No child will be allowed to leave the Child Development Laboratory with an unauthorized individual. This is for your child’s protection!

Clothing

We encourage children to wear comfortable shoes and washable clothing so they are free to play without hindrances. Appropriate shoes for your child’s school activities have flexible soles, provide traction and support, cover toes and stay on the feet. It is important that children’s shoes fit well and enable them to run, climb and work with materials safely. We ask you do not send your child in heavy work boots, cowboy boots, or sandals. This type of foot gear can hinder the child’s movements and interfere with development and use of bone and muscle structure in the foot.
Send your child in comfortable, washable clothes. During the day’s activities, children may get splashes of paint, clay, sand, etc., on their clothes. When children have “work” clothes on, they are free of worry if they do become dirty and, thus, can be more involved with their creative activities and projects. We make every effort to support protective practices by providing a choice of aprons, smocks and paint shirts. Pants seem the most practical for both boys and girls because of the physical activity they may do at school.

Please send a complete change of clothing (including underwear, shirt, pants, and jacket) to be left in your child’s cubby. Children’s clothes frequently become wet from their activities or from toileting accidents, and the children need to change into dry clothing. They often prefer their own clothing. During the rainy season, we request you send rain gear (boots, hat, and a water-repellent jacket) with your child so that he or she may enjoy the out-of-doors despite drizzly weather. We also have loaner rain gear at the school. We cannot allow children to use umbrellas in the yard because of the accident hazard with so many children moving about in the classroom and yard.

Names

The teachers will call your child by their first name, middle name, or nickname, whichever you desire. Children wear name tags while at school to help student teachers use children’s names and to provide children with a model to use when they work on writing their names on their own work. We encourage children to recognize their name in the classroom with name tags, cubby signs, turn lists and other writing in the room. We write their names as the local public schools expect them to write their names, that is, with a capital first letter and following letters in the lower case. Name tags are not worn during field trips. The teachers prefer to be called by their first names but may teach the children their whole name.

Toileting

Children are encouraged and supported to take care of their toileting needs independently. We realize children are in differing stages of development and will plan with you to encourage toileting skills for your child. When occasional toileting accidents occur, they are accepted “matter-of-fact.” Adults help the child develop skills to change into dry, comfortable clothes. We will put the wet clothes into plastic bag and store in the child’s cubby to go home at departure time.

Snacks

A nutritious snack is available to your child during the preschool session. Children are encouraged to eat when they feel hungry and they may choose not to eat. The teachers plan snacks that will provide your child with quick energy and an opportunity to learn about nutritious foods. The children prepare many of the snacks themselves.

Snacks generally consist of fruits, vegetables, grains and/or dairy products and their substitutes. We are responsive to the individual needs of each child. Cakes, cookies, candies and gum are discouraged from being brought into the classroom at any time. In
keeping with our national accreditation standards and licensing requirements, we do not offer children hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas or hard pretzels; spoonfuls of peanut butter or chunks of raw carrots or meat larger than can be swallowed whole. We do provide small cups of peanut butter that children can spread on crackers or other foods. These guidelines are provided in an effort to encourage nutritious food choices and minimize the risk of choking, and we ask that families follow the same guidelines in choosing foods to send with children who stay for after care.

A relaxed mood is established at the snack table to encourage calm, social interaction and discovery. Children decide what they will eat; gather or prepare their own snacks following pictorial signs that give directions; bus their own dishes, and clean up their own areas. Helping children take responsibility for themselves fosters developing feelings of competency. Adults engage in conversation with children while they are at the snack table, modeling, encouraging and supporting appropriate food management and social interactions.

**Schedule and Curriculum**

Children engage in a developmentally appropriate balance of activities. Children select their own activities and they participate in teacher designed large and small group activities. Snack is offered approximately midway through each session, and children choose whether or not they wish to participate. Each session begins with self-selected activity. It is important that children arrive on time so that they have an opportunity to move into the classroom, greet people, think about what they want to do and engage thoroughly in activities so that they feel well connected to their peers and the adults before the transition to large group activity.

The CDL curriculum comes from the interactions between adults, children and the environment. It is the responsibility of the adults to ensure that the environment is safe, is responsive to children’s interests and needs, builds on children’s interests and needs, supports children’s ideas and abilities, and challenges children in individually and developmentally appropriate ways. Thus the curriculum begins from the observations and knowledge of the teachers. It grows and changes as children bring their own personalities, experiences and ideas to the classroom, building their own projects and creating their own meanings and expressions. Families also contribute to the curriculum in many ways. These contributions include participating in projects, field trips, outings, and special large group activities.

Curriculum in the CDL is designed to

- Respect and value the experience children bring to school, including the culture and language of the home
- Promote and encourage the expression of personal and family perspectives
- Encourage and support the exchange of ideas and perspectives between children, facilitating learning from one another and together
- Follow children’s interests and be open to individual interpretation by each child
- Support children in taking responsibility for selecting activities that interest them and developing the skills necessary for those activities
• Provide children with opportunities to engage in small and large group activities but not require that they take part in all of those activities
• Emphasize the processes in which children engage and the opportunity to experience the interrelationships between process and content
• Provide opportunities for children to interact with materials, ideas and individuals different from those in their daily environment
• Provide a variety of avenues through which children can demonstrate their knowledge and competence
• Provide opportunities which challenge children’s thinking and abilities, encouraging and supporting reasonable risk-taking

Guidance/Discipline

We believe that guidance is a learning relationship that helps children develop self-discipline, thoughtful decision-making and practical problem-solving and interpersonal skills. The staff at the CDL believes that:

• Children can and do make good decisions regarding their behavior when provided with appropriate environments, expectations and supports.
• Many behavioral problems arise from confusion, misunderstanding and/or limited skills; learning, not punishment, is the answer.
• Children should be provided with the opportunity to interact with other children and develop their social skills; social relationship skills are learned through experience.
• When adults use a variety of guidance messages, children can acquire the information and skills they need to successfully interpret and interact in the environment.
• Children should have the opportunity to develop conflict resolution skills by having an adult present during conflict to provide support and act as a mediator, but not to intervene on either child’s behalf.
• If the conflict has risen to violence, the adult should physically separate the children and encourage them to continue discussing their differences when they are emotionally able to do so.
• When children are acting in a way that the teacher believes is unsafe, the teacher should stop the action and talk to the children one-on-one.
• Children should be encouraged to brainstorm alternatives and be supported in evaluating and implementing their plans.

The guidance approach of the CDL is built on our understanding of the research and literature that examines children’s social, cognitive and emotional development and the work of leaders in the field of child guidance. It is not unusual for children to use behaviors that are challenging to adults and other children. We work as a team with teachers, faculty and families to design appropriate interventions to help children strengthen their social understanding and self-regulatory skills, and learn new behaviors for interacting. We work to integrate these plans into the daily fabric of the program so completely that they may not be apparent to observers. In all of our work with children, we are conscious of providing for the needs of all individuals in the classroom, and for encouraging children to be part of the creation of a compassionate community. We do not have a policy of automatically
removing a child from the program as a result of behavioral challenges. It does sometimes happen that in working with the family, we reach the conclusion that our setting is not able to meet the needs of the child and we discuss alternatives with the family. These discussions are always confidential.

We would be happy to provide you with more information about our approach and/or with resources if you would like to read more about it. Let your Head Teacher know if you have any questions or concerns.

“Guidance means teaching children how to solve their problems rather than punishing children for having problems they cannot solve.”

- D. Gartrell (2011, p. 25)

Assessment

We collect a variety of information about your child’s abilities and interests through the use of anecdotes, pictures, work samples and other information that arises out of the children’s daily activities. This information is organized into a document that shows how the information is related to what we know about typical developmental patterns, skills and competencies in children. This form is called the Developmental Profile and will be shared with you at parent teacher conferences at the end of the semester. We welcome your observations of your child’s growth, development, competencies and interests, and hope that you will share information with us that helps us create a more complete picture or your child.

We do not do routine standardized developmental screening of all children in the program. Our use of the developmental profile gives us a strong foundation for reviewing your child’s growth and development. We use the information we collect to help plan the curriculum and the environment to support children’s interests and abilities and to offer them challenges that will encourage learning. If as we review the information we collect we begin to have any concerns, we will speak with you about these. If you have any concerns, we hope you will share them with us.
Family Involvement

The classroom, the children, the family members, and the teachers all benefit when the families are involved in the school. There are many avenues for involvement from which to choose, and we welcome your suggestions. Socials will be arranged according to the interest of the families such as picnics, swim day, beach party, or bumper bowling day. All are wonderful opportunities for your child to see you interested in their school and for your child to meet school families away from the classroom. We also ask that all families help with our annual fundraising event (described on the following page).

You may be comfortable contributing supplies for projects (small wood pieces and recycled items are welcome) or spending time in the classroom helping children write thank you notes, making play dough, sharing your professional or personal skills, culture, hobbies, or talents. Some family members volunteer to conduct library day once a week or organize the Scholastic Book orders monthly or bimonthly. When you read the newsletters, bulletin boards and notes in your parent pocket, it helps keep our communication current. Perhaps you have an article or a book review to share in the CDL newsletter. Family members go on field trips to help make them successful and fun. We want you to be comfortable in the classroom and we want the children to see us working together.

Family-Teacher Relationship

To maintain an optimal learning environment for the children at the Child Development Laboratory, it is essential that you and your child’s teacher have open, two-way communication. It is our belief that you are the child’s own best teachers and therefore, your knowledge about your child is essential to us for developing a program that will meet his or her unique personality.

We will try to maintain ongoing communication with you about your child’s progress at school, as well as communicate changes or additions in the school’s policies and procedures. We have found that home visits, conferences, notes home, telephone calls, parent meetings, fundraisers and social gatherings are helpful means of communication. A family-teacher discussion will be held by appointment at the end of the semester. We look forward to your participation in these activities with us.

We encourage you to ask any questions you may have concerning your child and the school, and to give us any suggestions you may have for improving the program or its policies. We treat all information that you discuss with us confidentially and we will try to implement any feasible changes that you recommend.

Families who have joint custody of their child will both be provided with school information, letters, and permission slips, etc. Family conferences are available on a joint or individual basis. Please let us know if you have any specific custody arrangements. We wish to be sensitive to any issues that may be particularly important for your family. In some cases we may be required to ask you for court or other legal documents in order to
comply with special arrangements. We must follow the letter of any custody decree. Please keep us informed so that we can work together to support your child.

**Fundraisers**

As part of the contractual obligation, CDL families are required to participate in the CDL’s fund raising efforts. This participation can take many forms: selling tickets to pizza night, working at an event, contributing to a prize or garage sale, baking goodies for a sale, etc. Our major fundraising event occurs in the spring, and we will need the help of all of our families to make it as successful as it can be. Families not wishing to participate in fund raising will be asked to make monetary contributions. Each family can determine the way in which they can most effectively and expediently contribute. Your participation in the fund raiser is essential to meeting the financial needs of the school. Our fund raising events serve other purposes as well. They provide families with opportunities to get acquainted with each other and work collaboratively with CDL teachers and HSU faculty; and they provide the children with yet another way of seeing families and teachers working together. The fundraising is also an important time for the school to gain public visibility and to receive community support.

**Holidays and Birthdays**

We recognize that each family has their own traditions and that not all families celebrate birthdays or particular holidays. We encourage families to share their traditions in the classroom, thus making the experience personally meaningful to the children.

The school does not celebrate holidays but frequently approaches the events of a season by exploring the seasonal context. For example, we do not celebrate Halloween by having children bring costumes to school, but we do provide materials so children can choose to make masks together, and we have traditionally done trips with our families to nearby pumpkin patches. Teachers acknowledge children’s experiences and families’ activities as children bring these things up in the classroom. Teachers also support conversations between children when they express different ideas or traditions, helping the children discover the similarities, differences and other diversity behind the various holidays. You will receive fliers about specific activities during the school year.

The school observes birthdays in such a way that your child is made aware of the passage of time. During the day the teacher may discuss the meaning of birthdays and might lead the children in singing “Happy Birthday” to the birthday child if he or she wishes. The birthday child may select the snack for the day (e.g., fruit salad or pizza) and may invite his or her family members to snack. Some families enjoy sharing favorite books, music or stories of the child’s babyhood during a large group gathering to honor the birthday child. Please talk with your Head Teacher in advance to let us know what your preferences are for your child’s birthday.

If you intend to have a party at your home and want to invite a few children from the preschool, we ask that you call the child’s home or send him or her an invitation through the mail rather than distributing invitations at school. Distributing invitations to a few children at school and not others tends to create hurt feelings and disappointments.
Confidentiality

Every family deserves the highest level of respect and consideration. The privacy of our communications with families is very important, and creating a climate of confidentiality is something that we stress to our students and emphasize as a team. We believe that respect for confidentiality makes our school a safer and more comfortable environment for everyone. We are pleased to have access to a conference room in Harry Griffith Hall where teachers and parents can meet with greater privacy than can be provided in the office.

We would also ask your help with maintaining a positive and respectful environment. In that regard, please do not discuss children or family members other than your own when you are in the classroom or observation booth. Help us create and model a compassionate community for the children by ensuring that statements are never made that undermine or reflect negatively on the role or status of children, families, staff or college students. If you have questions or concerns, please feel free to call your Head Teacher or make an appointment for a private conversation. We always want to hear from you. In addressing any questions or concerns, we will always protect the confidentiality of our communications with you and with all of our children and families.

If an occasion should arise where it would be important for us to share information about your child with other professionals (for example a doctor or speech therapist), we will always discuss this process with you in advance and receive your written consent for the information to be shared prior to sharing any information.

End of the Year

It seems too early to be thinking about the end of the year. However, the way the year is ended is just as important as the way the year is begun. Parents have helped develop some ways of giving children the sense of their being part of the school while attending this preschool and ways of giving children a sense of completion when they leave to go to kindergarten. There are a variety of ways that we support this transition: children can donate toys or props to the school which they have outgrown; they can donate a book with a special book plate inside which has their name and the year; families can order class photos; often, a special project is offered by teachers or families as a keepsake for the children. Children are often anxious about the future, sad to leave their friends, or confused by what it means to ‘graduate’ or go on vacation. Many times families have not yet decided about sending their child to kindergarten the following year before the school year ends. For these reasons, we do not have a formal ceremony at the end of the year, but rather, we try to provide a variety of ways for families to help their child understand the changes and cycles of going to school and moving on to a new school. The CDL programs acknowledge the end of the year informally by sharing songs, celebrating the year, walking over the bridge and saying good bye.
Accidents and Emergencies

In case of an accident or emergency, the teacher will notify you immediately. If neither you nor your spouse can be reached, we will call the person you have designated on the Emergency Information Card. Your child’s teacher will administer only very minor first aid, such as washing a sore, applying ice or applying a bandage. You will be informed whenever your child falls or is injured while at the CDL with a notice in your parent pocket and a conversation at departure time or a follow up call if we don’t see you at departure.

Emergency Preparedness and Evacuation Plans

The CDL participates with the University in Emergency preparedness planning and has evacuation plans for fire and earthquake situations. The staff and faculty participate in University disaster drills which do not involve the children. We maintain supplies on site to assist us in caring for the children in event of a disaster (blankets, water, etc.).

Teachers talk with children about how to be safe in a fire or earthquake emergency. Both the morning and the afternoon program hold periodic fire evacuation and earthquake drills so that the children learn safe procedures for these emergencies. In the event of an emergency situation that required evacuation of your child or children from the building, you would be called to come pick up your child(ren). Teachers take emergency cards with them when exiting the building. Children are moved to a safe location on campus, usually at the front entrance to Harry Griffith Hall.

If there is an emergency of some kind on campus, we work with University Police to establish the safest procedure for the children. We do not evacuate children from the building unless there is evidence that the safety of the building is at risk. It is better for the children to be in a safe and familiar place. We have in the past had a very small number of occasions where we judged it safest for the children to be sent home. Staff members make the calls and stay with the children until all children have been picked up. Occasionally there are power outages. We have excellent natural light in the classroom, and generally do not call parents to come and pick up children unless the outage extends beyond guidelines, the University declares a closure or we are informed that an extended outage is expected. We work closely with the University Police Department in all potentially hazardous situations and are able to call on the additional support of department faculty if needed.

If an emergency condition were to exist on campus, information would be posted to the campus emergency website: http://www.humboldt.edu/humboldt/emergency

If you have concerns or questions about our emergency preparedness plans, please let us know. We would be happy to talk with you about any of your concerns or suggestions.
Administrative Organization of the CDL

The CDL is a program of the Child Development Department at HSU. The program is operated by the CDL team composed of the Teachers, Program Leader, Faculty Practicum Supervisors and Child Development Department Chairperson. The Program Leader reports to the Child Development Faculty on the activities of the CDL and facilitates collaboration between the CDL program and the Department and University. The Program Leader also supervises the CDL Teachers. The CDL Teachers and Faculty Practicum Supervisors supervise the work of the practicum and observation students. The CDL is a Licensed and Accredited facility. The CDL is accountable to the Child Development Department, College of Professional Studies and Humboldt State University administration. The CDL is also accountable to the Division of Child Care Licensing and to the quality standards of the National Association for the Education of Young Children.

Should you have concerns about any aspect of our program, please talk first with your teachers. The Head and Assistant teachers are the most important link in our communications with families because they are with the children every day and have the most immediate knowledge of children's experiences and activities. The CDL team meets frequently to discuss program activities, and consultation between team members is common. By working collaboratively we are able to utilize the resources of our different perspectives and experiences to better support children and families.

If you feel that your concerns have not been adequately addressed through communication with your session teachers, please feel free to contact the Program Leader for further discussion. Leave a message at the CDL office (826-3475) or at the Child Development Office (826-3471) and the Program Leader will contact you. The Program Leader is also at the CDL on a regular schedule that will be posted outside the observation booth along with the schedules of the Faculty Practicum Supervisors.

If your concerns are not adequately addressed by the Program Leader, please contact the Child Development Department Office (826-3471) to make an appointment to speak with the Department Chairperson. Concerns regarding the safety, health or staffing requirements of the CDL program can also be directed to Deanna Sanders at Child Care Licensing. Her number is 441-3939. Our center license number is 121303248.

The Faculty Practicum Supervisors are in the booth to provide feedback to the students. They can sometimes interrupt this process to be a resource to you if you are observing in the booth and have questions about particular activities that you observe occurring in the classroom. Your program teacher is your best resource for communication about your child.

It is important to all of us on the CDL team and in the Child Development Department that we work with families to build positive communications and positive experiences for families and children. Please do not hesitate to talk with us.
Child Development Laboratory

The structure at the CDL is collaborative. The staff and families of the CDL all contribute to the quality of the program we are able to provide for the children. The Program Director reports to the Chairperson of the Child Development Department and serves as liaison with the University.
University Activities in the CDL

The CDL supports the educational mission of the University in a number of ways. We provide practicum and observation experiences and guidance to Child Development majors as well as majors from Social Work, Psychology, Education, Kinesiology and other departments on campus. We also provide carefully monitored research opportunities to students and faculty, and serve as a demonstration site to the local community as well as visiting and prospective professionals.

Student Practica

Students enrolled in Child Development courses are placed in the CDL classrooms for one semester at a time. As part of this placement, students work at least one day per week in the morning or afternoon program, participating in set up and classroom activities. Student Teachers attend a lecture/seminar twice a week and complete course assignments related to their work in the CDL. Student Teachers have access to video tapes/DVDs of their interactions with children to further their understanding of their skills and the classroom dynamics. In addition to their written and video feedback, they participate in pre and post session meetings with supervisors and CDL Teachers.

Observations

Graduate and undergraduate students from a variety of departments, in association with their class instructors, conduct both general and specific observations in the observation booth and in the classroom. These observations usually relate to developmental issues of children (language, motor skills, play relationships, etc.). Observers are directed not to interact with the children even when observing on the playground. Occasionally children will initiate interactions with observers. In this case observers are directed to redirect the children’s attention.

CDL family members; visiting professionals; prospective families, professionals and students, and community members may also use the observation booth to learn about the Child Development Laboratory and our work with the children. The observation booth is available during session hours, but not during pre and post session times.

Research

Graduate and undergraduate students from a variety of departments, in association with their faculty advisors, may conduct research in our classroom after receiving approval of their project from the University Human Subjects Committee, the Child Development Department and the Child Development Laboratory team. Families must be contacted and parents or guardians must choose to provide informed consent before a child is eligible to participate in any approved research project. We are happy to provide you with a copy of our full policy and procedures with regard to research. If you are ever contacted regarding research in the Child Development Laboratory and you have any questions or concerns, please contact your Head Teacher and/or the Site or Program Director of the Lab.
Visitors

From time to time we have visitors in the classroom at the CDL. Sometimes these visitors are parents or family members or friends. Sometimes these visitors are professionals who come to our classroom because they are providing support services for a child or family, are part of an accreditation visit, or are professionals working with the department faculty or CDL team. We have established visitor guidelines because protecting the quality of the environment for the children is a top priority.

Visitors in the Classroom (Pre- Authorized entry is required.)

It is our wish to maintain a consistent setting with predictable adult guidance for all the children. Therefore, all visitors must have permission from the CDL team to enter the classroom. Visitors must make an appointment with the Head Teacher, Site Director or Program Director before visiting, meet the Head Teacher and read the Participants Handbook available in the observation booth. During the appointment, a plan will be made for the visit. Upon entering the classroom, visitors must contact the primary teacher and receive confirmation that the plan is still appropriate. Sometimes circumstances in the classroom or for the children change. Permission to visit is always at the discretion of the program Head Teacher.

We request visitors to uphold the following components of our child-centered philosophy.

- **Children make choices.** They choose what activities to join, where to play, what to play, whether or not to attend small and large group gatherings, when or if they want to eat snack and how much food they wish to eat.
- **Children are problem solvers.** They construct their own knowledge when they mentally struggle with materials and supplies and when they alternately listen and speak with other people. They begin to realize there are many ways to accomplish a goal rather than one right solution.
- **Children are capable.** They can be supported to express themselves verbally, physically, or artistically. They can conduct their activities to meet their needs and acknowledge the rights of others. Children are capable of generating, following and evaluating their own solutions to problems which may occur.
- **Children deserve respect.** They begin to know themselves through the expression of feelings in an accepting, supportive and safe environment. They and their families are represented in the classroom. Families are welcomed to participate and share their observations and traditions.

We appreciate visitor interest in our program. We invite visitors to sit back, relax and enjoy the zest and diversity of the children as they spend time in the children’s classroom.

Guidelines for Professional Visitors Providing Services

We welcome professionals who are serving CDL children to conduct their services in the CDL classroom. This is an opportunity for us to work together to benefit the children. We do require that specific permission is given by the family for service delivery in the classroom prior to creating a service delivery plan. The CDL staff and professional will
meet to exchange information and set goals for the child prior to initiating any services. The CDL has its own release and honors releases from other agencies.

We are proponents of the “full inclusion” approach as opposed to approaches that require pulling the child out of the classroom. We invite professionals serving children to include themselves in the activities of the classroom with any of the other children. Since visitors are strangers to most or all of the children, we ask that visitors model appropriate formalities of introduction and interaction. This includes accepting the view that children should not do what a stranger tells them to do, answer their questions or follow their directions without the support of a teacher or adult with whom the child has developed an attachment and trust.

**Family Visitor Guidelines**

We realize families have many reasons to invite other people to observe their child in the CDL setting. Please follow these few guidelines along with the observation policies. Your support for the guidelines helps the teaching staff protect the quality of the classroom environment.

Guests may observe from the booth anytime during the regular morning or afternoon session hours when the booth is open as long as there is space. We recommend visitors call in advance to assure we are in the classroom and not on a field trip.

Parents are welcome and have a legal right to observe their children at anytime. Confidentiality must be observed at all times on the premises. Guests must have a release from the child’s custodial adult to speak to a teacher about that child or to observe from the yard.

If you wish to bring a guest with you on the occasion of a special event or participation in the classroom, please discuss this with your Head Teacher when you make plans for your visit. We always want to be welcoming to family and friends of the children. This means that we need a plan to be sure that everything goes smoothly.

**Observation Booth Guidelines**

The observation booth is essentially a classroom; it supports the work of university students and faculty. Other people are permitted to use the booth as well; family members, agency representatives, other community members and University visitors. We welcome CDL families to use the booth for observation when space allows. Usually a faculty member is present to supervise the university students in the booth and to provide supervision for the students working with the children. The faculty member is available on a limited basis to respond to your questions. We encourage you to discuss your observations and concerns with your Head Teacher. The observation booth is not a place for meeting others, conversation or discussions.

- The booth will be open during posted hours unless a faculty member is unable to be present for some reason. If the booth is locked, please do not disturb the teaching staff to ask that the booth be opened.
• All people using the booth are required to follow the official guidelines posted in the booth; this includes maintaining quiet and respecting confidentiality.
• Everyone must sign in before entering the booth.
• Turn off cell phones or put them on vibrate. They can be heard in the classroom. If you must take a call, please leave the booth to do so.
• Note the signs in the booth providing guidelines and follow these. Failure to do so may result in a faculty or staff member asking you to leave.
• You are welcome to read the materials posted on the back wall. These include documentation boards about activities, curriculum plans, etc.
• All children must be closely supervised when in the booth because there are numerous electrical outlets under the counter, amplifiers can be hot and the edges are sharp. Please keep children away from the one way windows and prevent leaning, pushing or tapping on the glass. The booth is an adult classroom, not a child safe space.
• Keep sounds and movements to a minimum; the booth is not sound proof and noise disrupts and detracts from activity in the classroom.
• The booth may not be available to CDL families if a university class has reserved it for their use or if there are already the allowed number of people using the booth.
• The booth is not available during confidential post session conferences.

The booth is not sound proof. It is a classroom and a very public place. Please keep noise of all kinds to a minimum and respect confidentiality guidelines. Please do not talk about children, families, college students or staff. This insures the least distractions to other observers and the most privacy and respect for all of us. The booth is a place for observation and instruction, not a place for conversations. If you have concerns or questions, please make arrangements to talk privately with your program teachers or the CDL Program Leader.

Frequently classes of the university, local schools as well as local community groups will reserve the booth to observe the children. During these visits a staff member generally will inform these visitors about the program. If you intend to bring a group to the booth, please let your child’s primary teacher know so arrangements can be made.

We welcome visitors, but it is very important that we all show respect for this shared space and its primary purpose as a learning and professional development environment.
Accreditation

Congratulations!

You have chosen an early childhood program for your child that is accredited by the National Association for the Education of Young Children. NAEYC administers the largest and most widely recognized accreditation system for all types of early childhood schools and child care centers. NAEYC is the nation’s largest organization of early childhood educators.

What is accreditation?

Early childhood programs accredited by the NAEYC Academy for Early Childhood Program Accreditation have voluntarily undergone a comprehensive process of internal self-study, invited external professional review to verify compliance with the Criteria for High Quality Early Childhood Programs, and been found to be in substantial compliance with the Criteria. The Criteria can be found on NAEYC’s Web site at www.naeyc.org/accreditation.

What is a high-quality early childhood program?

A high-quality early childhood program provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

In accredited programs, you should see:

- Frequent, positive, warm interactions among teachers and children
- Planned learning activities appropriate to children’s age and development, such as reading stories, block building, painting, dress-up, and active outdoor play
- Specially trained teachers and administrators
- Ongoing professional development
- Enough adults to respond to individual children
- Many varied age-appropriate materials
- Respect for cultural diversity
- A healthy and safe environment for adults and children
- Inclusive environments
- Nutritious meals and/or snacks
- Regular, two-way communication with families who are welcome visitors at all times
- Effective administration
- Ongoing, systematic evaluation

Accreditation is valid for five years. During that period, programs make annual reports documenting their continuing compliance with accreditation standards and reporting any program changes. The CDL was just reaccredited in the spring of 2007. For more information about NAEYC accreditation, visit www.naeyc.org or call 800-424-2460, ext. 11360.

The NAEYC Academy for Early Childhood Program Accreditation is not affiliated with and is not responsible for the administration, acts, personnel, property, or practices of accredited programs.