UW Child Development Lab
Parent Handbook

School of Human Ecology
UNIVERSITY OF WISCONSIN–MADISON

Updated September, 2018
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We have used the term "parent" to mean anyone who is in charge of the care and well-being of a child. These can be guardians, grandparents, surrogate parents, foster parents, or other family members.

LOCATION

The Child Development Lab serves children 6wks-5 yrs and is a group childcare program, licensed by the State of Wisconsin.

<table>
<thead>
<tr>
<th>Location</th>
<th>Nancy Nicholas Hall-School of Human Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1300 Linden Drive</td>
</tr>
<tr>
<td></td>
<td>Madison, WI 53706</td>
</tr>
<tr>
<td>Office Phone</td>
<td>608-263-4579</td>
</tr>
<tr>
<td>Classroom Phone</td>
<td>608-263-4093</td>
</tr>
<tr>
<td>Fax</td>
<td>608-262-2823</td>
</tr>
<tr>
<td>License capacity</td>
<td>102</td>
</tr>
<tr>
<td>Ages Served</td>
<td>6 weeks-5 years</td>
</tr>
<tr>
<td>Classrooms</td>
<td>2-Infant/toddler(6 wks-23 months) by Sept 1st</td>
</tr>
<tr>
<td></td>
<td>3-toddler (2yrs) by Sept 1st</td>
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<tr>
<td></td>
<td>3-preschool (3-4yrs) by Sept 1st</td>
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WHY THE SCHOOL IS CALLED A “LABORATORY”

The Child Development Lab is an integral part of the teaching, research, and service mission of the University of WI and School of Human Ecology. The Child Development Lab is designed to provide a population and a setting for the study of children and families. The school’s main objectives are as follows:

Research: Faculty and students conduct research related to child development and learning, family development, childcare and other related topics. Some projects are observational while others may be participatory. All research conducted at the Child Development Lab is approved by both the Committee on Research Involving Human Subjects and a faculty member from the Department of Human Development and Family Studies and the Preschool Administrator. When you enroll your child at the Child Development Lab, you can expect to periodically receive information about planned research projects and you will be asked to give permission to participate.

Teaching: Undergraduate students and interns are regularly placed at the Lab for student teaching or practical experience related to their course of study. University students enrolled in child development or education courses may be assigned to observe children in conjunction with class assignments. All field placements and observations are scheduled through the course instructor and the Administrator. Student observers are required to sign-in daily and follow strict observation guidelines.

Model Program: The Preschool integrates best teaching practice and research to provide the highest quality early care and education programs possible and to share that knowledge with others through outreach activities.

A RELATIONSHIP-BASED PROGRAM

Research on attachment theory supports the importance of bonded relationships between adults and young children. The following are some of the practices we have instituted to encourage the development of relationships.
• **Low child-to-adult ratios & small group size.** The number of children per adult and the total size of the group have a direct impact on how much individual attention is received and how well the needs of each child can be met. At the CDL, we have small group sizes and lower child-to-staff ratios than required by state licensing. The staffing and enrollment patterns include two lead teachers per room. Additional support staff are also available at key periods of the day to assist with daily routines and transitions.

• **Primary teacher & attachment groups.** The goal is to limit the number of adults a child must interact with each day and to structure experiences so that it is easy for children to form meaningful relationships. We create smaller “attachment groups” by assigning children to a classroom teacher. Each “primary” gets to know the needs and interests of “their” children and parents and individualize the program accordingly.

• **Secondary attachments & teamwork.** It is essential for children and parents to have secondary relationships to fall back on when their primary teacher is absent. All classroom staff work together as a team, for the good of all children in the classroom and the program as a whole.

• **Continuity of Care.** Continuity of care provides an environment that keeps the child and primary teacher together for as long as possible, so that the child will not have to repeatedly form new relationships. Since research has shown continuity of care is most critical for infants and young toddlers, a child entering the program in the infant room will stay with his primary teacher for the first two years. Children move to the next classroom age group at the end of August each year after their 2\(^{nd}\) and 3\(^{rd}\) birthday. Transition activities are planned to help the children prepare for the move to a new classroom.

• **Respectful caring.** All children need caring attention to their emotional and physical comfort needs. Teachers must be especially sensitive and responsive to the needs of infants and young toddlers as they are in the early stages of trust development and secure attachments are critical. As children grow, they continue to need teachers who will listen and respond to their ideas, and encourage their independence.

• **Social learning.** Social learning is an important part of children’s experiences. We understand that young children are just developing self-control and learning what behaviors are acceptable and not acceptable. Conflict situations such as fights over toys, provide opportunities for children to problem-solve and learn prosocial skills. Teachers at the Child Development Lab use positive techniques when guiding children’s behavior; ones that build skills and develop the child’s positive self-esteem. For more information on positive guidance strategies refer to the Child Guidance policies and procedures.

• **Responsive curricula.** The focus of responsive curricula is to provide for the individual needs, interests, and learning styles of each child. This is accomplished by providing children with close and responsive relationships; by designing safe, interesting and developmentally appropriate environments; by giving children the time to explore; and by interacting in ways that emotionally
and intellectually support discovery and learning. Responsivity starts with observing children, and then using information obtained to guide curriculum planning and interactions.

- **Family-Centered program.** Children’s family relations and culture are key parts of their mental and emotional health. Teachers develop partnerships with families to promote the child’s development. Teachers also make the most of opportunities for discussion with parents, both informal (at arrival and departure times) and scheduled (in the form of parent/teacher conferences) to help develop relationships. They try to create a home-school partnership by trying to develop consistent practices, developing and maintaining open two-way communication systems, and encouraging parent involvement.

- **Inclusive program.** We strive to create an atmosphere of acceptance and respect for diversity and varying ability levels. This applies to everyone; children, families and staff. Our classrooms and teaching practices are both anti-biased and culturally relevant. We want children to appreciate that people are alike in many ways and different from each other too, and that differences are OK. This includes things like the language we speak, the size and composition of our family, our physical appearance, our abilities, our preferences, and our traditions. Teachers review their classroom environments and curriculum to ensure that materials and activities are intentional in promoting a community that is diverse and inclusive. Anti-bias practices focus on helping children address their questions about similarities and differences and by directly addressing stereotypes and discriminatory behaviors. Teachers actively learn more about the traditions of individuals in our Child Development Lab community and incorporate them into the classroom, as much as possible.

**OUR PHILOSOPHY**

Knowledge of typical development within the early childhood age span provides a framework from which teachers prepare the learning environment and plan appropriate experiences. A well-planned program is one that considers age appropriateness, individual appropriateness and cultural appropriateness for all the children in the group. We operate based on the following principles which are key components of developmentally appropriate practice:

1. Since each child is a unique person with an individual personality, learning style, strengths, needs, interests and family background, the education program must be inclusive and relationship-based.
2. There are predictable patterns and sequences of development and children go through them at their own individual rate.
3. Skills in the social/emotional, language, physical and cognitive domains develop simultaneously, so the needs of the “whole child” must be addressed in the educational program, not just the child’s academic preparation or readiness for elementary school. Focusing on the “whole child” will lay the foundation for future academic success.
4. Children “learn by doing”. This means they need many hands-on, concrete experiences with materials and phenomena, and the time to explore.
5. Children gain new knowledge when they relate the things they already know to what they are trying to learn. This is meaningful learning.
6. Children are motivated to learn when activities are related to topics of interest.
7. Children are naturally curious about their physical and social worlds. But curiosity alone is not enough for children to develop skills and promote their understandings. For this, careful adult planning and guidance is essential.
8. Parents are important to the success of the program as they provide support and information that helps staff plan experiences that are meaningful, relevant, and respectful for the children and their families.
EARLY LEARNING STANDARDS

The State of Wisconsin Department of Public Instruction has developed a set of early learning standards that identify broad expectations for the critical knowledge and skills that children should learn between the ages of birth to first grade. Learning standards provide teachers guidance when developing curriculum.


In addition to identifying developmental expectations and performance standards, the Wisconsin Model Early Learning Standards (fourth edition) also provides:

- examples of developmental continuum that children pass through in each area
- sample behaviors that might be expected at various developmental levels
- strategies that adults can use to enhance the efforts of the children, and
- ideas for what programs can do to ensure children have the opportunities and experiences needed to meet development expectations

### HEALTH & PHYSICAL DEVELOPMENT

**Performance Standards**

<table>
<thead>
<tr>
<th>I A. PHYSICAL HEALTH AND DEVELOPMENT</th>
<th>I B. MOTOR DEVELOPMENT</th>
<th>I C. SENSORY INTEGRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.EL.1a Demonstrates behaviors to meet self-help and physical needs: sleep habits</td>
<td>B.EL.1a Moves with strength, control, balance, coordination, locomotion and endurance: Purpose and Coordination</td>
<td>C.EL.1 Uses senses to take in, experience, integrate, and regulate responses to environment</td>
</tr>
<tr>
<td>A.EL.1b Demonstrates behaviors to meet self-help and physical needs: Dressing</td>
<td>B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance: Balance and Strength</td>
<td></td>
</tr>
<tr>
<td>A.EL.1c Demonstrates behaviors to meet self-help and physical needs: Toileting</td>
<td>B.EL.2 Exhibits eye-hand coordination, strength, control, and object manipulation</td>
<td></td>
</tr>
<tr>
<td>A.EL.1d Demonstrates behaviors to meet self-help and physical needs: Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.EL.2 Demonstrates behaviors to meet safety needs</td>
<td></td>
<td></td>
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<tr>
<td>A.EL.3 Demonstrates a healthy lifestyle</td>
<td></td>
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</table>

### SOCIAL & EMOTIONAL DEVELOPMENT

**Performance Standards**

<table>
<thead>
<tr>
<th>II A. EMOTIONAL DEVELOPMENT</th>
<th>II B. SELF-CONCEPT</th>
<th>II C. SOCIAL COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.EL.1 Expresses a wide range of emotions</td>
<td>B.EL.1 Develops positive self esteem</td>
<td>C.EL.1 Demonstrates attachment, trust and autonomy</td>
</tr>
<tr>
<td>A.EL.2 Understands and responds to others’ emotions</td>
<td>B.EL.2 Demonstrates self-awareness</td>
<td>C.EL.2 Engages in social interaction and play with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.EL.3 Demonstrates understanding of rules and social expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.EL.4 Engages in social problem solving and learns to resolve conflict</td>
</tr>
</tbody>
</table>
# LANGUAGE DEVELOPMENT & COMMUNICATION

**Performance Standards**

<table>
<thead>
<tr>
<th>III A. LISTENING &amp; UNDERSTANDING</th>
<th>III B. SPEAKING &amp; COMMUNICATING</th>
<th>III C. EARLY LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.EL.1 Derives meaning through listening to communications of others and sounds in the environment</td>
<td>B.EL.1 Uses gestures and movements (non-verbal) to communicate</td>
<td>C. EL. 1 Shows an appreciation of books and understands how print works</td>
</tr>
<tr>
<td>A.EL.2 Listens and responds to communications with others</td>
<td>B.EL.2a Uses vocalizations and spoken language to communicate: Language Form</td>
<td>C. EL. 2 Develops alphabetical awareness</td>
</tr>
<tr>
<td>A.EL.3 Follows directions of increasing complexity</td>
<td>B.EL.2b Uses vocalizations and spoken language to communicate: Language Content</td>
<td>C. EL. 3a Develops phonological awareness</td>
</tr>
<tr>
<td></td>
<td>B.EL.2c Uses vocalizations and spoken language to communicate: Language Function</td>
<td>C. EL. 3b Develops phonemic awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. EL. 4 Demonstrates the use of strategies to read words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. EL. 5 Uses writing to represent thoughts or ideas</td>
</tr>
</tbody>
</table>

# APPROACHES TO LEARNING

**Performance Standards**

<table>
<thead>
<tr>
<th>IV A. CURIOSITY ENGAGEMENT, AND PERSISTENCE</th>
<th>IV B. CREATIVITY &amp; IMAGINATION</th>
<th>IV C. DIVERSITY IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.EL.1 Displays curiosity, risk-taking and willingness to engage in new experiences</td>
<td>B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment</td>
<td>C.EL.1 Experiences a variety of routines, practices, and languages</td>
</tr>
<tr>
<td>A.EL.2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities</td>
<td>B. EL. 2 Expresses self creatively through music, movement and art</td>
<td>C.EL.2 Learns within the context of their family and culture</td>
</tr>
<tr>
<td>A.EL.3 Exhibits persistence and flexibility</td>
<td></td>
<td>C.EL.3 Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal</td>
</tr>
</tbody>
</table>

# COGNITION & GENERAL KNOWLEDGE

**Performance Standards**

<table>
<thead>
<tr>
<th>V A. EXPLORATION, DISCOVERY AND PROBLEM SOLVING</th>
<th>V B. MATHEMATICAL THINKING</th>
<th>V C. SCIENTIFIC THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.EL.1 Uses multi-sensory abilities to process information</td>
<td>B.EL.1 Demonstrates an understanding of numbers and counting</td>
<td>C.EL.1 Uses observation to gather information</td>
</tr>
<tr>
<td>A.EL.2 Understands new meanings as memory increases</td>
<td>B.EL.2 Understands number operations and relationships</td>
<td>C.EL.2 Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation</td>
</tr>
<tr>
<td>A.EL.3 Applies problem solving skills</td>
<td>B.EL.3 Explores, recognizes, and describes shapes and spatial relationships</td>
<td>C.EL.3 Hypothesizes and makes predictions</td>
</tr>
<tr>
<td></td>
<td>B.EL.4 Uses the attributes of objects for comparison and patterning</td>
<td>C.EL.4 Forms explanations based on trial and error, observations, and explorations</td>
</tr>
<tr>
<td></td>
<td>B.EL.5 Understands the concept of measurement</td>
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</tr>
</tbody>
</table>
As children grow, they are able to demonstrate skills in increasingly complex and advanced ways. The teacher’s job is to be aware of the developmental continuums for children in the early years (birth-age 5), and the age at which certain skills are expected to be noticed for typically developing children. Only then can teachers have appropriate expectations for what individuals will be capable of and create activity plans that are “developmentally appropriate.”

A CURRICULUM BASED ON SCIENTIFIC “INQUIRY”

The Child Development Lab does not prescribe a set of activities for teachers to implement, nor do we dictate what “content” to cover. Planning depends on the goals and development levels of the children in the group. We do require, however, that the curriculum is developed to meet the broad objectives of the program, which is to use the process of “inquiry” to create a classroom culture that builds children’s confidence in their own abilities to notice, wonder, explore, and discover.

“Inquiry is an approach to learning that involves a process of exploring the natural or material world, and that leads to asking questions, making discoveries, and rigorously testing those discoveries in the search for new understanding.” --National Science Foundation

The Four Elements of the Inquiry Process

When teachers are actively and consciously promoting the four elements of inquiry within the environment, daily routines, and planned activities, then they will be meeting the program goal.

- **NOTICE:** This means helping children to be good observers of the materials, events and people that surround them in their daily lives.
- **WONDER:** This means encouraging children to be curious about things and helping them identify the things they might want to find out more about. Older children are often able to articulate their questions to others and plan ways to find answers to some of their questions.
- **EXPLORE:** This means developing the skills and confidence needed for children to actively explore and investigate to find out the things they want to know. Older children can help to plan how to carry out the investigations and explorations.
- **DISCOVER:** This means developing new understanding of the world that is deeper and more meaningful than before. The discovery can be communicated in non-verbal cues that caregivers learn to observe and acknowledge with the children. Part of the discovery process as the children get older, is encouraging children to reflect on what they learned and share that information with others. “Ways of sharing” will depend on the age of the child but may include such things as talking about it, making a drawing, or telling a story about the discoveries. These are called representations.

Why do we use inquiry as the focus for the educational program?

- Using “inquiry” to promote learning is an effective approach to use with children because it is natural to their ways:
- Children are naturally curious about the world around them
- Children are eager to explore to find out what things are, what they are used for, why things happen, and how things work.
- Children in the developmental stage of early childhood (8-5 years) are concrete learners. They are exceptionally sensory, which means that they learn best by touching, tasting, hearing, smelling, and moving their bodies.
- Children in this age range are active learners. They like to find things out on their own, through hands-on experiences with materials.
• Children are interested in trial and error experiments, finding answers to their questions, and representing what they are learning through construction and play.
• In environments where children are encouraged to try out these at their own appropriate level, they enthusiastically embrace learning. This is why we have chosen “Inquiry” as the focus for our educational program.

Curriculum includes four elements: Indoor and outdoor classroom environments, daily routines, planned activities and assessment. Each is covered separately in sections that follow.

CLASSROOM ENVIRONMENTS

The environment is a foundation of the early childhood curriculum. Each classroom environment is aesthetically pleasing and rich in opportunities for children to notice, wonder, explore and discover.

When developing a room layout, teachers think about the fixed features in the room (i.e. windows, sinks, electric outlets, bathrooms, etc), what is going to take place in each area, and how the “flow” of traffic will affect the program and children. A good strategy for room layout is to arrange the room into a messy zone, an active zone, and a quiet zone.

Each classroom is divided into learning centers or areas which include:

• **Dramatic Play & Pretend Play Areas.** Dramatic play is simply the representation of familiar objects, events, and people. Imitating Daddy, acting out eating a meal, pretending to be a puppy are all examples of dramatic play. Infants and toddlers enjoy watching, engaging in solitary play and participating in dramatic-play activities often while sitting on a lap or at the edge of the play. Older toddlers enjoy directing and narrating the dramatic play of the teacher. Preschool age children are better able to take on roles and carry out an elaborate play theme.

• **Blocks & Large Motor.** Having available a variety of blocks (large and small, soft and hard, multicolored plastic and wood) provide children with endless opportunities for learning and discovery. Blocks are excellent for unstructured manipulative constructions and math skills development. Blocks can be stacked, crawled around, sat on, knocked down, lined up, made into a house, made into a car, and other endless ideas for building and representing objects. Since blocks lend themselves so well to pretense, it is best if they are located next to the dramatic play area. Adding large motor equipment such as indoor climbers, ramps, rocking boats, and beams can provide an endless variety of loco motor challenges.

• **Creative Art.** Developmentally appropriate art is a sensory exploration of materials and media, where the “process” is often more important than an “end product”. The process of smearing, poking holes, and pounding can be the activity rather than making something specific. Teachers can help children by using open-ended questions or descriptions that focus on the process involved with the explorations. Art experiences can be a good opportunity to encourage group efforts and to represent their ideas.

• **Music & Movement.** Teachers also include a variety of materials to support music and movement activities. This includes music makers of all kinds (drums, rhythm sticks, xylophone, bells, pots & pans, etc.), scarves for dancing, and speakers to play music from an iPod. Children have group music and movement class 2-3 times per month in addition to regular classroom music and movement activities daily. Children also have one group yoga class one time per month as part of our regular program. Note: since young infants are on their own individual schedules of eating and sleeping, they may join these activities if it works with their individual caregiving routines.
Manipulatives & Math. Teachers get to know individual children and provide the right range and number of materials to challenge their small-motor and perceptual motor development. Early math skills that develop in the early years include such things as matching, sorting, exploring quantity, measuring, counting, comparing, noticing similarities and differences, and making one-to-one correspondences.

Discovery Science & Sensory.

The early childhood years are filled with science and discovery and learning through the senses. With infants and young toddlers, exploration is with their mouth and entire body. Older children can be more sophisticated in their explorations. Teachers use many different materials from nature and the physical world that provide perfect hands-on experiences to explore. Sensory tables or tubs are great for holding materials such as sand, water, flour and other things to touch, smell, taste, hear, and explore.

Language & Literacy. The language and literacy areas include materials and activities that are rich in rhyme, chants, songs, the sounds in languages, and things in print. Children of all ages love to cuddle up to hear a story being read orally. They enjoy looking at the images on the pages of books and build their vocabulary of words for familiar objects. Older children benefit from learning about the mechanics of a book (front to back, left to right, author, when to turn a page, and so on). Story telling with puppets, props or flannel pieces increases literacy skills such as listening skills understanding the sequence of events. The “Launching into Math & Literacy” web site at http://oldweb.madison.k12.wi.us/tnl/lilm/ provides excellent definitions, milestones, and suggested ways to support the development of early Math and Literacy skills in children birth-age 5.

The materials in each area are housed on low shelves and arranged so they are accessible and generally self-explanatory to children. Appropriately sized tables and chairs along with area rugs provide spaces for children to spread out and use the materials. Safety is a key consideration. The materials selected for children are appropriate to their developmental level and safe for children’s use. New and intriguing materials and activities are rotated into the learning centers, depending on planned activities and children’s interests.
OUTDOOR ENVIRONMENT

The outdoor environment is just as important as the indoor environment. Children play outside every day, weather permitting, so please provide appropriate clothing to protect children from the elements and allow for messy play. The space is set up for exploration and learning with an emphasis on connecting to nature in our urban setting. The space is thoughtfully planned to provide a place for large motor activities and access to natural areas such as gardens, sand, water (also snow and ice), trees, birds and insects. Natural and open-ended materials are used whenever possible to enhance play including pinecones, stones, sticks, leaves, “tree cookies”, etc. Children are encouraged and have the opportunity to engage in the inquiry process within this natural environment.

DAILY ROUTINES

A sense of routine or knowing that there is an order and predictability to events is extremely important to young children as they form their ideas about the world and how they can operate within it.

Teachers ensure their daily routine includes plenty of time for free exploration where children can explore the interest areas, participate in meaningful investigations, and interact with adults and peers. Other considerations are the balance between adult-initiated and child-initiated times, active and quiet times, and indoor and outdoor periods.

Routines for infants and young toddlers are flexible so that teachers can meet the individual needs of each child. The care giving routines (feeding, diapering, toilet training/toilet learning, washing/bathing/grooming, dressing, and napping/sleeping) are part of the “curriculum” because they are connected to attachment and relationship building.

Older children follow established routines and a daily schedule that includes some group times. Schedules are posted outside each classroom door for parents and visitors to see.

Routines include:

Arrival. Children are sometimes combined for the first hour (7:30-8:30), as ratios allow. After signing the child in, the parent connects with the teacher to share useful information about the child's day. We recommend developing a consistent routine for arrival and drop-off of your child. Children do best when they have a predictable routine.

Good-byes. The child and parent participate in their goodbye separation ritual. The teacher helps the child get involved in favorite classroom activities. The parent is welcome to call or come by later in the day to see how the child is doing.

Free Choice Explorations. There is plenty of time during the day for the child to explore the environment, the classroom materials, and to interact with others. Teachers are available to ensure success for individuals, spark interest, reinforce creativity, and promote inquiry. The teacher observes to learn about the child’s interests and abilities. Observation becomes the foundation for the development of the assessment portfolios, and for future planning.
Transitions. One transition is clean-up. The child participates, at some level appropriate to their development, in putting materials way after use and “tidying up” the room. Many shelves and containers have picture labels so children can help put their toys away and all children seems to love helping to wash the tables. Teachers provide just enough assistance so children can succeed at helping. Other transitions include dressing to go outside, preparing for lunch and nap, and getting ready to go home at the end of the day. Songs and chants are particularly helpful in motivating children through any transition during the day.

Feeding/Eating. Babies are fed when they are hungry, not according to a preplanned schedule. A mid-morning and afternoon snack is provided to children who are eating “table foods” by the school. Bag lunches and infant foods are parent provided. See the Policy on Mealtime guidelines & Routines for more information.

Sleeping/Resting. The younger the child, the more individualized the schedule for sleeping. Infants are allowed to sleep when they feel the need, while teachers play with those who are awake. Important health and safety precautions related to sleeping position for infants are maintained. For toddlers and preschool-age children a quiet time is scheduled after lunch. At quiet time, children lie on a cot or mat and can look at picture books. Some children fall asleep and are allowed to sleep until the end of the nap period. Teachers are available to "rub backs" and generally maintain the restful atmosphere. Children who do not sleep after thirty minutes and children who awaken are permitted to have quiet time through the use of equipment or activities that will not disturb other children. See the Policy on Sleeping & Rest times for more information.

Diapering/Toileting. Children in diapers are checked regularly for wet or soiled diapers and are changed as often as necessary. Changing a diaper or helping a child use the toilet can be much more than a simple mechanical task. Before lifting her, teachers talk to an alert young infant saying, “Let’s change your diaper so you’ll be comfortable” while always observing safety practices, such as never leaving a child on the changing table unattended. They might play “Where Is Your Tummy?” as the child’s diaper is being changed. The teacher will look for signs that indicate a toddler is getting ready to be a toilet-user and encourage perseverance and self-confidence. “Accidents happen. Let’s find some extra clothes.” Older children are given independent use of the toilet, as needed, but additional trips to the bathroom are scheduled for hand washing and time to use the toilet. See the Policy on Diapering & Toileting for more information.

Outdoors. Children, even young infants, go outdoors every day, weather permitting. Teachers use state licensing guidelines when making decisions about whether or not take children outside. Children do not go outside when wind chills of 0 degrees or below for children 2 and above. Children under age 2, do not go outside when wind chills of 20 degrees or below. Summer guidelines can be found at http://dcf.wisconsin.gov/memos/BRL/2011/2011_05_attachment2.pdf. Teachers consider factors such as humidity, shade, hydration, wind chill, and length of time outside when making these decisions. Infants are given the opportunity to sleep, watch what other children are doing, and enjoy the fresh air, in a stroller, on a blanket, or in a baby carrier. Older children have many different opportunities to exercise their large muscles, using the outdoor equipment and play areas. The space is thoughtfully planned for children to explore open-ended natural materials, gardens, trees, birds, insects, etc. An occasional walk or fieldtrip to interesting locations away from the center may also be planned. See the Policy on Outdoor Play & Fieldtrips for more information.
**Small groups (including 4-K time).** Infants and young toddlers do not typically function as a group, but older toddlers and preschool age children do benefit from small group learning experiences. “Small groups” are times when a smaller number (4-9 children) participate, at the same time, in a teacher-initiated and teacher-guided activity. Small groups typically last from 10-20 minutes, depending on developmental levels of the children. The planned activity is specific to the developmental needs and interests of the children in the smaller group. A special feature of the Preschool mixed-age room is the 4-K time for children who are at least four years old on or before Sept.1st (these are the children who are eligible to attend public school kindergarten the following fall). These 4-year-olds are grouped together for small group time. Grouping children in this way allows teachers to plan more focused inquiries that are developmentally appropriate to a narrower age range of 4-5 year olds. Four-year-olds are also working on readiness skills that will help them to be successful with five-year old kindergarten.

**Large groups.** Infants and young toddlers do not typically function as a group, but older toddlers and preschool age children do benefit from large group learning experiences. “Large groups” are times where the entire class participates at the same time in a teacher-initiated and teacher-guided activity. Large group times typically last from 10-20 minutes, depending on developmental levels of the children. Large group stories, investigations, songs, puppet shows, "draw and tell" activities, guest speakers, circle games, and movement activities are examples of large group activities. Large group activities give the children an opportunity to develop skills such as listening, taking turns and following directions. Skillful teachers use many and varied group management techniques to keep the attention of the group and to create a positive feeling of togetherness.

**Departing.** *Children are sometimes combined for the last hour (4:30-5:30), as ratios allow. Children and families reunite and head home at the end of the day. Parents and children may need the teachers help to say hello to one another and good-bye to the Child Development Lab friends. Family members are invited to come a few minutes early and spend some time playing with their child before they have to leave. Teachers share news of the day with each child’s family before saying good-bye as families leave.*

**PLANNED ACTIVITIES**

Teachers that work together in a classroom, plan together as a team. Planning begins by the team members observing children, understanding their development levels and interests.

Next, the team sits down together (each day or as scheduled) to plan activities that will provoke children’s interest in observing, questioning, exploring and making new discoveries. Activities are designed to achieve objectives and developmental goals. Making volcanoes, watercolor painting, or scarf dancing are examples of activities. Activities are supported by materials available in the learning centers and may be a one-time occasions or repeated and/or expanded over time.

Teachers plan activities:
- **around the interests and events in the children’s lives**
- **around materials of interest and emerging play themes**
- **to support developing skills**
- to encourage exploration with nature and science content and concepts
- to encourage the development of inquiry skills
- to meet goals and objectives of the learning standards (WMELS)

Some of the planned activities are for the free choice interest areas found within the classroom environments, and others are conducted as individual, small group or large group teacher initiated and teacher-guided activities (see section on “Routines” for more information about the parts of the day).

Project work: Teachers of children ages 1-5 years plan activities to engage children in more formal and complex investigations and methods of inquiry that take the form of a project. Some of the project work happens during the teacher-initiated small and large group times, but can continue throughout the day in free play, outdoor time, and transitions, as well. Project work generally lasts for a period of time (i.e. for several weeks or longer) until interest fades.

**ASSESSMENT**

Teachers develop individual portfolios for each child as a way to track learning and development and to evaluate the effectiveness of the curriculum in meeting the needs of individuals and the group. These are shared with parents in the fall and spring at Parent-Teacher conference times.

**Eligibility**

The school is open to University and Non-University affiliated parents. Children do not have to be toilet trained to attend the program.

The University Child Development Lab complies with the equal opportunity policy and standards of all applicable local, State and Federal statutes and regulations relating to nondiscrimination in employment and service delivery based on protected status. Enrollment opportunities are not denied because of the need to make reasonable accommodations to an individual’s disability.

Individuals may call (608) 263-4579 if there is a need for an interpreter, translator, and material in an alternate language or format, or if any other accommodation is needed in order to access this program. Allow at least five business days for an appropriate response.

**Scheduling Options**

As of August 2017, the Child Development Lab primarily has one schedule choice:
5 days: M-F, 7:30-5:30

Some families enrolled prior to August 2017 are grandfathered in under a part time schedule of:
- 5 days, M-F,
- 8:30-2:30 (+ option of 7:30-8:30)
SCHOOL CALENDAR

For children ages 6 weeks to 5 years: The academic year program begins on Monday of the last week in August and runs for 42 weeks. Note: The Child Development Lab is closed for a two-week winter break. Please check the current calendar for specific dates. The summer program begins on the Monday following the end of the Madison school district school year and runs for 9 weeks. Note: The Child Development Lab is closed the week of July 4th each year.

SCHOOL CLOSING DAYS

The school is closed the first two days of the academic year (work days and open house), Labor Day, two days for parent/teacher conference preparation, two days for in-service training, two days for Thanksgiving recess, two weeks at the end of December (winter break), Martin Luther King Jr. day, Memorial Day, and the week including Independence Day.

There is an early release day (at 12:00) the last day of the academic year and summer program.

If a legal holiday falls on a Sunday, the Preschool is closed on the following day (Monday).
Other possible unscheduled school closings include inclement weather, unforeseen building emergencies, unforeseen staff shortages (where the legal teacher-to-child ratios cannot be maintained), and State mandated furlough days.

A current calendar is provided on the back of the tuition fee sheet.

THE TEACHERS

We are fortunate to have a highly trained and dedicated staff of professional teachers.

Each classroom has two lead teachers that are in charge. Lead teachers have, at a minimum, a Bachelor’s degree with an emphasis in early childhood education or closely related field and prior teaching experience.

Some lead teachers have a 12-month appointment (others work only during the 9-month academic year). These teachers are responsible for the summer school programs.

Lead teachers are UW Academic Staff members and receive the UW-Madison benefits package offered by the University. This helps us to be competitive in the marketplace and retain our teachers for longer than many other childcare programs.
Undergraduate students are regularly placed in the classroom as student teachers, interns or other related reasons. They work under the expert guidance of the lead teachers. They are usually unpaid so are not included in the staff-to-child ratios but their fresh outlook and enthusiastic involvement provides an important addition to the program.

Paid assistants are also utilized for some hours of program operation. Hourly assistants meet the minimum course requirement required by the State of WI, and their work schedules may change at semester depending on their classes.

A permanent Float Teacher is also available on site to substitute teach for each neighborhood when someone is out sick or on vacation. The ART also provides an extra helping hand to all groups as needed, and assists the Director.

The Assistant Directors assists the Director.

STAFF-TO-CHILD RATIOS

Our goal is to have the smallest group sizes that our budget will allow. In some cases, when enrollment numbers are low, we may be able to be single staffed after 2:30. At these times, additional staff are available at key periods, to assist with routines such as toileting and transitions. Groups are sometimes combined at the beginning of the day (7:30 a.m. -8:30 a.m.) and end of the day (4:30 p.m. - 5:30 p.m.), as ratios allow.

The following chart indicates general enrollment patterns, however enrollment and ratios may vary slightly.

**Enrollment patterns: Meadow Neighborhood**

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Ages</th>
<th>Total group size</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC YEAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honeybee Room</td>
<td>6 wks-23 mo. as of Sept 1st</td>
<td>8</td>
<td>1:4</td>
</tr>
<tr>
<td>Chipmunk Room</td>
<td>2 years as of Sept 1st</td>
<td>11</td>
<td>1:6 (2-2.5 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:8 (2.5–3 yrs)</td>
</tr>
<tr>
<td>Bunny Room</td>
<td>3-4 years as of Sept 1st</td>
<td>20</td>
<td>1:10 (3 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:13 (4 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:17 (5 yrs)</td>
</tr>
</tbody>
</table>

Note: summer program enrollment for Bunny room may fluctuate by summer session depending on family enrollment choices.
### Enrollment patterns: Pond Neighborhood

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Ages</th>
<th>Total group size</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC YEAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dragonfly Room</td>
<td>6 wks-23 mo. as of Sept 1st</td>
<td>8</td>
<td>1:4</td>
</tr>
<tr>
<td>Duck Room</td>
<td>2 years as of Sept 1st</td>
<td>11</td>
<td>1:6 (2-2.5 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:8 (2.5–3 yrs)</td>
</tr>
<tr>
<td>Otter Room</td>
<td>3-4 years as of Sept 1st</td>
<td>20</td>
<td>1:10 (3 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:13 (4 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:17 (5 yrs)</td>
</tr>
<tr>
<td>Fox Room</td>
<td>3-4 years as of Sept 1st</td>
<td>12</td>
<td>1:10 (3 yrs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:13 (4 yrs)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1:17 (5 yrs)</td>
</tr>
</tbody>
</table>

Note: summer program enrollment for Otter room and Fox room may fluctuate by summer session depending on family enrollment choices.

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**PHILOSOPHY ON MIXED-AGED PRESCHOOL GROUPS**

We use a mixed-age model in our preschool classrooms; that is, three, four, and five-year-olds are together in the same classroom. This model has many benefits but probably the greatest is that a child can be in the same classroom for at least two years. Teachers can really get to know each child and provide for his or her changing needs over time. Also, teachers who work with a mixed age classroom become more sensitive to normal variations of children's development.

Being in a group with a broader age-span also gives children the opportunity to gravitate to others more closely matched to their own development level. Older children can learn how to be helpful, patient, and tolerant of younger peers’ competencies, and to serve as a desirable role model.

Suggested teaching strategies include encouraging younger children to request assistance from more competent children, and encouraging older, more experienced classmates to take responsibility for teaching others.

We also have a mixed age group in our infant/young toddler rooms.

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**CHILDREN WITH SPECIAL NEEDS**

Sometimes a child has already been identified with a special need before enrolling in the program. In this case, an appropriate report from the child’s physician or other early intervention professionals is
requested. Staff will work with the parents and other professionals to develop an Individual Family Service Plan (IFSP; if the child is under 36 months of age) or an Individualized Education Program (IEP; if the child is 36 months of age or older) appropriate to the child’s special needs.

Sometimes a child does not have an “identified special need” but begins to exhibit behavior that causes the teacher to be concerned. The teacher may need extra help and support in pinpointing the areas of concern and developing strategies that meet the child’s individual needs. In this case, the teacher will:

- Observe and document the child’s development.
- Make the Administrator and parent(s) aware of the concerns.
- Obtain parental input and background information on the child’s development and seek additional resource information.
- Develop and implement a plan.
- Continue to observe and document the behavior, share resources, and work cooperatively with the parents.
- If, after a reasonable amount of time has passed, the concerns still exist, then the teacher may propose a screening by an outside professional. Parents will be given information about available resources and staff will request parent permission. The initial screening may indicate:
  - No follow-up;
  - A re-screen within 6-12 months; or
  - May specify that more evaluation is required to determine the child’s special needs.

Screening resources include:

- For children under 36 months of age:
  - Living within the Madison School District: BRIDGES FOR FAMILY @ (608)204-6242 or Imagine a Child’s Capacity (ICC) @ (608) 204-6247 (http://www.icc-wi.org/
  - Living outside of the Madison School District but within Dane County: Connections @ (608) 273-3232

- For children 36 months of age and older:
  - Living within the Madison School District: The Madison Metropolitan School District (MMSD) “Child Find Screening” @ (608) 663-8471
  - Living outside of the Madison School District: Call the office of the school district your child would attend if he/she was going to kindergarten
  - If you have any questions about what to do, you may want to call First Step (a 24-hour information and referral service) @ 1-800-642-7837

If the initial screening indicates that further evaluation is necessary, then the staff will work as a team with the parents and other professionals to develop an Individual Family Service Plan (IFSP; if the child is under 36 months of age) or an Individualized Education Program (IEP; if the child is 36 months of age or older) appropriate to the child’s special needs.

If parents do not agree to a screening or to work with an outside professional, then the Site Administrator will consider different options, including but not limited to:

- In a case where the child’s behavior is having a consistent negative effect on the well-being and development of other children, the Administrator will meet at least once with the parent(s) of the child with challenging behavior, to discuss the situation and problem solve an intervention plan.
- Contact the “Child Find” intake person and seek advice as a “hypothetical situation” (this is, discuss the situation without revealing personal or confidential information). The intake staff will work within the law to proceed with screening and/or intervention, as deemed necessary and appropriate.
- The Administrator and parent(s) will evaluate the feasibility of continued care for the child at the Preschool Lab and termination of the child’s enrollment may be the outcome.
POSITIVE GUIDANCE PHILOSOPHY

The philosophy that underlies child guidance at the Child Development Lab focuses on the development of social skills in early childhood.

It is important for children to understand that others have feelings, the desire to be liked and accepted, strengths and weaknesses, and good days as well as “off” days. This type of understanding helps children internalize a sense of fairness, tolerance and judgment about social behavior.

Young children often have difficulty perceiving a situation from another person’s point of view. For this reason, conflicts occur often. Conflict provides an opportunity for the development of empathy and problem solving skills in young children.

When children have conflict, they are encouraged to listen to each other as they talk about their own feelings and desires related to the problem. Teachers give children the appropriate words to use if they do not have or know the words to use themselves. Teachers help children interpret situations and generate possible solutions to problems.

Teachers use a variety of positive guidance strategies including: positioning, observing, noticing, describing, encouraging, being consistent, setting limits, redirecting, offering choices, listening actively, resolving conflict through negotiation and problem solving, allowing consequences to teach, establishing contingencies, modeling, and having well-planned environments, programs of activities, and predictable daily routines.

The use of punishment with children is strictly prohibited.

Parents will be consulted in the event of a severe behavior problem, and a mutually agreed upon course of action worked out.

ENROLL PROCESS & TIMELINE

♦ Tours.
Parents sign up for a tour by contacting the Executive Director at:

amy.wagner@wisc.edu

Enrollment Dates

♦ January 1st-March 3rd: Online Open Enrollment for current families enrolling new siblings.
  Current families are given first chance to enroll a new sibling. If there are more applicants than spots available, priority will be given by neighborhood (ex. A spot is open in the Honeybee room in the Meadow neighborhood. Priority would be given to families already enrolled within the Meadow neighborhood). After priority by neighborhood, the next step would be drawing names in a lottery.

♦ January 1st Online Open Enrollment begins for new families.
  New families can apply for open enrollment. The application must be for a specific site and schedule but there is an opportunity in the application process to prioritize schedule choices. A non-refundable application fee of $25 must accompany each application submitted. Applications submitted without the fee will not be considered until the fee is received. You will be able to pay for the application fee with your credit card. If you do not have a credit card, you will still be able to mail in or drop off a check. Checks are
made payable to the UW Child Development Lab mailed to: 1300 Linden Drive, Madison, WI 53706. Submitting an application does not guarantee a contract will be offered.

♦ **March 1st Open Enrollment for current families.** Current families are given first chance to renew their contract, change their schedule (if a desired slot is vacant), and enroll in the summer program. Contracts for current families are due on March 10th.

♦ **March 14th, Vacancies are posted.** A chart is made available on the Child Development Lab website showing vacancies.

♦ **March 23-April 5: Enrollment Decision Are Made, Contracts Offered.** Decisions are made in 2 steps. First, we give siblings priority. Second, for research purposes we strive to maintain a balance of age and gender in each classroom. Therefore we sort applications according to these factors and then make the selection via a lottery. Telephone or e-mail contact is made to offer contracts. If the person cannot be reached within a reasonable amount of time, (3 tries within 48 hours), the contract is offered to the next person. Parents must sign and return their contract within 48 hours of receipt of the contract. To guarantee enrollment, a tuition deposit is due at the time the contract is submitted. This is calculated by multiplying the weekly tuition rate by the number of weeks in the contract period (42) and dividing by the number of payments in that contract period (10). Once the contract and deposit is received, parents receive a confirmation letter, a copy of the signed contract and all of the required enrollment forms.

♦ **April 6: Waiting List Maintained.** Applicants not admitted receive information about other available schedules (if applicable) or they may choose to remain on the waiting list for openings in their preferred schedule until the next application period. Anyone wishing to be included in the next year’s application period, beginning January 1st of each year, must renew their application. Families on the waiting list will be prompted to renew by email. A renewal fee of $10.00 is required to remain on the waiting list.

♦ **Additional Vacancies May Be Available.** There may be additional vacancies that do not meet the needs of anyone on the waiting list. In this case, we accept applications from “walk-ins” on a first-come basis. A completed application and $25 application fee is still required. The website vacancy chart is updated regularly to show current vacancies.

**REQUIRED ENROLLMENT FORMS**

Unless otherwise indicated, the following forms must be on file before the child’s first day of attendance. Parents are responsible for updating the information periodically.

♦ Child Enrollment Form
♦ Child Health History & Emergency Care Plan
♦ Immunization Record
♦ Child Health Report Form (signed by a physician, physician assistant or Health Check provider)
  - Each child under 2 years of age must have an initial health examination not more than 6 months prior to nor later than 3 months after being admitted to the center, and have a follow-up health exam at least once every 6 months after admission.
  - Each child 2 years of age and older shall have an initial health examination not more than one year prior to nor later than 3 months after being admitted to the center, and a follow-up health examination at least once every 2 years after admission.
♦ Child Information/Intake Form for Child Under 2 Years. This form is kept confidential in the classroom for easy reference and it must be updated every 3 months

All staff members, student teachers, or researchers who have access to children's records are prohibited from discussing or disclosing personal information regarding the children or facts learned about children and their relatives. Parents may request to see records and reports maintained on their own child.
WITHDRAWING FROM THE PROGRAM

Parents withdrawing their child(ren) from the program must give a minimum of 30 days written notice. Parents are responsible for payment of tuition for the entire time the child is enrolled including the required notice period.

(Please note that this 30 day withdrawal notice applies to children who are already attending the program. This is not the same notification requirement associated with the Tuition Deposit for new families who are reserving the space for a future start date. See section on “Tuition & Fees” for that cancellation notification timetable.)

OTHER ASSISTANCE

Families sometimes have urgent needs that require assistance. United Way 211 is an information and referral service that connects people to a variety of resources such as help paying bills, housing search assistance, support groups, food pantries, community clinics and many other services. This is a free 24 hour, confidential service. Simply call 211 or visit [https://www.unitedwaydanecounty.org/get-help/2-1-1/](https://www.unitedwaydanecounty.org/get-help/2-1-1/)

TERMINATION OF ENROLLMENT

When the individual needs of the child cannot be served by the center or program policies are consistently being disregarded, the Site Administrator may terminate a child’s enrollment in the program. Such termination decisions will not be made without prior consultation with the child's parents.

In most cases, the parents will be given a two-week period to make other arrangements; however, the Child Development Lab reserves the right to dis-enroll at any point in time. Parents are financially responsible for tuition covering the period of attendance.

Possible reasons for termination of enrollment

- The child’s behavior is having a consistent negative effect on the well-being and development of other children. Factors to be considered include: the possibility of danger to the child or others in the class, the impact of the problematic behavior on the rest of the classroom, availability of resources to the center, ability of staff to meet the child’s needs, and willingness of the family members to work with the staff and/or to get outside help.
- Non-payment of tuition and fees

Non-compliance with Child Development Lab policies and procedures such as, but not limited to: failure to provide the required enrollment forms, failure to address complaints through the proper grievance procedure, and habitual lateness in picking the child up

FINANCIAL FACTS

The Child Development Lab is owned and operated by the UW-Madison, School of Human Ecology and is a non-profit, self-funded operation. The majority of program revenue comes from parent tuition and fees with only a small percent from other sources outside of the Child Development Lab unit. 94% of the revenue from tuition and fees is used to support staff salaries and fringe benefits.
For accounting and planning purposes, two separate budgets and accounts are maintained: Preschool program (A27 7001), and Infant program (A27 7004).

**TUITION & FEES**

Current tuition rates are provided on a tuition rate sheet. The weekly tuition is determined from the rate sheet based on the child's classroom and enrollment schedule.

An annual increase in tuition typically goes into effect at the beginning of each new academic year. The percent of increase depends on expected raise in staff salary (this is determined by the State of WI legislature), fringe benefit rates and other program expenses that are identified as part of the annual budget process.

Other fees include:
- **Application/Waitlist fee.** A $25 non-refundable application fee is due with the Application for Enrollment Form for each child. (non-refundable)
- **Contract fee.** A $50 non-refundable contract-processing fee is due with each signed contract submitted. (non-refundable)
- **Tuition Deposit.** The deposit is equal to the first tuition payment in advance. This deposit is applied to the first payment due. The tuition deposit is required from all newly enrolled children (due when the academic year contract is signed). If a parent wishes to cancel the contract, the tuition deposit will be refunded based on the following notification schedule: Cancellation notice received 90 or more days in advance of start date - 100% of tuition deposit refunded. Cancellation notice received 46-89 days in advance of start date - 50% of tuition deposit refunded. Cancellation notice received 0-45 days in advance of start date - 0% of tuition deposit refunded.
- **Late payment of tuition.** A late payment fee of 5% of the unpaid balance due will be charged at 21 days due.
- **Late Pick-up fee.** Parents arriving late to pick up their child are charged a late fee of $20.00 for every 15-minute increment past their scheduled pick-up time.
- **Summer Holding fee.** Our budget requires a certain enrollment throughout the entire summer program. The summer holding fee is charged to parents (of children in the 3-5 year old rooms: Bunnies, Otters and Foxes) who 1) enroll in fewer than 3 of the 3 week sessions in the summer program and 2) who are holding a space for their child in the fall academic year. The holding fee is $50.00 per session. The holding fee is nonrefundable and it is not deducted from tuition.
- **"Returned check" charge.** An additional $25.00 service charge is added to each check returned from the bank due to insufficient funds. A cashier's check, money order, or cash -not another personal check may also be required for NSF checks.

Discounts and Credits:
- **Discount for 2nd child.** Families with more than one child enrolled at the same time receive a 5% discount off the lowest tuition. The tuition rate for this child will be adjusted on the family's tuition account and a statement reflecting the discount will be provided, at the beginning of the contract period.
- **Credits.** The contract is for a specific period as a whole, there will not be credits for weather related school closings, illness, holidays, or any other absences. Parents are charged the full weekly tuition rate even during the weeks when the school is closed except the week of the fourth of July when tuition is not charged.
CONTRACT OPTIONS

One contract option is offered to parents of infant and toddler children 6wks-3yrs (Owls, Porcupines, Honeybees, Dragonflies, Chipmunks and Ducks): an academic year contract-with all 9 weeks of summer.

Parents of preschool children ages 3 to 5 (Otters, Bunnies and Foxes) are given an academic year contract-with an optional 0-9 week summer contract. The 9 week summer contract is divided into three, 3-week sessions plus 1-week when the Child Development Lab is closed during the week of the 4th of July. Parents enrolling in 1) fewer than 3 of the 9 weeks in summer and 2) who are holding a space for their child in the next academic year are subject to a holding fee (see section on additional fees).

CHANGING A CONTRACT

Parents wishing to change their contract (i.e. select a different schedule) must submit an “application for a change” form. Efforts are made to accommodate requests; however, changes may be difficult and sometimes impossible to accommodate because slots are regulated (i.e. there are only a certain number of full time versus part time slots based on staffing patterns).

Requests are handled on a first come first serve basis. Parents are advised to prepare their initial contracts carefully.

Expanding a schedule: Schedule expansion can only be made if a slot is available for the additional days/times the parent requests. This includes adding sessions in the summer school program.

Reducing a schedule: Schedule reductions can only be made if another child is identified to assume the portion of the schedule the parent no longer wants. This includes dropping contracted sessions in the summer school program.

CALCULATING PAYMENTS

Parents are charged the full weekly tuition rate even during the weeks when the school is closed, except during the week of the 4th of July.

A schedule of payments, coverage dates, and due dates are provided on each contract. The amount due each payment is calculated by multiplying the weekly tuition rate by the number of weeks in the payment period and dividing by the number of payments required in that contract period. For example, a family enrolling a 3-year-old full time in the 2017-18 academic year would pay $1,243.20 per month ($296/week times 42 weeks, divided by 10 monthly payments).

PAYMENTS

♦ Parents do not receive a monthly bill/invoice prior to the time payment is due. Payment is due as indicated on the contract.
♦ Checks should be made payable to UW Child Development Lab.
♦ A payment coupon must be included with each payment. A set of coupons is provided at the beginning of each contract period. Parents paying by electronic check must indicate the proper
funding code on the check memo line. This code can be obtained from the Site Administrator. This procedure helps to insure that the check is credited to the proper account.

- If a parent has children in both the infant program (Owls, Honeybees & Dragonflies), and another classroom, tuition should be paid with separate checks because we maintain separate budgets for these two operations.
- Checks are mailed to the School of Human Ecology Business office at 2134 Nancy Nicholas Hall, 1300 Linden Dr, Madison WI 53706. A set of mailing labels is provided at the beginning of each contract period.
- Parents receiving tuition assistance should submit the proper paperwork and contact the Director to discuss payment details. The parent co-pay amounts will be due monthly on tuition due dates as indicated on the contract.
- The University’s collection processes and/or holds on UW student parent’s records may be initiated for delinquent accounts. Nonpayment of tuition is grounds for termination of the enrollment contract.
- Receipts are available upon request.
- A year-end tuition summary for tax purposes will be provided to all current families in January. The Child Development Lab’s Federal Tax ID number is 39-1805963.

**AFFORDABILITY & TUITION ASSISTANCE**

Research shows there is a direct correlation between staff qualifications, salary & benefits, longevity, staff-to-child ratios, group size, and quality of the experience for children.

All of our lead teachers are employees of the University, therefore have a salary and benefit package higher than most teachers in other private non-profits or for-profit centers. On average lead staff have worked at the CDL 10 years. This level of service is rare in an industry known for high turnover rates. Our center also enrolls fewer children in each classroom than our state licensing agency allows. All of these factors improve program quality but also add to the cost of operating the program.

Parents can reduce their tuition cost by planning vacations during the summer months when the contract allows for flexibility. Parents only pay for the sessions they select in the summer.

Families needing tuition assistance are encouraged to explore the following sources of outside support: [http://occfr.wisc.edu/fin_assist.htm](http://occfr.wisc.edu/fin_assist.htm)

Contact the Administrator to inquire if there is additional information about sources of tuition assistance for families who need extra support.

**HELPING THE CHILD ADJUST**

Each child will adjust to school in their own way. Some parents will want to say their good-byes quickly and leave, even if there are tears. Other parents will want to use an ease-out approach over a few days, gradually increasing the hours spent away. Teachers work with individual parents and children to determine the best approach to take.

Families are invited to visit the site 1-3 times before the child’s first day of attendance. Please call to arrange a time to visit. Children will typically feel more secure about attending a new school if they have opportunities to become familiar with the environment.  

A fall semester open house for new and returning families is scheduled the first Tuesday of the new academic year. At this meeting staff provide an overview of classroom procedures and answer questions
about the program. Children have the opportunity to preview activities that will be available, meet classmates and locate their cubby spaces for personal belongings. Individualized attention from program staff is provided depending on the unique needs of the child and family. Before beginning at the UW-Child Development Lab, individual meetings are offered to parents of new children in the Honeybee and Dragonfly (infant) rooms.

OTHER ASSISTANCE

Families sometimes have urgent needs that require assistance. United Way 211 is an information and referral service that connects people to a variety of resources such as help paying bills, housing search assistance, support groups, food pantries, community clinics and many other services. This is a free 24 hour, confidential service. Simply call 211 or visit https://www.unitedwaydanecounty.org/get-help/2-1-1/

TRANSPORTATION

The University Child Development Lab does not provide transportation to and from the center each day. Each parent or guardian is responsible for transporting their own child to and from the center each day, or for arranging with another party to transport the child.

If transportation is necessary for a fieldtrip, only the use of public transportation is allowed unless special charters are arranged through the site Administrator. The use of staff or volunteer vehicles is not allowed.

CLOTHING AND SHOES

The Child Development Lab has a play-oriented environment. Children should wear play clothes that are non-restrictive, easy for self-help in toileting, and washable. We are not responsible for clothing that becomes soiled or damaged. Each child needs an extra set of clothes (socks, underwear, top and bottom) at school for use when the child has an accident or gets overly dirty. Each article should be labeled with the child's name. Outerwear should be appropriate for the season. A lost and found for clothing and miscellaneous articles is located near the parent mailboxes.

Each child needs a pair of suitable shoes for outdoor play and a separate pair of shoes or slippers that can be worn inside. Slippers should have a non-slip type bottom. Outside shoes are removed before entering the classroom. We ask that adults entering the infant rooms use shoe-slip covers or remove their outdoor shoes before entering the classroom. This helps keep our environments cleaner for children.

TOYS FROM HOME

Sometimes children may wish to bring in a special item from home to show other children or to use as a "security blanket." These items are to be labeled and the child will be expected to keep track of these items. The teachers cannot be held responsible if the items become lost or damaged. We do not allow toy guns or other weapons, including water pistols, at school.
OUTDOOR PLAY

All children play outdoors at their scheduled time each day, weather permitting. There may be some days when the weather is too severe to play outdoors. This would include heavy rain, poor air quality, a temperature above 90 degrees F, or a temperature of 0 degrees F (20 degrees F for Infants and Young Toddlers) including wind-chill.

CHILDREN IN DIAPERS

It is not necessary for children to be toilet trained before they attend the Child Development Lab. Toilet training will be planned cooperatively between the child’s teacher and parents so that there will be consistency between school and home. No routine attempts may be made to toilet train a child less than 18 months of age. Individual toileting and diaper changing procedures are posted.

Diapers are checked for wetness every two hours, and changed every time a diaper is soiled. Parents must furnish their own supply of diapers and diaper wipes. Lotions and powders cannot be applied unless the parent provides specific written instructions on the “Medical Authorization Form”.

Please check with your child’s teacher to determine if cloth diapers can be accommodated.

SLEEPING INFANTS

Each infant has a crib and is allowed to form and follow his or her own pattern of sleeping and waking. Teachers check on sleeping infants every five minutes.

Every staff person receives training in how to reduce the risk of Sudden Infant Death Syndrome.

Children are transitioned to a cot after they reach the age of 12 months.

BREASTFEEDING OPTIONS

Some mothers will choose to breastfeed their child in the classroom on the loveseat or in the rocking chair. A lactation room is also available on the third floor of the School of Human Ecology (please contact an administrator for more information). Breast milk can also be stored in the classroom.

FIELDTRIPS

Parents receive advance, written notice of all field trips including the date and destination of the trips, as well as the departure and return times. This information is included in a newsletter, email message, and/or separate note in the parent’s mailbox. In addition, a reminder of the trip will be posted, on the classroom bulletin board or white board, the day of the trip.

If a parent wishes to exclude their child from a particular field trip, the parent should inform the teacher. Parents would need to keep their child home if the child is not participating in the fieldtrip. No alternate care is available at school.
The staff follow the school's field trip procedures, which are available to parents, upon request. If transportation is necessary, only the use of public transportation is allowed unless special charters are arranged through the site administrator.

**ARRIVALS & DEPARTURES**

Children should not arrive at school before their scheduled time. Prior to this time staff are unavailable to supervise children. It is equally important that children be picked up on time.

Parents should plan to arrive at least 15 minutes before their child’s scheduled pick-up time (i.e. 2:30 or 5:30). Leaving a 15-minute pick-up window will allow parents enough time to talk with staff about the child’s day, gather the child’s belongings, and be out of the building by the scheduled ending time.

**Late pick-up.** If a child is not picked up on time, the teacher will wait ten minutes and call the parent's home, work and/or cell phone numbers provided on the Child Enrollment Form.

If unable to reach the parent, the teacher will wait an additional 10 minutes and then call one of the Alternate Contacts who is authorized for pick-up. If unable to reach the parent or Alternate Contacts, the teacher will wait until a total of 60 minutes has passed (for example, it’s now 6:30 p.m.), and then call the UW Police. The teacher will follow their suggestions and remain with the child until the situation is resolved (parent arrives or law enforcement officials take responsibility for the child). Under no circumstances will a staff member be allowed to use their personal vehicle to transport the child away from the center.

Parents arriving late to pick up their child are charged a late fee of $20.00 for every 15-minute increment past their scheduled pick-up time.

**NOTIFICATION OF ABSENCE OR LATE ARRIVAL**

To help ensure the safe delivery of children to the care of the teacher, parents are required to notify the classroom teachers if they plan to arrive after 10:00 a.m. or if the child will be absent from school.

The parent or guardian of the child may call the Preschool classroom phone line prior to 10:00 a.m. the day of the absence. The voicemail is active 24 hours a day to receive messages.

The parent or guardian may leave the classroom teacher a written note on the day before, indicating the planned late schedule of arrival or planned absence.

If a phone call, voicemail message, or written communication has not been received by 10:00 a.m. as required, the classroom teacher will call the child’s home to inquire about the child’s absence. If there is no answer, the teacher will leave a message.
INCLEMENT WEATHER

Sometimes severe storm warnings or advisories are issued making travel extremely hazardous. To ensure the safety of staff and children, the management reserves the right to delay the school’s opening time, close the school early, or close the school for the entire day.

The Administrators will make a decision about the appropriate course of action to take after considering related factors including but not limited to: the severity of the weather predicted, public announcements from city official warning against travel, the number of staff unable to get to work, and the number of other schools and preschools in the area calling for a school delay or closing. If the Madison Metropolitan School District closes due to inclement weather, the UW Child Development Lab will close as well.

A decision to close the school for the entire day or delay the start time will be made early, no later than 6:15 a.m. The message on the Preschool’s main office phone will be changed to provide school closing or delay information, so parents are encouraged to telephone the school if there is a severe winter storm.

If the school is dismissed early, parents will be telephoned by their child’s teacher with instructions to pick-up their children by a designated time. A staff member will remain with children until the last parent has arrived.

PARKING

Drop-off parking is available in the designated drop-off stalls located in Nancy Nicholas Hall behind the main entrance and marked in yellow.

When there is a special event and a large number of families are expected to attend (i.e. open house, potluck family night), then the number of designated parent drop off spaces are not sufficient. In this case, parents are advised to take the 80 bus that stops in front of the School of Human Ecology building.

The parking lots can get very congested during the drop-off and pickup times, so please drive slowly. Do not leave children in the car unattended. Always cross parking areas with the child in hand. Following these simple procedures will help to ensure your child's safety at school.
Meal requirements vary with the child's age.

**For children under age two,** teachers follow the individualized program for care that is provided by the parent during the intake interview and updated every 3 months. Each infant and each toddler is fed on his or her own feeding schedule.

Parents must supply their own breast milk or formula and baby foods including cereals. Food, breast milk and formula brought from home must be labeled with the child's name and the date. There are small refrigerators in each room so foods can be kept cold if required. Daytime snacks are provided by the center as soon as the parent determines the child is ready to be introduced to these new foods. Parents should discuss this with their child's primary caregiver. Milk is provided for lunch. Only Grade A pasteurized vitamin D whole milk may be served to all children in the 12 month to 24 month age range. Only infant formula or breast milk may be served to children under 12 months. Other types of milk or milk substitute are provided, only on the written direction of the child's physician. Drinking water is offered several times daily.

Children unable to hold a bottle will be held whenever a bottle is given. Bottles will not be propped. Children too young to sit in an infant seat will be held during feeding. Children who are not developmentally able to sit at tables and chairs will be fed in a small infant chair. Children developmentally able to sit at tables and chairs will be encouraged to do so.

Refer to this link for information about state licensing rules for meal requirements including portion amounts for children under age one:


For children over age two, the school provides a morning and afternoon snack. Weekly snack menus are sent out on the parent listserv. The daily menu is posted in the classroom including any changes to the weekly plan.

Children with special nutritional requirements will be accommodated, within reason. Teachers need to be informed of children's allergies and special food requirements.

Children are often involved in preparing their own snack as part of cooking in the classroom.

Treats from home for special occasions such as birthdays, are welcome, however we ask that you please consider treats that are nutritious and low in sugar. If you are planning to bring a special treat, please let your child's teacher know at least a day in advance so a menu adjustment can be made.

Parents need to send a well-balanced lunch with their child each day. Refer to this link for information about portion sizes to meet state licensing requirements for children ages 1-12:


For healthy guidelines from the USDA, you can also refer to [www.myplate.gov](http://www.myplate.gov)
All lunches must be labeled with the child’s name. An ice pack must be included in the lunch bag to keep foods cold or foods that need refrigeration can be removed from the lunch box and placed in the classroom refrigerator.

Milk for lunch is supplied by the Preschool.

Lunchtime provides teachers the opportunity to naturally converse about good nutrition and healthy eating habits.

Children are allowed to choose the order in which they eat their foods (including desserts) and to determine how much they want to eat. The teachers will encourage the children to eat a good portion of their lunch; however, they will not force them to eat everything. Children are not allowed to share lunches, as some children may have specific dietary requirements.

MINIMIZING THE SPREAD OF DISEASE

The following measures are taken at the Child Development Lab to keep everyone healthy. Children are taught to wash their hands upon arrival to school each day, after toileting or diapering, before and after eating or handling food, after coughing or sneezing, before and after involvement in sensory activities, and after playing with animals.

Wet or soiled clothes are changed promptly from the available supply of clean clothing in the child's backpack or the extra school supplies.

Wet cots will be washed and disinfected immediately.

The staff regularly disinfect toys and other surfaces such as tabletops and sensory materials to destroy the germs that could cause illness.

School facilities are thoroughly cleaned and disinfected daily by custodial staff.

ILLNESS AND EXCLUSION POLICY & PROCEDURES

Illness and exclusion policies at the Child Development Lab are designed to protect the health and safety of all participants. A child must be kept home if there is any indication he/she is too ill to comfortably carry out the day's routine (including outside playtime) or has other symptoms of illness. Upon arrival at the CDL each child will be observed by a staff person for symptoms of illness and sent back home if ill.

Signs of illness that will result in a child being excluded include:

- Fever of 99.8 degrees or higher (for children under 6 months of age) and 100.5 degrees or higher (for children over 6 months of age). The child should be fever free for 24 hours without the use of fever-reducing medications before returning to school.
- Diarrhea (three or more diarrhea stools within a 8-hour period)
- Vomiting (that is more than "spitting up" or mild digestive disturbances)
- The presence of nits if the child has had lice

Signs of illness that may result in a child being excluded include:

- Significant changes in the child's activity level
- Excessive irritability
- Complaints of sore throat or stomach ache
- Inflammation of the eyes
- Rash
- Persistent coughing, discolored runny nose, and fatigue
In these cases, a child will be excluded if there is a suspected contagious illness.

NUT AWARENESS

The UW Child Development Lab is a “Nut Aware” facility. To help protect children with life-threatening nut allergies, please do not bring foods containing peanuts or tree nuts into the child care space. If you have questions or need more information, please contact an Administrator.

THE CHILD WHO BECOMES ILL AT SCHOOL

Teachers will take a child's temperature by either the under the arm or in the ear method. If the child is 6 weeks to 6 months of age and the temperature is 99.8 degrees or greater, the teacher will recheck it after an interval of not less than 15 minutes and not more than 30 minutes. If a second reading is also 99.8 degrees or greater, the child's parent or authorized person will be contacted and exclusion from the center will be required. No other indications of illness are necessary for exclusion. This policy is based on the concern that in young infants, from birth to 6 months of age, mild fever may be the only sign of serious illness.

If the child is over 6 months of age and the temperature is less than 100.5, the teacher will recheck the temperature every 15-30 minutes and observe the child for other signs of illness. If signs of illness are present, the teacher will:

1. Provide the child with a cot in isolation but within sight and hearing of a staff member.
2. Use the Managing Infectious Diseases Manual provided by the Department of Health as a reference, and information on communicable diseases from the website http://dhs.wisconsin.gov/communicable/Index.htm.
3. Call the parent, or authorized Alternate Contact person to pick up the child
4. Post “Disease Exposure Notices” and “Fact Sheets” so that other parents can look for the development of signs and symptoms in their child. The Health Department has provided these forms.

Children should not return to school within 24 hours of having a fever, strep throat, diarrhea, or vomiting. This means children need to be free of these symptoms for a full 24 hours before their child can return to school.

The only time the 24 hour rule can be overridden is: If a child sees a doctor and is diagnosed with an ear infection and is treated with an antibiotic, and has a low-grade fever but no other symptoms of illness present and the child is up to participating in regular daily activities, they may return 12 hrs. from the time they started the antibiotic. (This is usually a rare situation).

Children with other communicable diseases such as, but not limited to, chicken pox, scarlet fever, whooping cough, fifth disease, influenza, conjunctivitis, or head lice, will be excluded from the school for a period of time designated by the Madison public health department. A written statement from a physician that the child's condition is no longer contagious is also acceptable for re-admittance.

ADMINISTERING MEDICATION

A teacher will not administer prescription and non-prescription medication unless the following conditions are met:
A written authorization dated and signed by the parent is on file with a specific ending date. You can get this form from your child’s teacher.
The medication is in the original container and labeled in English with the child’s name and the label includes the expiration date, dosage, storage, disposal, health care provider name and directions for administration.
When the label says, "consult a physician for children under two" we must have a note from the physician stating the correct dosage and weight of child. This note is good for 3 months and must be updated.

Check with your child’s teacher to insure proper storage of medication. Under no circumstances should the medication be stored in the child's lunch box for self-administration.

**HEALTH INSURANCE**

Each family is strongly encouraged to have health insurance that will cover any medical expense the child may incur because of an illness or injury occurring at the Child Development Lab or because of attending this school. The University does not provide any type of blanket medical coverage and the parents are ultimately responsible for any costs not covered by their insurance.

**ACCIDENTS AND INJURIES**

All staff are trained in safety and first aid procedures and teachers who are included in the staff-to-child ratios receive training in Infant/Child CPR and Shaken Baby Syndrome prevention.

If a child incurs an injury at school, an accident report is filled out. The report includes information regarding the time and date the injury occurred, a description of the injury and how it occurred, any treatment administered, and the signature of the witnesses. This report is provided to parents before the child leaves the center.

In the case of a minor injury such as a bump, scrape or small cut, staff members are limited to treatment using ice, washing the injured area with soap and water, and applying a bandage.

Staff follow universal precautions when exposed to blood and blood-containing body fluids and injury discharges of children. If a child should happen to get blood on his/her clothing from an injury, the clothes will be placed in a plastic bag and labeled for washing.

In the case of a serious or life threatening injury the staff members will follow school policy and the parent will be notified. If the parent(s) cannot be reached, the child's doctor or one of the emergency contact persons listed on the child's "Child Enrollment & Health History Form" will be contacted. If hospitalization is required, the child will be transported by emergency personnel to the University Hospitals and Clinics.

While we never want accidents to happen, the developing nature of young children in an active play environment means risks will always exist. The State's self-funded liability program provides coverage.
against claims made as the result of specific negligence on the part of a University employee. Negligence may be defined as “the failure to act as a reasonable person would have under the same or similar circumstances”. For more information contact The Office of Risk Management at 21 N. Park Street, Suite 5301, Madison WI 53715, if more information is needed.

**CHILD ABUSE AND NEGLECT REPORTING REQUIREMENTS**

All employees and volunteers are required by state law to report known or suspected cases of child abuse or neglect. We have developed a set of procedures designed to protect the child while at the same time providing the parent(s) or others involved with needed services. Parents may request a copy of our complete guidelines for recognizing abuse and neglect and the reporting procedures that would be followed.

**CRIMINAL RECORDS BACKGROUND CHECKS**

All staff have criminal records checks completed upon hire and again every year thereafter.

**CONCEALED CARRY**

Signs are posted that no weapons of any kind are permitted in the UW-Child Development Lab or School of Human Ecology.

**SAFETY PRECAUTIONS**

The following measures are taken at the Child Development Lab to keep everyone safe:

- Parents sign in and out of the center on the daily attendance sheets.
- Teachers use a child tracking system. A clothespin with the child’s name is clipped on the edge of the attendance sheet book. After signing the child in, the parent (or child) gives their pin to the Lead teacher to add to their lanyard. The number of pins on the teacher’s lanyard equals the number of children present in each room and indicates the teacher in the “lead” role who is accountable.
- Parents indicate the names of all persons who have authority to pick-up the child. Parents must provide prior written notice if someone other than an authorized person is going to pick up the child. If a person attempts to pick-up a child that is not listed on the release form, then the child will not be released until the staff gets verification from the parent. The staff will also require photo identification of any unfamiliar adult picking up a child. In child custody disputes the custodial parent must provide the center with the court orders designating the custody arrangements. The child will then only be released to the authorized parent.
- Emergency policies and procedures have been developed in conjunction with the UW Police department’s emergency management division. Officers from this unit provide ongoing support and training to staff related to handling emergency.
- The fire alarm system is monitored to make sure it is in proper working order. Fire evacuation drills and building safety inspections are conducted monthly.
- Tornado drills are practiced monthly from April-October.
- In the event of an off-site evacuation, staff will take the children to the “Safe Place”. Staff will take the emergency information forms and parents will be contacted to come and pick up their child as soon
as this is deemed safe to do so. Our #1 evacuation site is the Microbial Sciences Building at 1550 Linden Drive. Our #2 evacuation site is Agricultural Hall at 1450 Linden Drive.

BUILDING SECURITY
The Child Development Lab is security locked. Visitors must ring the doorbell.

Parents and staff need to use a WisCard or an access card to open the door. UW students, faculty and staff will be able use their WisCard for accessing the Preschool after contacting the Administrator with the name on the card and the card number. Non-UW affiliates will need to have a card issued to them. The Administrator will provide an authorization form. The form must be taken, along with two forms of photo identification, to the UW Police Department located at 1433 Monroe Street. Hours are Mon-Thurs. 8:15 a.m. to 3:45 p.m. Access Central Office, 265-3279.

If a card is lost, the Administrator must be notified immediately so that the card can be deactivated. The person who lost the card is responsible for the replacement costs of getting a new card. In this case, a parent should make out a check to the UW Child Development Lab for $20.00, and give it to the Administrator.

Parents should NEVER let strangers enter the building with them.

PARENT INVOLVEMENT
The Child Development Lab has an open door policy. Parents are welcome at all times. Parents may get involved in several ways including:

1. Parents may volunteer to do special activities in the classroom. For example, a parent may read a favorite story, lead the children in a song, play a favorite musical instrument, demonstrate a hobby or special skill, or share a cultural tradition or favorite food.
2. Parents may become involved with the children outside the classroom. For example, a parent may accompany the children on a field trip, invite the children to visit them at their place of work, and volunteer to make costumes for the pretend play corner, and so on.
3. Parents may serve as resource people to staff, providing expertise in areas such as guided nature walks, cooking, crafts, music, computers or specialties in education or child development issues.
4. Parents may volunteer to serve on the Preschool Parent/Teacher Organization (PTO).
5. Two parents from each site will be identified to serve on the Preschool Advisory Committee (PAC).

THE PRESCHOOL ADVISORY COMMITTEE (PAC)

The external role of the PAC is to provide support and advocacy on behalf of the Child Development Lab. The internal role of the PAC is to provide advice to the Dean of the School of Human Ecology about long-range strategic planning, program policies, and budget.

Parent/Teacher Organizations (PTO)
The Child Development Lab has a Parent/Teacher Organization (PTO). All Child Development Lab parents and staff are automatically members of the PTO. All parents and staff are encouraged to participate at some level.
The PTO serves as a forum for individuals to become involved in the program and to provide meaningful support to staff, children and parents. The PTO group plans a number of events (social and or educational) each year. Some events from past years (for example) include: organizing a staff appreciation luncheon, inviting a guest speaker to talk on a relevant child development topic, and organizing a potluck dinner or pizza party. Some events are designed to raise funds to support the activities/projects planned by the group. Past fund raising proceeds have been used to purchase such things as: program equipment (e.g. bike helmets, a digital camera, toddler loft), reimburse teachers for teaching-related expenses (for example, teachers were reimbursed for materials purchased for children to make mother’s day gifts.), or to pay for special resource people or guest speakers. Examples of fundraisers include a silent auction and t-shirt sale. The other function of the PTO is to give input to the program on policies and procedures. This is done twice a year with a formal written evaluation tool and through specially called meetings, as needed.

STAFF-PARENT COMMUNICATION

To facilitate staff-parent communication regarding children’s experiences in the CDL, parent/teacher conferences are scheduled two times each year (late November and April). Conferences are scheduled during regular school hours. Additional conferences may be requested by either parents or staff, as needed.

Newsletters outlining the planned events and other important program information are provided regularly. Group planning sheets are posted weekly on classroom bulletin boards and/or sent to the parent listserv. Logbooks, daily report sheets, white boards and parent mailboxes are also used to communicate important information to parents. Parents are encouraged to check these daily.

CLASS LIST

A class list will be distributed to all families enrolled in the program. The list will include names, addresses, email, and phone numbers of each family enrolled at the CDL. If you wish to keep any of this information off the list, please notify the Administrator.

E-MAIL MESSAGES VIA THE LIST-SERVE

All classrooms have internet connectivity, so teachers can easily send and receive email messages. We set up and maintain a list-serve for each classroom (with email addresses for every staff and parent in the group). Only members (Child Development Lab parents and staff) are allowed to join the list-serve, and any member is able to send messages to the group. Members also have the opportunity to UN-subscribe if they do not want to receive emails.

PROGRAM EVALUATION

Twice a year parents are formally asked to provide feedback about the program by completing a program evaluation form. The feedback is extremely helpful in helping to evaluate program strengths and weaknesses and it provides a way for parents to have meaningful input. Changes are made to the program as necessary.

Addressing a Complaint or Problem
We do not anticipate problems but if a parent has a concern he/she is encouraged to seek resolution of the matter on an informal basis. Any or all of the following informal channels may be used but the steps should be followed in order:

1. If it is a classroom-related matter, a parent should first discuss a concern with his/her child’s primary teacher or teachers. Administrative matters should be discussed with the Administrator. The parent may request a special conference or meeting time to discuss the concern in detail.

2. If the discussion with the teacher(s) is not fruitful, discussion with the Administrator may be appropriate. In most cases, the Administrator will call a meeting of the relevant parties, facilitate discussions, and help to work out acceptable solutions.

3. If the parent has been unsuccessful in achieving a mutually satisfactory outcome through alternative (a) and/or (b) and believes the matter should be pursued further, the parent must notify the Administrator of the intent to file a formal appeal to the Dean of the School of Human Ecology.

4. In order to initiate the formal grievance, a written statement must be sent to the Dean of the School of Human Ecology within five working days of providing the Administrator with the required notification of intent. The Dean's mailing address is: Dean Shim, 2135 Nancy Nicholas Hall, 1300 Linden Dr, Madison, WI 53706.

5. The statement shall specify the identity of the grievant, the facts and allegations relevant to the grievance and the relief sought.

6. The Dean may call a special meeting where attempts shall be made to resolve the matter. The Dean may also consult with the teachers, Administrators, University officials, and other persons involved before responding.

7. The parent can expect a written response from the Dean. A copy of the response will be sent to the appropriate Preschool Site Administrator.

PRIVATE CARE ARRANGEMENTS

Often parents ask if UW Child Development Lab staff members are available to provide evening or weekend child care in their home. The UW-Child Development Lab does not endorse or recommend staff to parents or parents to staff. Staff members who provide such child care or drive children to or from the UW-Child Development Lab are doing so outside the scope of their UW-Child Development Lab employment and, as such, the UW-Child Development Lab and the University of Wisconsin are not liable for any conduct within a private arrangement of this nature. Arrangements of this sort should not be made while the staff member is at the UW-Child Development Lab. Any such arrangement is considered a private arrangement and must not interfere with any of the UW-Child Development Lab operations, including job performance of Child Development Lab staff members. Parents and staff members may arrange contacts with each other through the UW-Child Development Lab PTO Coordinator.

For the most part, these private arrangements have worked well for UW-Child Development Lab staff and families and confidentiality and boundary issues have not been a problem. Our families appreciate having student staff familiar babysitters.

SOCIAL MEDIA POLICY

The use of technology and social media is an ever-growing and changing tool used by parents and teachers. We ask that parents understand that photograph and video images are a standard and routine occurrence within campus programs, especially in those that utilize photographs in authentic assessment. The goals of taking photos and videos in the classroom setting and sharing them with families are to assist with authentic assessment of the child’s development through play and activities (versus testing), enhance learning, share experiences with peers, and contribute to the sense of community that the children and families build with one another. Photos may also be used to promote the UW-Child Development Lab
the Office of Child Care and Family Resources or SoHE via our websites and other social media outlets such as Twitter. Such images shall never be used for monetary gain by any party; nor will they be created without the signature permission of the parent(s) who is enrolling in the program.

1. Teachers may periodically share photos or videos of children via email or text with enrolled families to build community and keep families updated about their child’s activities. These files are not stored on personal devices.
2. Families should also exercise caution when sharing photos or videos on social media sites such as Facebook. Families who have concerns regarding the sharing of digital media should speak with the Administrator.

PETS
Parents will be informed of any animals in the center at the time of enrollment as indicated on the child enrollment form. If staff wish to add animals after a child has been enrolled, staff are first required to notify parents prior to bringing the animal into the classroom.

ORIENTATION FOR FAMILIES
All families receive an orientation to the program. The orientation includes a tour of the school facility, an open house in August, the option to visit the classroom and meet the teachers prior to the child’s first day, a review of policies at the signing of the contract, access to reading the parent handbook and any follow up meetings as requested by parents or staff to help the family adjust to the program. Infant classrooms receive a packet specific to infant and toddler needs.

WEIGHTED BLANKETS
Parents must sign a permission form and the administrator must be notified prior to any use of a weighted blanket.

SMOKING
Smoking is not permitted in the child care premises, including the playground when children are present.

CONFIDENTIALITY
As adults working, observing, conducting research, and/or regularly volunteering within campus centers, we ask that all recognize that they may become privy to confidential information regarding children and families. Therefore, adults in the center will read and sign the NAEYC Code of Ethical Conduct and will abide by all State of Wisconsin child care licensing rules regarding confidentiality.