



CDL Family Handbook

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UW Child Development Lab
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School of Human Ecology
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Monday-Friday 7:30AM-5:30PM

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Letter from the Director

Welcome to the Child Development Lab!

Thank you for entrusting us with the care of your child(ren). We value your trust and the partnership of our relationship with families.

Whether you have known us for years or you are just beginning your journey with us, we want you to feel welcome, valued and a sense of belonging in the CDL community.

This handbook is meant to give a brief overview of information that families might find useful, but if you would like additional information, we are ready to help. Please don't ever hesitate to stop by, email or call with any questions, feedback or concerns.

Jil Riley

Director, UW Child Development Lab
1300 Linden Drive
Madison, WI 53706
608-263-4579 (Office)



Philosophy and Mission

The UW Child Development Lab (CDL) is an early learning program for community children and a teaching and research laboratory for university students, faculty, and staff. We offer year-round programs for children ages 6 weeks-5 years. Our program focuses on inquiry learning through a 4-step process: *Notice. Wonder. Explore. Discover.* Our mission is to not only provide high quality early education programs for children, but to also improve early childhood development through our trifold mission: *Research, Teaching, & Outreach.*

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 the following:

- The Committee on Research Involving Human Subjects
- A faculty member from the Department of Human Development and Family Studies
- A school administrator
- Families can expect to periodically receive information about planned research studies and will be asked to give consent if their child will be participating.

Teaching:

Undergraduate students and interns are regularly placed at the CDL for student teaching or practical experience related to their course of study. Students enrolled in child development or education courses may need to observe children in conjunction with class assignments and have to follow our strict observation guidelines.

Model Program:

The Child Development Lab 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.



OUR SCHOOL IS A LABORATORY

The Child Development Lab is an integral part of the teaching, research, and service mission of the University of Wisconsin and the School of Human Ecology. Research indicates that the most integral time to affect a child's future is from birth through age 8. Our goal is to be a national and international leader in the ecology of child well-being. Our environment reflects that mission.



Classroom Observation Booths

The CDL is equipped with observation booths and in-classroom cameras for two of our preschool classrooms, two toddler classrooms, and one infant room. Using our video software system, the cameras can be used for live observations or for recording videos. Only pre-approved instructors and researchers have access to our video recording feature.

This enables researchers and students to perform observations without distracting or disrupting the learning environment of our very young children.

The Frances & Elliot Lehman Family Interaction Lab

Adjacent to the school space on the second floor is the Lehman Lab, which is a two-room naturalistic research space comprised of two rooms (Human Interaction and Child/Infant) with one-way mirrors and accompanying observation booths.



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
- Primary teacher & attachment groups
- Secondary attachments & teamwork
- Continuity of care
- Respectful caregiving
- Emphasis on inclusivity and belonging
- Social learning
- Responsive curricula
- Family-centered



MIXED AGE GROUPS

We use a mixed-age model in our Dragonfly and Honeybee classrooms, that encourages children to develop a strong foundation in socialization and learning which in turn develops their confidence as they move into older age groups. 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 really get to know each child and provide for his or her changing needs over time.

OUR PHILOSOPHY

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 understanding. 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.



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 developmental levels of the children in each group. 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. Each classroom communicates with families about the activities and lessons that are happening in the classroom, this can include daily emails, newsletters, and/or messages through the ProCare App.

"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.

POSITIVE GUIDANCE PHILOSOPHY

The philosophy that underlies child guidance at the Child Development Lab focuses on the development of social skills in early childhood. 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, developmentally appropriate activities, and predictable daily routines. The use of punishment with children is strictly prohibited at the CDL. Parents will be consulted in the event of extreme and unsafe behavior, and a mutually agreed upon course of action worked out.



Your Child's Day at the CDL

WHAT TO BRING FROM HOME

Families will be given a list at the beginning of each academic year. In general, please make sure your child has the following at school every day:

1. Each child needs a well-balanced lunch in a labeled lunch box or bag. We provide organic milk with lunch. If a portion of the lunch needs to be kept cold, it should be labeled with the child's first and last name and placed in the small classroom refrigerator or be brought from home packed with an ice pack.
2. Each child needs 2 full extra sets of clothes (socks, underwear, top and bottom, masks). Please make sure each article of clothing is labeled with the child's name and is seasonally appropriate for the weather.
3. Each child needs a pair of seasonally appropriate 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. This helps keep our environments cleaner for children.
4. Children who are not yet toilet trained will need a supply of diapers and diaper wipes to keep at school.
5. Infants will have an intake meeting with an infant teacher before starting at the CDL and additional supply information will be provided for children under 2.

Clothing and Shoes

The Child Development Lab has a play-oriented environment. Children should wear play clothes and shoes that are non-restrictive and easy for self-help. We are not responsible for clothing that becomes soiled or damaged. Each article should be labeled with the child's name. Outerwear should be appropriate for the season and the weather. A lost and found for clothing and miscellaneous articles is located near the parent mailboxes.

Toys from Home

Sometimes children may wish to bring in a special item from home to show other children or to use as for security. These items are to be labeled with your child's name. We ask that you keep valuable items at home as things can get lost or damaged. We do not allow toy guns or other weapons, including water pistols, at school.

REST and TOILETING

Rest

Infants under 1: Each infant has a crib and is allowed to form and follow his or her own pattern of sleeping and waking. Infants may not have any items in their crib as required by SIDS prevention protocols. Approved sleep sacks are allowed. Children are under the supervision of qualified teachers at all times. Children are transitioned to a cot after they reach the age of 12 months.

Over 1: Children rest on cots at naptime. We provide sheets and blankets, and children may bring a security item from home or a special blanket, if they wish. Please let us know if these items are to go back and forth with the child or remain at school.

Toileting

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 are communicated to family.

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 a CDL Medical Authorization Form.

MEALS

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.

Children over two: Children bring a lunch from home. CDL serves a morning and an afternoon snack with organic milk provided at lunch time.

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 a teacher or the office for more information). Breast milk can also be stored in the classroom.

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.

OUTDOOR PLAY and FIELD TRIPS

We go outdoors every day, weather permitting. Classes have the option to choose between using our beautiful playground spaces and exploring the outdoors on campus, getting to know the grassy, hilly or forested areas of this beautiful university.

Walks

When we leave the building for a walk, we use a school map of the two-block area around Nancy Nicholas Hall, plus the Allen Centennial Gardens to plan daily walks and adventures. We call this area outside of our building, “going into the *BEYOND*,” which is a term coined by Claire Warden, Scotland’s Forest School guru who encourages the practice of young children exploring the outdoors. If the class is away on a walk or a planned field trip, the teacher will post the map with the destination in the classroom and on the office’s online form.

Field Trips

If the trip is outside our school map of the Beyond, teachers will plan this in advance, and notify families at least 12 hours in advance of the details of the trip, including the type of transportation that will be used.

Weather

Teachers use state licensing guidelines when making decisions about taking children outside. For example, in the winter, children over two go outside if the wind chill (feels like temperature) is at least 0 Fahrenheit, and children under two can go outside if the temperature is above 20. Teachers consider factors such as humidity, shade, air quality, hydration, wind chill, and length of time outside when making these decisions. 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 field trip. No alternate care is available at school.



ARRIVALS and DEPARTURES

Our program at the Child Development Lab begins at 7:30 AM, and ends at 5:30 PM. Please reference your contract for any changes with these standard hours of operation. Your access card to enter the school space (and use the elevator) will function only during our times of operation. You will also need this card to enter various doors in the CDL, as a safety precaution. You will need to make contact with your child’s teacher and the teacher will sign in your child at school and put your child’s name clip on their lanyard. You will make contact with your child’s teacher when picking up your child and your child’s teacher will sign your child out on the class clipboard, and put the name clip back on the clipboard. Your child needs to be in your sight and under your supervision at all times while in the CDL facility.

Authorization to Pick Up a Child

Families are asked to indicate the names of all persons who have authority to pick-up their child. They 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 or child’s guardian. 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 or guardian.

If the parent/guardian and/or authorized alternate contact person appears to be impaired by drugs or alcohol, the teacher will offer to call a cab or alternate transportation. If the person refuses, and the teacher feels the child’s safety may be in question, the teacher will continue to try to deter the parent/guardian and will contact the person in charge on site. The person in charge may contact UW Police for assistance.

Late Arrival

To help ensure the safe delivery of children to the care of the teacher, families are required to notify the classroom teachers if they plan to arrive after 10:00 AM or if the child will be absent from school. If no phone call, voicemail message or other communication has been received prior to 10:00 AM, teachers will call the child's home to inquire about the absence.

Late Pickups

Families should plan to arrive to pick up a child at least 15 minutes before the program closes at 5:30 PM, in order to have time to greet one another, touch base with the teacher, gather belongings, and be able to exit the building on time. Families are asked to call the school (608-263-4579) or their child's classroom to communicate an unavoidably late pickup. If a parent is late in picking up their child (after 5:30 PM), teachers will follow the following procedure, starting over again each semester:

- The child will be brought to the office to wait for his/her family.
- The first late pickup will be given a free pass, but subsequent late pickups will result in verbal and written warnings, and if necessary a late fee will be assessed.
- Chronic late pickups that do not resolve can result in the termination of the school contract.
- Teachers will begin calling alternate contacts for the child at 5:40 PM, if they have not heard from the parents regarding pickup.
- If we have received no communication from a parent or alternate contact by 6:30 PM, teachers are asked to consult with Campus Police.

PARKING

Parents needing short term parking for drop-off and pick up will need to pick up parking materials from the CDL office. The parking garage can be accessed from Linden Drive. Once you enter the parking garage, turn right and go around the back of the CDL's entrance. The designated CDL spots are marked in yellow and next to the wall behind the Child Development Lab entrance - not the actual parking stalls. **Please remember that these parking spaces are for drop off and pick up only and if you plan on staying for more than the allotted 10-20 minutes, you will need to pull a ticket and pay for parking in an actual visitor stall.** Your colored parking card must be displayed on the dash of your vehicle when parked and you will use the barcode card on the back to activate the gate when you enter and exit the parking garage. Our passes are strictly for short term drop off and pick up. Passes may be revoked if time limits are not followed. Please note that it may take some practice to learn the positioning of the barcode to the reader. If the gate is not opening, try to reposition the bar code by tilting forward or backward and or moving slightly up or down. If you have problems with the gates and cannot get them to open, you should press the black call button for help.

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.

HELPING YOUR CHILD ADJUST

Each child will adjust to school in their own way. Developing a consistent and predictable routine for drop off and pick up is one of the most important things you can do to help your child adjust. Working directly with your child's classroom teacher can help in making a plan that works best for your child. Some parents will want to say their goodbyes 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 support your child. Families are invited to have their child 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.

CLASSROOM TRANSITIONS

At the Child Development lab, children usually transition between classrooms at the beginning of each fall semester. Prior to this transition, we strive to ensure that children have opportunities to become acquainted with the new classroom and teachers during planned group transition activities, such as field trips, playground groupings, special playtimes, and meals together. Staff and children may often become familiar with each other through the use of common spaces and frequent shared playground times.

Your Child's Teacher, Communication and Assessments

TEACHERS

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

Teachers

Each classroom has two teachers that are in charge. Teachers have, at a minimum, an associate degree in early childhood education or a bachelor's degree with an emphasis in early childhood education or closely related field and prior teaching experience. Teachers are either UW Academic Staff (ECE Teacher) or University Staff (ECE Assistant Teacher) and receive the UW-Madison benefits package offered by the University. 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. This helps us to be competitive in the marketplace and retain our teachers for longer than many other childcare programs. Profiles of our lead teachers can be found on our website. Float Teachers, with teacher qualifications, are on staff to substitute teach for teachers, as needed. Having familiar staff to help cover teachers helps to provide another layer of consistency for children when possible.

Student assistants & student interns

Undergraduate students are regularly placed in the classroom as paid student assistant teachers or paid student interns. They work under the expert guidance of the teacher.

- **Interns:** We employ Early Childhood Education Interns to support our teaching mission and assist in the care of children at the CDL. Interns provide assistance in the supervision, management, and guidance in a particular classroom, as well as assist in preparation for activities and routines.
- **Assistants:** We also employ student assistants. The student assistants also helps supervise and guide children under the supervision of the teachers.
- **Volunteers:** Volunteers are also placed in our classrooms, to observe or to gain experience for a class or course of study. Since they are unpaid, they are not included in our ratios, but their fresh outlook and enthusiastic involvement provides an important addition to the program.

STAFF-TO-CHILD RATIOS

Although we have small groups, the staff-to-child ratio ensures the continuous supervision of children at all times. Ratios are dependent on the age of the children in the classroom. Please refer to our website to find your child's classroom's staff-to-child ratio.

STAFF-FAMILY COMMUNICATION

To facilitate staff-parent communication regarding children's experiences in the CDL, parent/teacher conferences are scheduled two times each year. Most conferences are scheduled during regular school hours. Additional conferences may be requested by either parents or staff, as needed. Newsletters outlining emerging curriculum, planned events and other important program information are provided regularly. Weekly information is sent from classrooms via the classroom family google group. 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.

CONFIDENTIALITY

Confidentiality of information about children and families will be maintained. Please share with us any information that will help us care for your child. The information you give us will only be shared with staff on a need-to-know basis. Enrollment forms and all other information concerning the child and family will be accessible to the custodial parent or guardian, CDL staff, and our licensing agent. Information concerning the child will not be made available to anyone else without written consent of the custodial parent or guardian. Children's records are confidential to the public but are available to the custodial parent(s)/guardian(s) of each child. Primarily, these records consist of a child's intake forms, health and immunization records, assessments, accident/illness forms and medication authorizations.

CLASS LIST

A class list will be distributed to all families enrolled in the program with child's first and last name. A directory that includes names, addresses, email, and phone numbers of each family enrolled in your classroom is available upon request. If you wish to keep any of this information off the list, please notify the Administrator before your child's first day.

EMAIL VIA THE LISTSERV

We set up and maintain a list-serv 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 unsubscribe if they do not want to receive emails.

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 Facebook. 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.

- 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.
- 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.

PRIVATE CARE ARRANGEMENTS

Often parents ask if UW Child Development Lab staff members or teachers 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.
- 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. Our families appreciate hiring familiar babysitters.

Infant Early Childhood Mental Health Consultation (IECMHC)

IECMHC is an evidence-based approach to supporting young children's social and emotional development and well-being. Consultation is preventative based and includes partnership between the CDL staff, families and mental health professionals. The consultation work builds capacity to strengthen and support healthy social and emotional development often before any intervention is needed. Consultants help support CDL staff and teachers, parents/guardians, and development of programmatic practices that create a system that is supportive for the child. Consultants gather information by observing, screening and talking with teachers and parents/guardians to gain a fuller picture of the child. Parents/guardians sign a consent form before their child is observed by a consultant. After gathering information, the consultant meets with the family, teachers, and administrators to discuss the information and makes recommendations for any next steps that would further support the child.

ASSESSMENT

Teachers utilize the CDC checklist based on your individual child's age. These are shared with parents in the winter and spring at conference times. Written Conference Reports documenting the child's progress are produced and shared twice annually.

WISCONSIN EARLY LEARNING STANDARDS

We use the [Wisconsin Early Learning Standards](#) to help us to identify broad expectations and to provide teachers guidance when developing curriculum to meet both group and individual needs.

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 outside 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 try interventions, 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 or assessment by an outside professional. Teacher and parent(s) will meet to discuss next steps. Parents will be given information about available resources and staff will request parent permission to work with outside professionals or ask the parent to contact outside resources. If the child is referred for an initial screening, the outcome may result in:
 - No follow-up required;
 - A re-screen within 6-12 months; or
 - May specify that more evaluation is required to determine if the child meets criteria and qualifies for special education services.
 - 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 engage in the full evaluation process that could result in an IFSP(Individualized family service plan) or an IEP (Individualized education plan), if the child meets eligibility criteria and qualifies for support services.
 - If parents do not agree to a screening or to work with an outside professional, then the Director 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 Director 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 Infant Early Childhood Mental Health Consultation Team, Birth To Three and/or Child Find intake person and seek advice without revealing personal or confidential information.
 - The Director and parent(s) will evaluate the feasibility of continued care for the child at the Child Development Lab and termination of the child's enrollment may be the outcome if the program is not reasonably and safely able to meet the child's needs.

Safety, Accidents and Illness

ACCESS CARDS

You will notice that there are many security measures throughout the CDL and the Human Ecology building itself. It is important to follow all of these procedures to ensure the safety of not only the children but the staff and faculty of the entire building. **Your Access Card will be essential to have with you each day for drop-off and pick-up.**

Building Security

The Child Development Lab is security locked. Visitors must ring the doorbell. Families and staff need to use an access card to open the door. Cards are issued by UW Campus Police, and can be applied for as part of the enrollment process. If a card is lost, please notify the office right away so that the card can be deactivated and replaced. Families are responsible for the replacement costs of getting a new card. NEVER let strangers enter any secured doors at the school with you, or prop a door open.

Some Internal Doors Require Access Cards

It will be important to pay attention to all of the signage throughout the CDL and your child's classroom. Many of our doors require that you swipe your card to gain access. The playground doors have alarms on them, too, so you must swipe your card before exiting or entering them. The playground gates are alarmed for the children's safety, so it is important you enter and exit our building through one of our main designated doors.

EMERGENCY PROCEDURES

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 emergencies.

Safety Drills

We practice our response to various threats, such as fire, tornado, and active shooter situations in accordance with state and local licensing requirements and the advice of campus law enforcement. In the event of an off-site evacuation, staff may evacuate to a second location. We will contact parents to come and pick up their child as soon as we have been given clearance by law enforcement to do so.

Medical, dental, and Mental Health Emergencies

Teachers, student assistants and student interns are certified in First Aid and CPR, and maintain their certifications. Medical emergencies are handled by your child's teacher with the co-teacher/support teachers as back up. Staff members are limited to treating with ice, washing injured area with soap and water, and applying bandages. Ointments and cream require "Authorization to Administer Medication" forms prior to use. For serious but not life-threatening injuries, teachers will call and inform families as soon as possible to come and help their child. In cases where families cannot be reached, the teacher may contact the child's physician or call 9-1-1 for advice on how to handle the situation. In cases of life-threatening injuries a teacher must call 9-1-1 and give important information about the situation, and render appropriate emergency first aid until the rescue team arrives.

Accidental Death or Prolonged Illness

In the case of the death of a child or staff member due to accident or prolonged illness, lead staff will determine if the area is safe and free of hazards. If others are present, staff will assist in finding a new space for the surviving children and adults. Lead staff will call 9-1-1 and contact the Director who will notify emergency contacts of the child or staff member.

CRIMINAL RECORD BACKGROUND CHECKS

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

CHILD ABUSE and NEGLECT

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.

ACCIDENTS and INJURIES

First Aid

All staff are trained in safety and first aid procedures. 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 (unless it is a cut) with soap and water, and applying a bandage.

Accident Report

If a child incurs an injury at school, an accident report is filled out and the parent or guardian is notified of the injury. The report includes information regarding the time and date the injury occurred, a description of the injury, how it occurred and any treatment administered. When possible, this written report is provided to families on the same day, before the child leaves the center.

Head Injuries

Because of the nature and seriousness of head injuries, staff will notify families as soon as possible if a child sustains an injury to the head.

Serious Injuries

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

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
- After playing with animals Other precautions include:
- Wet or soiled clothes are changed promptly.
- Wet cots will be washed and disinfected immediately.
- Toys and other surfaces such as tabletops and sensory materials are regularly disinfected.
- School facilities are thoroughly cleaned and disinfected daily by custodial staff.

ILLNESS and EXCLUSION FROM SCHOOL

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 at home if there is any indication they are 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. Parents or guardians will be notified as soon as possible if the child may be sent home from illness. The sick child will remain supervised in an isolated area and wait for the arrival of their parent or guardian.

Signs of illness that will result in a child being excluded until they are symptom-free for 24 hours include:

- Fever of 99.8 degrees or higher (for children under 6 months of age) and 100.4 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.
- Strep Throat
- 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

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

Temperature

If staff notice and or suspect a child is feeling ill and may have a fever while in care at the CDL, staff will take a child's temperature using the under-the-arm method or a non-contact infrared forehead thermometer. If your child has developed a fever while in care at the CDL, the teacher will notify the parent or authorized alternate contact to pick up the child as soon as possible and within the hour.

6 weeks to 6 months of age: Children under 6 months of age who have a temperature of 99.8 degrees or greater will be excluded from childcare at the CDL until they are 24 hours fever free without the use of fever reducing medications and other symptoms have shown improvement.

No other indications of illness are necessary for exclusion.

Over 6 month of age: Children over 6 months of age who have a temperature of 100.4 degrees or greater will be excluded from childcare at the CDL until they are 24 hours fever free without the use of fever reducing medications and other symptoms have shown improvement.

No other indications of illness are necessary for exclusion.

Communicable Disease: Children with other communicable diseases such as, but not limited to, chicken pox, scarlet fever, whooping cough, fifth disease, influenza, covid-19, conjunctivitis, or head lice, will be excluded from the school for a period of time in accordance with the [childhood communicable diseases information](#) provided by the Wisconsin Department of Health Services.

Reporting Illness:

Parents/guardians must immediately report any diagnosed communicable disease to the CDL by:

- a. **Texting or calling the CDL Scheduler’s cell phone at (608) 516-0402 to report any close contact info or diagnosed communicable disease.**

The CDL staff will keep all individual health information confidential. General exposure notices will be sent to the CDL community with general exposure information to help keep you informed about current cases of communicable disease in our CDL community. For more information regarding communicable diseases please visit <https://www.cdc.gov/media/releases/p-0517-guidance-k-12.html>

ADMINISTERING MEDICATION

Medication Form

We cannot administer prescription and non-prescription medication without written authorization (Authorization to Administer Medication). You can get this form from your child’s teacher. The medication must be 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 current note from the physician stating the correct dosage and weight of the child.

Medication must be Stored and Administered by the School

Check with your child’s teacher to ensure 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.

PROHIBITED USAGE

Smoking, tobacco use, and illegal substances, including alcohol, are forbidden on the premises. Premises are defined by the areas inside and surrounding the facility.

Enrollment, Fees, Calendar

ENROLLMENT

The UW Child Development Lab welcomes all families into our programs. The University of Wisconsin, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. We welcome the enrollment of families and children with disabilities and will make reasonable accommodations in accordance to the Americans with Disabilities Act



- Families should expect to receive notification via email of the year's enrollment timeline, as it is set, in late fall or early winter.
Online open enrollment for current families (for current students and new siblings) will begin first, followed by open enrollment for new families.
- The school website is updated regularly to show current vacancies.

Enrollment Priority

The mission of the CDL is to provide opportunities for research, teaching, and outreach, while ensuring high quality early care and education. We strive to support opportunities for researchers and students to learn from a diverse population of children and families. Our enrollment priorities aim to increase access to high quality childcare for UW students, faculty, and staff receiving childcare funding. The CDL will continue to adjust the enrollment priorities in order to increase diversity, equity, and access for all families. Priority for enrollment will be based on the following criteria:

1. Currently enrolled children
2. Sibling of a currently enrolled child
3. Child of a Child Development Lab staff
4. UW students: 25% of total enrolled children at CDL need to be parents who qualify for funding
 1. Students who receive CCTAP &/or CCAMPIS will be given priority
 2. SoHE students will be given priority
5. Child of a School of Human Ecology employee
6. UW students or UW employees
7. Community families

*Any families receiving child care tuition funding will get priority in their category

**The CDL maintains the right to balance gender and/or age in each classroom

Required Enrollment Forms

Unless otherwise indicated, the following forms on our Guidestar system must be received before the child's first day of attendance and preferably 2 weeks before starting at the CDL. Parents are responsible for updating the information periodically online on Guidestar.

- Child Enrollment Form

- Child Health History & Emergency Care Plan
- Immunization Record
- Child Health Report Form
- Child Information/Intake Form. This form is kept confidential in the classroom for easy reference.

4K AT THE CDL

Children who are 4 years of age on or before September 1 can be enrolled in 4K, through a community site partnership program with Madison Metropolitan School District. If you live outside MMSD in an alternate district with 4K programming, you can apply for open enrollment in order to attend the CDL.

- 4K instruction is a play-based, inquiry curriculum.
- The 4K teacher at the Child Development Lab is a Wisconsin DPI certified pre-kindergarten teacher, who delivers instruction in collaboration with MMSD.
- 4K enrollment enables families to have wrap-around all-day enrichment and child care, in addition to daily 4K instruction.
- 4K instruction is Monday-Friday, from 9:00-11:30 AM. This portion of your child's day is free, when enrolled in MMSD 4K.
- Enrollment begins annually in early spring. Information will be sent to CDL families with details about registering for 4K.
- There is an annual Materials Fee of \$40.00.

WITHDRAWING FROM THE PROGRAM

Families withdrawing a child from the program must give a minimum of 30 days written notice. Families are responsible for payment of tuition for the entire time the child is enrolled including the required notice period. Refund details are found on the back of the family/parent contract upon enrollment.

TERMINATION OF ENROLLMENT

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

In most cases, the family 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. Families 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
 - 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
- 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.

TUITION and 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 a number of factors such as 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
- Contract fee
- Tuition Deposit
- Fee for Late payment of tuition
- Late Pick-up fee
- Summer Holding fee
- Returned check charge Discounts:
- 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.



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.
- Checks are mailed to the School of Human Ecology Business office at 2134 Nancy Nicholas Hall, 1300 Linden Dr., Madison, WI 53706.
- 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 and TUITION ASSISTANCE

Families needing tuition assistance are encouraged to explore the following sources of [outside support](#). Contact the Administrator to inquire if there is additional information about sources of tuition assistance for families who need extra support.

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 the [United Way of Dane County](#).

SCHOOL CALENDAR and CLOSING DAYS

The academic year begins on Monday of the last week in August and runs for 42 weeks. The summer program begins on the Monday following the end of the Madison school district school year and runs for 10 weeks. 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, Thanksgiving day, two weeks at the end of December (winter break), Martin Luther King Jr. day, Memorial Day, and one week during UW-Madison Spring Break. If a legal holiday falls on a Sunday, the CDL is closed on the following Monday. Other possible un-scheduled 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.

INCLEMENT WEATHER

CDL inclement weather closures are based on the UW Madison campus closures instead of the MMSD closures. **However, on days when MMSD is closed due to snowy conditions, ice, or extreme cold, the CDL will have a 9:30 AM start time.**

Early Closures

The CDL reserves the right to close early on days when travel conditions are predicted to be dangerous for families and staff. Families will be notified via email and/or phone and will have one hour from the time of notification to pick up their children. Families will be notified of MMSD closures as soon as possible in order for you to adjust your schedules to accommodate the late CDL start time.

Parent Involvement and New Families

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. Three parents will be identified to serve on the Parent Advisory Committee (PAC)

THE PARENT ADVISORY COMMITTEE

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.

THE PARENT/TEACHER ORGANIZATION (PTO)

The Child Development Lab has a Parent/Teacher Organization (PTO). All Child Development Lab parents and staff are automatically members of the PTO, and 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 educational events each year. Some events from past years include:

- Organizing a staff appreciation luncheon
- Inviting a guest speaker to talk on a relevant child development topic
- Organizing a potluck dinner or pizza party. Some events are designed to raise funds to support the activities or projects planned by the group.
- Fundraiser activities such as a silent auction, or t-shirt sales to purchase program equipment, expenses or to pay for special resource people or guest speakers. 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.

ORIENTATION FOR NEW 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.

PROGRAM EVALUATION

Twice a year parents are formally asked to provide feedback about the program by completing a program evaluation form. This 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.

HOW TO ADDRESS & REPORT A CONCERN

We value your experience at the CDL. Anyone; parents, staff or other affiliated party who has a concern, problem or complaint related to the CDL is encouraged to seek resolution of the matter.

At the CDL, we highly value trusting relationships and open dialogue in our CDL community. Asking questions and expressing concerns is an integral part of how we work together to provide a high-quality care and learning environment for the children in our CDL community.

Many topics can be addressed by talking with those we have relationships with and connections to and who may have knowledge of the problem we have concerns about.

Below are examples of the common methods we often use when addressing a concern:

- Person to person conversations and or scheduled meeting time
- Email to individual or program email service accounts

Childdevelopmentlab@sohe.wisc.edu

- Phone call

CDL main line: 608-263-4579

Often, families have a primary relationship with their child's teacher and or CDL administrators. The parent may first discuss a concern with their child's primary teacher or teachers or with the Director or Associate Director. The family may request a special conference or meeting to discuss the concern in detail.

If the discussion with the teacher(s) is not fruitful, discussion with the Director may be appropriate. In most cases, the Director will gather additional information and or call a meeting of the relevant parties, facilitate discussions, and help to work out acceptable solutions and or resolutions and monitor action steps to ensure they are on track and getting completed.

If the family has been unsuccessful in achieving a mutually satisfactory outcome through communication with the teachers and or the Director and believes the matter should be pursued further, the family can use the "reporting a concern" link found on the CDL website.

If you have tried these methods and feel they have not worked or if you feel your concern or complaint may be better addressed and or reviewed with someone outside of the immediate CDL community, you can use the ["Reporting a Concern" form](#) found on our CDL website in the parent section for current families under forms titled "How To Report A Concern".

The "How To Report A Concern" form will be submitted to a person outside the immediate CDL community who is designated by the Dean of the School of Human Ecology. This is a person within the SoHE operations, but outside of the immediate CDL community. When using the "How To Report A Concern" form you should specify the following:

- Identify yourself
- Provide the facts of the concern and or any allegations relevant to the complaint.
- State the relief/resolution sought

*Please note that we will take reasonable steps to ensure discretion for any concerns reported, however, if your concerns are related to CDL employee(s), we cannot guarantee confidentiality. There is certain information that, if shared within any reported concern, we are required to report and/or investigate. That

information includes, but is not limited to, matters related to sexual harassment/sexual violence, stalking, theft, workplace violence, domestic violence, and threats to safety. If there is a need to report or investigate a matter, we cannot guarantee that your identity or concerns will remain confidential.

Please note that use of this form is not anonymous so that we are able to respond to concerns, determine any needed actions and further ask any clarifying questions to help aid in making necessary improvements and communicating any resulting resolutions by providing follow up communication.

CDL Director will be notified within 1 business day after Dean's designee receives a concern/complaint form.

The complainant can expect a written response from the Dean's designee within 5 business days from receipt of the complaint. A copy of the response will also be sent to the CDL Director.

