

MICHIGAN STATE

U N I V E R S I T Y

Child Development Laboratories

Child Development Laboratories Family Handbook



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College of Social Science

Michigan State University

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Welcome to the Michigan State University CHILD DEVELOPMENT LABORATORIES

The MSU Child Development Laboratories (CDL) are operated in East Lansing's Central School and in Haslett at the Wilkshire Early Childhood Center by the Department of Human Development and Family Studies, College of Social Science, at Michigan State University. The CDL offers programming to children birth to five years of age using the MSU Children's Curriculum. Each child has a developmental screening, Ages and Stages Questionnaire 3 (ASQ3) completed by their family upon entering the program. Ongoing assessment is done using the Child Observation Record (COR).

The CDL works as a partner with the family in the education and socialization of children during their early years. It offers many opportunities for family involvement in a child's educational experience. Head Teachers at the CDL are faculty members in the Department of Human Development and Family studies. University students, Head Teachers and families all benefit from these shared activities, learning from one another and working together for the well-being of the children.

The CDL provides a learning environment for both children and MSU students. University students learn about child development, strategies for supporting children's social interactions, and methods of developing engaging and developmentally appropriate learning activities. These students, under the guidance of Head Teachers become team members in planning and carrying out valuable educational experiences for the children. In providing the highest quality programming for children and families, head teachers also create an exemplary learning experience for university students.

Staff at the CDL are mandated reporters for child abuse. We follow recommendations from the manual *The Role of Professional Childcare Providers in Preventing and Responding to Child Abuse and Neglect*, <https://www.childwelfare.gov/pubPDFs/childcare.pdf>. Note that as program policy requires, if a staff member is accused of abuse, said staff person will be placed on administrative leave or reassigned to tasks that do not involve direct contact with children.

Educational Purpose of the CDL

The overall educational purpose of the Child Development Laboratories is to provide a rich and varied educational experience for young children. Our primary aim is to foster development, helping children feel challenged, successful, creative, confident, and capable. We approach learning as an active, exciting process that is balanced among all areas of development.

Mission Statement

The Child Development Laboratories at Michigan State University have a 3-prong mission to provide the following through outstanding service to children and their families:

- An exemplary setting for training students in child development and teacher training
- An outstanding research setting for faculty and students
- A solid base for outreach to other early childhood professionals

Philosophy

The MSU CDL serves children and families by providing a play-based curriculum influenced by such theorists as Vygotsky, Piaget, and Bronfenbrenner. We are able to provide a developmentally appropriate curriculum designed to promote development of the *whole child*. We do this by addressing development in six domains: aesthetic, affective, cognition, language/communication, physical, and social. Our programs provide a continuity of interaction across classrooms through the use of social guidance techniques. The CDL welcomes children and families representing many languages, countries of origin, income levels, family structures, and ability levels. We value families as experts on their own children and collaborate with families to develop individually appropriate goals for children within the context of the classroom community. Families will find outstanding support from our staff as they learn to be advocates for their children through our programs.

NAEYC Accreditation

The MSU CDL is proud to be a NAEYC (National Association for the Education of Young Children) accredited childcare program. NAEYC Accreditation of programs for young children represents the mark of quality in early childhood education. NAEYC accredited programs invest in early childhood education because they believe in the benefits to children and families. Early childhood experiences—from birth to age 8—have an enormous impact on children’s lifelong learning and positively contribute to their health and development. Early childhood education programs with the mark of quality benefit children with greater readiness for, and success in, school. <http://www.naeyc.org/>

Great Start to Quality Rating

MSU Child Development Laboratories, both our East Lansing and Haslett campus, have participated in the State of Michigan’s Great Start to Quality rating and improvement system for child care providers and preschool programs. We are proud of our rating as research shows that quality early learning prepares children for success in school, work, and life! To learn more, go to <http://www.greatstartconnect.org/>

Who is Eligible?

The centers are open to all families in the greater Lansing area. Children with special needs are included in addition to children of diverse backgrounds, lifestyles, cultures, and home languages. Children must attain the group age as stated in the contract of the year of enrollment. Families are welcome to schedule an observation before enrolling their children. We enjoy giving tours and discussing our program with prospective families. To ensure adequate space and the availability of a staff member, these observations are by appointment. Further information and applications are available at www.hdfs.msu.edu/cdl or by calling 517-355-1900 (East Lansing) or 517-339-6045 (Haslett.) <http://inghamgreatstart.org/ingham-early-childhood-joint-application>

Cultural Competence Plan

Based on NAEYC's Position Statement on Responding to Linguistic and Cultural Diversity

<http://www.naeyc.org/files/naeyc/file/positions/PSDIV98.PDF>

The goal of the Child Development Laboratories is to wholly engage all children and families enrolled in our program. With our diverse population, we strive to form reciprocal relationships with families, embracing the cultural variety within our program. The following are ways in which we do this.

1. Each semester staff and student teachers use the PROMOTING CULTURAL & LINGUISTIC COMPETENCY Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings checklist, <https://nccc.georgetown.edu/documents/ChecklistEIEC.pdf>. Each classroom develops an action plan is developed based upon the results of this assessment. Results are used to enhance environments to reflect children and families enrolled and the local community. Communication style is reviewed along with personal values and biases.
2. Families are informed of activities and festivals in the greater Lansing area to enhance their understanding of the diversity in the area.
3. During intake meetings and home visits, staff support families in using their home language with their children. The benefits of being a dual language learner are shared with families.
4. Families are provided an *Importance of Home* form that collects data related to language, culture, communication style, etc. This information is used by the classroom teacher to create an inclusive environment.
5. Families are invited to share talents, interests, hobbies and traditions in their child's classroom.
6. To connect children with their home culture, books, music, materials, instruments, pretend play materials, etc. are included in each classroom.

7. Staff at the CDL are committed to learning about, and experiencing, the diverse cultures represented in the greater Lansing area. This happens through strategies such as personal communication, attendance of cultural festivals, participation in MSU's Global Festival and access to the International community at Michigan State University.
8. Teachers attend conferences and stay current on research related to supporting dual language learners in their classrooms. Multiple opportunities are developed for children to demonstrate their knowledge of concepts. Activities developed are concrete, hands on, primary experiences, especially for the younger children.
9. University students who participate in the Child Development Laboratories have lectures and assignments related to cultural and linguistic diversity and antibias curriculum with the expectation that they will practice these skills and dispositions during their time at the CDL.
10. The CDL welcomes input from families, through informal communication and through annual NAEYC Family Surveys to enhance our program in the area of cultural and linguistic diversity.

The Educational Programs

Full and Half Day Programming

Each classroom has an HDFS faculty member as Head Teacher who is responsible for implementing the teaching and outreach components of the program. As a program we adhere to NAEYC child: teacher ratios. Family members participate in the classroom and through workshops, special events, work parties, and the Parent Council. Family members are always welcome to observe their children, and to communicate with the Head Teacher and the Administrators about their children or the program.

Half Day

A 4-day-a-week half day program is offered in the morning and afternoon for 3 hours per session for children who are 36 months and older by September 1 of the programming year. Half day programming is available only at our Haslett campus.

Full Day A 5-day-a-week, 7:30 a.m. – 6:00 p.m. program is offered for children, 18 months and older, at our East Lansing campus.

Breakfast Club

A Breakfast Club option is available before morning sessions begin. Children may be dropped off as early as 7:30 a.m. Breakfast and activities will be provided. This program is offered at the Haslett campus.

After School Program

An after school program is available for any family with a child enrolled in the afternoon classes. This program is offered at the Haslett campus.

USDA Food Requirements/CACFP: Both our East Lansing and Haslett sites follow the USDA food guidelines. Haslett participates in the Child and Adult Care Food Program.

MSU CDL Haslett campus: Lunch is not served during programming hours.

A Typical Day: Infants and Toddlers: The infant and toddler classrooms offer individualized programming. The following are included in each day: arrival, free choice, gathering, feeding/snack, sleep/rest, diapering, transitions, outdoor time and dismissal. Please see your child's teacher for the schedule specific to their room.

Preschool: All preschool classrooms have the following components in their daily schedule: arrival, large group, free choice, small group, snack/lunch, outdoor time. Each classroom will provide you with their daily schedule and a description of what happens in each part of the day.

What Families Can Expect from Us

We believe that families play a primary role in a child's socialization and education. The function of our school is to support families in this endeavor. Therefore, families can expect that:

- We do everything in our power to maintain the health, safety and well-being of your child(ren) in our care.
- To protect your children, we release them only to you and other persons you have authorized on your child information card.
- Any information you share with teachers and staff members is kept in strict confidence unless it is something we are required, by law, to report.
- To maintain sensitivity to individual children, we do not discuss children with staff members or parents/guardians in the children's presence.
- All children and families are treated with respect regardless of ethnic background, lifestyle, ability, gender, family structure or religion.
- We strive to enhance the overall development of each child in the program.
- We engage in a variety of activities to gauge children's progress through the program to develop personal goals for each child.
- We communicate with you about your child(ren)'s development and progress in the program.
- We provide opportunities for you to increase your understanding of child development in general and your own child's development in particular.
- We proactively assist you in locating appropriate child and family resources available in the community.
- We consistently implement programs based on sound child development principles and relevant research.
- We strive to provide a positive learning environment for all children enrolled in the program regardless of ability, special needs or learning style.
- We follow the NAEYC Code of Ethics, <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>, maintaining confidentiality related to all children, families and staff.

The Laboratory Component of the CDL

Research

A central mission of the Child Development Laboratories is to generate new knowledge regarding child development and early childhood education. Families and children enrolled at the CDL participate in research projects. Each research project is reviewed by a faculty panel in the Department of Human Development and Family Studies and by a university committee to ensure that the rights of children and families are protected and that the research is practical in this setting. The Director of the CDL and CDL Research Committee at the CDL manage the research program. The CDL Research Committee consists of an early childhood faculty in HDFS, the Director of the CDL, Assistant Directors from both sites, and Head Teachers from both sites.

The following policies govern all CDL research.

- All researchers in the laboratories must have Central Registry Clearance and Internal Criminal History Access Tool (ICHAT).
- Researchers from all departments across campus are welcome to apply to carry out research in the CDL.
- Researchers must obtain approval for their projects from the University Committee on Research Involving Human Subjects.
- Researchers must submit a research plan for approval by the CDL Research Committee.
- Preliminary proposals can be given informally to the Director (Child Development Laboratories). S/he will review the proposal with those staff members that it will affect for major standards and operational feasibility and provide feedback to the investigators.
- Formal proposals are made by completing an application on the CDL website, <http://hdfs.msu.edu/cdl/research-at-the-cdl> and submitting it to the Child Development Laboratories Research Review Board for review.
- The Child Development Laboratories Research Committee will communicate results of the review to the researcher. Possible outcomes of the review:
 - Approved with no revisions.
 - Approved with minimal revisions (described).
 - Revise and resubmit.
 - Not acceptable.

- If problems arise in the course of a project, the Director will attempt to resolve matters informally with the parties involved. If this is not successful, the matter will be referred to the HDFS Department chairperson.
- We expect that a summary of results will be provided to the program at the end of a study.
- Research requests will be evaluated on the basis of how well projects are designed and the extent to which reasonable and prudent practices regarding child, family and staff members' involvement have been applied.
- Families are provided information concerning the purposes of all approved research projects and the names and telephone numbers of the principal investigators responsible for each one.
- Children have the right to refuse to participate in any project. No penalties, coercion or tricks will be used to gain their involvement.
- Only competent, closely supervised adults will be permitted to engage in research activities with the children.
- Researchers will explain procedures and tasks to children clearly and truthfully. They will answer all questions that the children may have.
- Researchers will be required to provide families with general information on the results of each study.

Student Observation and Participation

All student observers and participants must be sponsored by faculty members in their department. Students or their instructor must submit a written application and receive approval from the Director before making any observations or beginning their participation in the CDL. The course observation and participation forms can be found at <https://hdfs.msu.edu/cdl/for-university-instructors>.

We expect students at all times to:

- Maintain the confidentiality of children and families.
- Follow Head Teacher directions.
- Treat children and families with sensitivity and respect.
- Observe quietly and unobtrusively.

Adult Volunteers in our Programs

From time to time, interested adults wish to volunteer in our programs. While we welcome volunteers, to protect our children and their privacy, we require volunteers to follow the same guidelines as our students, and obtain the appropriate paperwork, <https://hdfs.msu.edu/sites/default/files/u13/Required%20Paperwork%20List.pdf>. All volunteers will

be supervised by staff members and students at all times. They are never left alone with children nor are they permitted to take children to the bathroom.

Family Enrichment Programs

Workshops and Classes

We offer educational and informational workshops throughout the year. Topics have included child development, toilet teaching, benefits of a play based program, kindergarten transitions and behavioral issues.

Positive Communication and Guidance Skills is a four-week program provided at no cost to families with children currently enrolled at the CDL. A Head Teacher offers a four-week parenting skills class. The skills taught are similar to those used by teachers in the classroom every day. The only requirement is that those who sign up make a commitment to attend all four sessions. This program is offered at least once a year. Enrollment is limited to 20 people. Announcements about the starting date, time and place are sent home in the newsletter.

Special Events

At least twice a year the Child Development Laboratories and the Parent Council co-sponsor social events such as a fall picnic and spring ice cream social. Announcements about these special events will be in the school newsletter.

Families needing special accommodations because of a disabling condition must notify the office at least one week in advance of an event or meeting so arrangements can be made. Every attempt is made to make all services and activities accessible to everyone.

Couple and Family Clinic

Family support is offered to CDL families through the MSU Couple and Family Clinic, <http://hdfs.msu.edu/clinic>. The clinic will charge minimal fees for long-term services. Phone 517-432-2272 for further information.

The Couple and Family Clinic respects the uniqueness of individuals, couples, and families. The Couple and Family Clinic is also relational, as they recognize that most problems of individuals, couples, and families develop within relationships. These relationships may also be affected by various life stressors, for example, challenges presented by work, parenting, communication difficulties, divorce, remarriage, or illness.

Student Employment Opportunities

Families may post student employment opportunities in both the CDL East Lansing Campus, and Haslett Campus. Please give these requests to the main office and they will be posted on a bulletin board in the East Lansing and Haslett Campus. The CDL does not accept any responsibility for either employer or employee if a student is hired.

school office. Prior to entering school, families must provide proof of immunizations. (NOTE: measles, mumps and rubella [MMR] immunization must have been given at 15 months of age or older.)

Health records must be on file within the first 30 days of school each year. You must provide up-to-date health records or children will not be able to attend the program until the record is received. Children may not start school until we have a Child Information Form on file in the office.

Several other forms—including the Ages & Stages Questionnaire, Importance of Home and Child Information Form are needed on or before the child’s first day of school. The information requested is essential for the children’s safe and effective participation in the program. We send these forms to families during the summer. They must be submitted before or no later than the first day of the school year or upon your child’s start date.

Optional participation in a school wide directory of CDL families’ names, addresses, phone numbers and email is provided to each family. To protect the privacy of all families we do not give or sell the Directories to any outside person or group, **or provide this information over the phone to anyone.** Information collected from you is available only to the staff members. Information is made available to researchers or students only after parent’s consent.

All questions about enrollment or these policies should be directed to the office at either the East Lansing site (517-355-1900) or the Haslett site (517-339-6045).

Enrollment Protocol for the Great Start Readiness Program (Haslett Campus):

The MSU Child Development Laboratories begin accepting applications from all families in February, for the following school year. Our GSRP program primarily serves children who reside in the Haslett Public School District. On June 1st we begin the official enrollment process for children who turn four on or before September 1st. If spaces are still available after September 1st any child who turns four after that date can be considered for enrollment. Families will be prioritized from lowest to highest qualifying income, based on the financial guidelines provided to us from the Ingham Intermediate School District. Transportation will be provided for those families on established Haslett Public School bus routes.

Tuition and Fees

Tuition fees are used solely to support programs conducted at the Child Development Laboratories. Individual program fees are on child contracts and payment schedules.

- An initial application with a non-refundable application fee is required.
- A non-refundable down payment and a signed tuition contract are required at the time a child is accepted for enrollment to reserve the child’s place in the program.

- The tuition contract indicates the type of payment plan families intend to use and the agreement to fulfill your financial obligations to the program. No child may attend without a completed contract. Any changes in the contract (program(s) or payment schedule) must be formally made with an addendum to the contract.
- To withdraw, families must provide a written statement giving the reason for withdrawing and the last date the child will be attending.
 - For children enrolled in the full day program, families are required to give 2 weeks' notice.
 - When a child enrolled in half day preschool is withdrawn before the end of the academic year, his/her family is responsible for the tuition fees up to 1 additional tuition payment.
- A late fee of \$20 is added to accounts for balances unpaid on the 10th of the month.
- Families who are unable to pay the fee for a particular period of time should contact the Director immediately so that special arrangements may be considered.
- MSU policy requires that any account going 90 days without payment must be sent to the University's delinquent account office. Children attending at this time will be dismissed from the program.
- Dismissal policy: the only reason a family will be dismissed from the program is for lack of payment.
- Families enrolled in our full day program begin with a bank of 6 days, each contract year, for use as vacation or sick days. These expire at the end of each contract period (every August). ***AFTER THE 6 DAYS ARE USED, FAMILIES MUST PAY FULL TUITION. TO HOLD YOUR CHILD'S SPACE, FULL TUITION IS DUE FOR FAMILIES TAKING EXTENDED VACATIONS.***
- Some scholarship opportunities are available. Contact the enrollment and billing officer for more information.
- Charges for additional services (e.g., parenting class, child care, etc.) may be paid for at the time services are rendered or charged to parents' accounts.
- All children must be picked up 5 minutes after the end of the children's session. Fines for being late are \$5 for the first 5 to 15 minutes and \$20 for each hour or part after the first ¼ hour for each child. This policy is in effect even if you notify the CDL office that you expect to be late picking up your children. This fee is to be paid when the child is picked up or charged to your account.
- Full Day Preschool: If there is an unexpected closure due to weather or building issues, program fees will still be charged.

- Half Day Preschool: If there is an unexpected closure due to weather or building issues, program fees will still be charged.

Grievance Policy: For any concerns the following steps should be taken:

1. Schedule a time to meet with the staff person to express your concerns and work towards an agreeable solution. Do note that staff will not discuss other children or their families are related to a grievance. Confidentiality of program participants and staff will be respected.
2. If a solution cannot be reached, submit, in writing, an explanation of your concerns. This should be sent, via email, to the Assistant Director at your site and the Director. They will respond by scheduling a time to meet within 5 business days of receipt of your concern.

What You Can Do to Enhance Your Child's Educational Experience

We ask that you:

- Send your child to school healthy, fed, rested and dressed appropriately so he/she can be involved in, and benefit from, the program activities.
- Bring children to each session on time and pick them up as soon as the session is over for half day preschool session. Children enrolled in full day programming can arrive any time after 7:30 and must be picked up by 6:00.
- Deliver children directly to the classroom or a staff member. Children are not to enter the building alone or remain on the playground unattended.
- Notify the program by phone or in writing of any changes in the person who will pick up your child at the end of the day.
- Communicate with teachers about events at home that may influence your child's behavior at school, such as any substantial changes in the child's routine or an impending move, separation, divorce, hospitalization or visitor.
- Share your concerns about your child or any aspect of the program with the Head Teacher, Assistant Directors or Director.
- Make tuition payments directly to the office or by mail.
- Treat all personnel (Director, Head Teachers, office and building staff members and students) with consideration and understanding.

- Offer suggestions and ideas for program improvement either informally or through the various evaluation procedures provided

Guidelines for Children Arriving and Departing

For both campuses, children are only released to people listed on the information card. We will not release children to adults whom we deem to be under the influence of alcohol or other substances.

Haslett Campus

Drop Off and Pick Up Your Child Using the Curbside Loading Zone

To use the loading zone at the Haslett Campus, approach it via the following route: Enter bus loop from Academic Way if buses are not present. **Anyone desiring to use the loading zone must follow this route.** We have staff members on the curb during the times designated for each classroom. If you arrive after they have gone inside, please park in a parking space and either escort your child to or retrieve your child from his or her classroom. Teachers unload from arrival up to ten minutes after program starts and ten minutes prior to the program end time.

Option Two: Parking and Walking your Child into or out of the Building

At arrival time, take children directly to their class, either in the building or on the playground as indicated by the classroom schedule. Make sure the person taking attendance knows the children are present. Please do not simply drop children at the gate or in the lobby expecting them to find their own way.

At the end of the session, take children from the building **only after notifying the adult in charge.** Note that parents are welcome to look around classrooms with their children at this time. If you have several children with you, please remember that once the children have been dismissed, you are responsible for supervising them.

Once children are safely out of the car or safely buckled into their seats, please leave the zone. An appropriate seat belt or safety seat must be available to every child in a vehicle. For more information on the laws in Michigan, go to http://www.michigan.gov/msp/0,4643,7-123-64773_22774-113709--,00.html. **Children without an appropriate safety seat will not be loaded. The adult will be expected to acquire an appropriate safety seat.**

East Lansing campus

Arrival and Departure Procedures for Full Day Programming

Parking and Walking your Child into or out of the Building

When you arrive, take children directly to their class, either in the building or on the playground as indicated by the classroom schedule. **Make sure the person taking attendance knows the children are present.** Please do not simply drop children at the gate or in the lobby expecting them to find their own way.

**Please Do Not Leave Your Vehicle Unattended
In the Loading Zone at Any Time!
Limit the time your vehicle is idling in the loading zone.**

Parking

Each family of the East Lansing Campus will be supplied with an MSU numbered parking permit. This permit is good for free parking in both the loop lot and the lower lot. We can issue a second permit if you request it. One hour parking is also available on Hillcrest (permit is not good here.) Haslett Campus families do not need permits and may park in a parking space in the Haslett lot.

We expect children to arrive on time for each session. The staff cannot appropriately supervise children who arrive too early. Children who arrive late often find it difficult to become involved in the ongoing activities. Each child must be escorted to his/her classroom by a parent, legal guardian or a CDL staff member. Each child is released only to his/her parent/legal guardian or a person identified on the child's information card. Only adults over 18 can be listed. To make a change, the legal guardian must provide written notice, dated, to the Head Teacher or CDL office. This may be done via email.

Health and Safety

Our goal at the CDL is to ensure the health and safety of your child. Ways that we do this include informing you of due dates for annual physicals, supporting the Ingham County Health Department with vision and hearing screening for children ages 3 and 4. We request updated health physicals and immunization records annually or when they occur. Note: the CDL reserves the right to exclude an under-immunized child if s/he exhibits symptoms of a disease that is vaccine-preventable.

General Health: When you bring your child to school, please share any pertinent information about your child's health. Examples include restless night's sleep, low appetite, change in mood or behavior. For children transported to school by bus, this information can be shared with a call to the office. Teaching staff will monitor all children's health and notify families of any change.

Dental

The American Academy of Pediatric Dentistry (AAPD) recommends that a child go to the dentist by **age 1** or within **six months** after the first tooth erupts. Primary teeth typically begin growing in around **6 months** of age. Children who eat two or more meals at the CDL will be provided the opportunity to brush their teeth or clean their gums at least once daily.

Illness

To safeguard the health of all our children, we request you follow these guidelines when deciding if your child is well enough to attend school.

SYMPTOM

Fever

Diarrhea

Vomiting

KEEP CHILD HOME UNTIL

Fever registers below 101 degrees for at least 24 hours **without** the use of fever reducing medications.

Stool returns to normal and child can toilet independently (per developmental level).

No further problems exist, and vomiting has stopped.

If your child is not acting like her/himself, the office will call to alert you to the symptoms your child is exhibiting. This may include complaints about an earache, sore throat, rash or lethargy.

Per the Michigan Health Department requirements, the CDL is required to report weekly, infectious diseases identified at the school. In order to do that, call the school office and leave a message telling the office that your child will be absent and explaining the reason for the absence.

Medication: We can administer medication to any child who has been or is ill. Contact the CDL office to arrange to administer medication. We do administer medications for children with severe allergies when the family has provided the prescription, medication directions and parent permission. If your child needs medication while at school, please stop by the office to fill out a "Consent to Administer Medication" form. Note, this also applies to the application of sunscreen. Medications, except for Epi-pens, are kept in the program office.

Illness in School: If the Head Teacher or the Director believes your child is ill, we will contact you and request that you come for your child. S/he will be separated from other children until you or another authorized person arrives. An adult will supervise your child during this time. **Children too sick to go outside for the scheduled time should be kept home.**

Contagious Conditions: If your child comes down with a contagious condition of any kind, you must notify the program office or the Head Teacher, even if this occurs during semester breaks or on the weekend. This enables us to notify all families in the class that they may have been exposed to a serious contagious disease.

Accidents: If a child is injured at school, an accident report is completed by a staff member. One copy of the report is sent home and the other is kept on file at the school. Most injuries can be treated at the school. Typically this involves washing the wound with soap and water, applying a band aid or ice. If a child suffers a head bump, families are called immediately. If a child suffers a serious injury, 911 will be called first with families called next.

Food Allergies: Several children who attend the CDL have severe allergies to nuts and nut products (oils.) **We ask that you do not bring any nuts or foods containing peanut products (peanut oil) into the building.** Please read the ingredients carefully before purchasing snack items to bring to class. There may be other allergies indicated on the door upon arrival including shellfish and tree nuts, etc. Please meet with your child's teacher to develop a snack plan.

East Lansing: Parents are responsible for providing nutritional lunches for children enrolled in full day programming on a daily basis at the Child Development Laboratories. Nutritious snack items are served that meet the Child Adult Care Food Program meal pattern. Nutritious foods help children to develop, grow, and stay healthy. We ensure that food is available in the event that a parent has forgotten to provide a lunch for their child. Generally lunch is served at 11:30. Menus are posted and substitutions are noted. Children with special dietary needs will be provided with meals or snacks in accordance with the child's needs. For information from the USDA on healthy eating for young children, visit My Plate Kids Place, <http://www.choosemyplate.gov/kids/index.html>

Weather

Rainy Days

Teachers will plan indoor activities on rainy days. When weather is only damp or misty, children usually go outside at least for a short time.

Wind-Chill Days

If the wind-chill factor is below 0 children will remain indoors. On most snowy days however, children go outside. Children should come to school appropriately dressed so they can enjoy play-yard activities.

Heat Index

During warm weather, staff will check the heat index to determine safe conditions to play outside.

School Closing

The Child Development Laboratories will remain open unless Michigan State University closes. This includes both East Lansing and Haslett sites. If school is closed, it will be announced on local newscasts. Families will not be called.

Tornado Conditions

When a **TORNADO WATCH** is in effect during preschool hours children will remain indoors. Office staff will listen carefully to the weather radio kept in each office and we will take shelter if a warning is issued.

If a **TORNADO WARNING** is issued, please keep your child at home until the warning has been lifted. If a warning is issued while your child is at school, **DO NOT COME** to pick her/him up until the warning is over.

Emergency Policies, East Lansing CDL

Building Evacuation- If the CDL has to be evacuated (example gas leak or fire) families will be alerted to pick up their children. In inclement weather a CATA bus will come to the CDL parking lot so children can sit inside.

Lockdown- Building doors will not be open for any reason during a school lockdown. Families will be updated periodically through the REMIND app.

The Child Development Laboratories uses REMIND, a communication application that helps teachers and administrators connect instantly with families, via text message or email, to inform them of school wide emergency situations. To participate in this program, follow the steps on REMIND form included in your annual enrollment packet or call the office.

Emergency Policies, Haslett CDL

Building Evacuation- If the CDL has to be evacuated (example gas leak or fire) families will be alerted to pick up their children. In inclement weather a Haslett Public School bus will come to the CDL parking lot so children can sit inside.

Lockdown-The building and classroom doors will be locked. Children will go into classroom bathrooms with their teachers. Families will be updated periodically through the REMIIND app.

Bathrooms

Bathrooms and toilets are available in each classroom. Diapering tables are in the classrooms where the younger children are placed. The doors are kept open in these spaces for the protection of children and the protection of adults' reputations. Occasionally when children express the desire for privacy, they are taken to one of the facilities off the hallways where they enter alone. An adult is nearby with the door propped slightly in order to assist and supervise as needed. Parents who assist in the classroom may only supervise their own child with toileting.

Hand Washing

All adults are asked to wash their hands before entering children's play spaces. You are also advised to wash your hands when you leave. Thorough hand washing with liquid soap can reduce the spread of colds and flu by 80% when done systematically by everyone. In addition, children and adults are to wash hands with liquid soap and running water before and after eating or serving food, and after handling body fluids, such as saliva, nasal discharge, eye discharge, human and animal waste (urine and feces), open sores and blood. Guidelines for cleaning and sanitizing surfaces and toys are posted in every classroom.

Car Seat Notice

The State of Michigan requires all children, ages 4 and younger, to sit in an age appropriate car seat. Booster seats are required for children 4-8 years. The back seat is the safest place for children. Seat belts are no longer adequate protection for preschoolers. Please follow the State's requirements to ensure your child's safety. Our goal is to provide a safe and efficient arrival and departure for your children. Your help and patience is appreciated.

Custody Disputes

The following guidelines will be used when child custody conflicts occur in CDL families.

- We **always** maintain our role as the child's advocate.
- **Until limited access by the non-custodial parent has been established by a court action**, one parent may not limit the other from picking the child up from our care. It is not within our legal right to withhold a child from a parent unless there has been court action that limits one parent's right to the child.
- A copy of the judge's order that limits parental access of the non-custodial parent must be on file.
- We will not answer any questions about a custody situation on the phone. No matter how the caller identifies him/herself, we ask him/her either to make an appointment with us, or come with sufficient identification, or send his/her written questions, on official stationery.
- If we are approached by the Friend of the Court to fill out a form to be used in the investigation, the teacher will fill out only those lines with which he/she is knowledgeable and comfortable.
- We will discuss a family issue only when children are not present. We provide a safe and nurturing experience for all children.

Classroom Policies

- The family is responsible for labeling all of their child's clothing e.g., sweaters, coats, each mitten, each boot, etc., with the child's first and last name.
- Each child should have a complete change of clothing stored at the school (including underwear and socks.)
- Children should not bring toy guns, knives or swords to school. We advocate teaching children nonaggression in school, so we do not permit such play. Children who bring such items will leave them in their lockers during the daily session. Children who play killing and those who create a weapon as part of their play will be supported to find other engaging activities.
- If your child is having a party and is inviting all of the children in his or her class, party invitations can be distributed at school. If only a few classmates are invited, please mail the invitations directly to those guests.
- Teachers establish classroom policies. They will provide these to you at the beginning of each school year.
- All children wear nametags inside and outside to aid staff members and volunteering family members in supervising of children.
- Still photography and video will be used by the MSU Child Development Laboratories for educational and promotional purposes such as: classes, conferences, training purposes, approved research projects, publications, presentations, portfolios, and newsletters (hard copies and electronic copies), and the Child Development Laboratories website. Parents initial and sign the enrollment contract or acknowledgement form indicating they understand this.

Suggestions for Snacks

Families provide snack once a month for their child's classroom

Good snack foods for school:

- Are low in sugar and salt
- Can be eaten with hands or fingers
- Need minimal preparation at school
- Can be served in small pieces

Included are some examples of possible snack items. Select two food groups your family enjoys to bring to share with the classroom. Families are encouraged to contribute snacks from their culture as well.

WHOLE GRAINS:

- Graham crackers
- Whole grain dry cereal (with milk)
- Whole wheat bread with butter or other spreads
- Whole grain muffins (bran or whole wheat)
- Muffin with fruit (soft apples, bananas, blueberries)
- Rice cakes with spread (cream cheese & jam)

FRUITS

- Bananas
- Melons- cantaloupe, watermelon, honey dew
- Strawberries
- Blueberries
- Pre-packed applesauce
- Canned fruit (packed in juice or water)
- Oranges
- Apples with different colors (teachers will slice)
- Avocados (teachers will slice)
- Cherry tomatoes (teachers will quarter)

VEGETABLES

- Various vegetables and dip
- Frozen corn
- Broccoli florets
- Carrot sticks-(teachers will thinly slice)
- Cauliflower
- Cucumbers

PROTEIN (meat, beans, and eggs)

- Black beans or any other bean (garbanzo, pinto)
- Hummus and crackers (whole grain or rice)
- String cheese
- Yogurt sticks (check for sugar content)
- Deli meats such as turkey (teachers will thinly slice)
- Store bought hard boiled eggs (teacher will slice)

****All snacks must be store bought, unopened, and in original packaging.***

All fruits and vegetables are washed before being served to children.

PLEASE DO NOT BRING IN ANY FOODS WITH NUTS, PEANUTS OR PEANUT PRODUCTS (oil, etc.)

Note: do read labeling as some products are produced in factories that process products containing nuts. We have students who are severely allergic to them. Please read labels VERY carefully. A list of class allergens, along with snack suggestions for the class, will be provided by your Head Teacher.

CHOKING HAZARDS

The following are choking hazards for children under the age of 4 and will not be served: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of sunflower butter; or chunks of raw carrots or meat larger than can be swallowed whole (from NAEYC).

For families attending the East Lansing site, the standard for food piece size is no larger than ¼-inch square for infants and ½-inch square for toddler/ twos. This means all solid food served to infants is cut into ¼-inch pieces and all solid food for children 18 months up to three years is cut into ½-inch pieces (NAEYC 2014, standard 5.B.14).

Supporting Self-Regulation: Discipline at School

Young children are just learning how to get along in a group. They are learning about desirable social behaviors, social rules, and how to balance a gradually growing awareness of rules with their own needs and wishes. In our program we help children learn acceptable ways to achieve the goals they seek. Adults give children cues about which behaviors to maintain or avoid and which alternative behaviors may be more successful. The overall discipline policy in the Child Development Laboratories is aimed at helping children learn to develop internal behavior controls. Use of a predictable daily schedule and routines are known to decrease challenging behaviors. Below is a brief overview of the techniques adults are expected to use.

Infants and toddlers are learning about the world around them and cause and effect. They are developing the language or communication system to make their needs and wants known to others. As adults in their world, we pay attention to their motivations for their behavior and construct an environment to meet the needs of infants and toddlers to reduce conflict, model desirable behaviors, and engage in emotionally rich interactions.

Adults will help children become more aware of their own behavior by:

- Acknowledging children’s positive behaviors—e.g., “Wow, you cleaned this up all by yourself. Now the toys are ready for other children to use.” “You’ve all waited your turn. Now everyone can have a chance to play.”
- Telling children what TO do, as well, “Walk,” instead of “Don’t run.”
- Redirecting children’s behavior and suggesting alternatives to unacceptable behavior—e.g., a teacher redirects a child throwing stones to throwing beanbags through a target.
- Giving suggestions or directions in a positive manner—e.g. “Ride on the sidewalk” rather than “Don’t ride on the grass.”
- Focusing on children’s behavior rather than attitudes or personality characteristics and labeling by name the behavior of the child that is either unacceptable or inappropriate—e.g. “It upsets me when children hit each other” rather than “It upsets me when children are so mean to each other,” Or “It makes me feel good to see you sharing the game” rather than “It makes me feel good when you act so nice.”

Adults will develop rules to protect the safety of children, property, and the rights and feelings of others.

Adults will create rules that are reasonable, definable and enforceable.

- Reasonable: The rule is something that the child can do—e.g., “Don’t cry” would not be reasonable for an infant or young child (or even a preschool age child).

- **Definable:** The child knows exactly what the teacher expects—e.g., “Wash your hands after you go to the bathroom.” rather than “Be good in the bathroom.”
- **Enforceable:** The adult is able to know when the rule is broken. An enforceable rule would be to walk in the classroom; a non-enforceable rule would be to think good thoughts.

Teachers will formulate consequences that are immediate, consistent and logical.

- **Immediate:** Can be enforced as soon as the rule is broken.
- **Consistent:** Can be enforced each time the rule is broken.
- **Logical:** Helps the child learn how to follow the rule the next time and to recognize how his/her actions affect others.

Teachers will remind children of consequences that will result if they break the rule—e.g., “You can either stop pushing or we’ll wait inside until you do.”

“You can either walk in the classroom or I will walk with you.”

Teachers will follow through on stated consequences if children continue to break the rules—e.g., “Remember, I said you could either stop pushing or we’d stay inside until you did. Now we’re going to wait in here until everyone is standing quietly.”

Teachers will model a rational, calm approach to problem situations, interacting quickly in a crisis and using their voices as a teaching tool, sounding firm not harsh or shrill.

Teachers will purposely ignore some problem situations. For example, John is using silly names as he plays in the block area by himself. He is directing these names toward the wooden figures in the area. The teacher decides to ignore this behavior as a way to eliminate it rather than telling him to stop.

Teachers will use proximity control to redirect potential problem behaviors. This means that teachers will move near children to survey the situation and give children cues to change behavior. The teacher may not have to do anything else or even say anything.

Teachers will use painless removal from the situation as a last resort. For example, the teacher removes from the classroom a child who is crying uncontrollably until the child has an opportunity to calm down or bodily removes a child from the scene of a fight until the child is calm enough to discuss the situation. A teacher will remain with a removed child. This is called time-away.

Time-Away: Children can experience very intense feelings such as anger, sorrow or excitement. Sometimes these feelings are so strong that children can no longer control their behavior. They may kick, scream, hit or sob uncontrollably in an effort to express their emotions.

When this happens teachers will be patient, supportive and firm in their efforts to help children regain control. In these situations teachers usually implement a time-away procedure. Time-away means just what its name implies: children take time away from the busy classroom to regain their composure

privately with the support of a caring adult. Children are never left unaccompanied. For example, if a child has a tantrum:

- The teacher will take him/her to a quiet place in the room or immediately outside of the room. This will be an open safe space where the child has few distractions, where the child will be less disturbing to other children, and where classmates have little opportunity to stare at or tease the child. When children are upset, privacy helps them to calm down; an audience prolongs the difficulty.
- Once the child is in the time-away area, the teacher will say something like this: “You’re still very upset. When you are quiet for one minute, we can talk about what’s bothering you.”
- The teacher will remain with the child and, if necessary, carefully restrain the child from hurting him/herself or the adult.
- Once the child has satisfied the conditions of the time-away (e.g., one minute of calm), the teacher will accompany the child back into a quiet part of the classroom to discuss the original concern.
- Later in the day the teacher will make sure to have some positive contact with the child to show that the teacher does not dislike the child because he/she lost control. Thus the purpose of time-away is to help children regain control, not to punish, shame or blame children in any way.
- Time-away is the ultimate discipline strategy used at the CDL. Teachers do not threaten, slap, spank or ridicule children in an effort to maintain order in the classroom.

In accordance with State of Michigan Licensing Rules for Child Care Centers and NAEYC (National Association for the Education of Young Children) accreditation criteria it is the policy of the MSU Child Development Laboratories that teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion.

It is the policy of the MSU Child Development Laboratories that teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.

Pesticide Advisory

State of Michigan law requires that schools and day care centers that may apply pesticides on school or day care property must provide an annual advisory to parents or guardians of students attending the facility. Please be advised that the Michigan State University Child Development Laboratory utilizes an Integrated Pest Management (IPM) approach to control pests. IPM is a pest management system that utilizes all suitable techniques in a total pest management system with the intent of preventing pests from reaching unacceptable levels or to reduce an existing population to an acceptable level. Pest management techniques emphasize sanitation, pest exclusion, and biological controls. One of the

objectives of using an IPM approach is to reduce or eliminate the need for chemical applications of pesticides. However, certain situations may require the need for pesticides to be utilized.

As required by State of Michigan Law, you will receive advance notice regarding the non-emergency application of a pesticide such as an insecticide, fungicide or herbicide, other than a bait or gel formulation, that is made to the school or day care grounds or buildings during this school year. Please note that notification is not given for the use of sanitizers, germicides, disinfectants or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be notified following any such application. Advance notification of pesticides applications, other than a bait or gel formulation, will be given by at least 2 methods. The first method will be by posting at the main entrance to the CDL. The second method will be by a written notice to be delivered to their parents or guardians.

Please be advised that parents or guardians of children attending the Child Development Laboratories are entitled to receive the advance notice of pesticide application, other than a bait or gel formation, by first class United States mail postmarked at least 3 days before the pesticide application, if they so request. **If you prefer to receive the notification by first class mail, please complete the attached form and return it to our office.** Please be advised that parents or guardians of children attending the school may review the school's Integrated Pest management program and records of any pesticide application upon request.

Parents and Families at School: Guidelines for Family Participation

The CDL is a family-cooperative school, so you and your family are vital to both the daily operation of classes and the overall program. We expect and encourage families to participate actively in many aspects of the Child Development Laboratories, including classrooms, special events, work parties, workshops and Parent Council.

Classroom Participation

- One adult member of the family is encouraged to participate in the child's classroom several times throughout the year. Families in each classroom group share this responsibility.
- Family members are expected to take an active part in the pre- and post-sessions on their classroom days (see pre- and post-session sections below.)
- Participating in the classroom means becoming actively involved in all daily classroom activities – interacting with numerous children in the group, as well as your own and participating in all parts of the day (e.g., pre-session, arrival, indoors, outdoors, departure, post-session). To enhance you and your child's enjoyment of the day, siblings not enrolled in the session should not accompany you to the classroom.

Pre-Session participation:

Participation begins at approximately 8:15 for morning participation and 12:45 for afternoon participation. The pre-session is the foundation for the entire day's activities. During pre-session the teacher will discuss concepts for the week and goals for individual children, and tell you about your responsibilities for the day.

Your participation makes a big difference in how well the day progresses, so it is critical that you arrive on time, ready to begin discussing how to create a good day for children.

Post-Session participation:

After the majority of children are at lunch or have left, the teaching adults sit down to review and discuss the day. This is the post-session, a time for comments, questions, concerns and suggestions.

The post-session usually lasts about 15 minutes. Teachers depend on participating family members to give them feedback about the success of various activities, strategies for the children and suggestions for future activities. The adult participants' observations on children's reactions to activities and the success or failure of particular strategies provide information that the Head Teacher could not collect entirely on his/her own. This information contributes to the continual evaluation and improvement of the programs at the Child Development Laboratories.

What Parents and Families Do in the Classroom

- Come to the pre-session on time.
- Ask questions if you are unfamiliar with the materials used in any activity.
- Always be alert to children's safety – take action in unsafe situations. (Later you can discuss alternate approaches with the teacher.)
- If you are involved in a messy activity such as finger painting, provide children with smocks and roll up their sleeves.
- Avoid drawing models for children to imitate. Children benefit from constructing their own ideas. In addition, they don't have the motor skills to duplicate adult models.
- When a child makes a picture, say, "Tell me something about your painting."
- Allow children to do as much for themselves as possible – for example, pour their own water, choose the color of paper they prefer, wash their own hands, help with cleaning up, etc.
- If you make a promise to a child, such as saying you'll read a story later, make sure you keep your promise.

- Participate with children indoors and outdoors, rather than standing by the side or talking with other adults.
- Position yourself in an activity area where you will have the greatest amount of vision and can see all that is going on, e.g., when in the block area, sit with your back to the wall so you can look up and view most of the room.
- Respond the best you can in limit-setting situations. Discuss the situation later with the Head Teacher.
- Don't hesitate to ask for help from other adults in the room, if necessary.

What Parents and Families Say in the Classroom

- Discuss the children after the session or before, NOT while children are present.
- When talking to a child, place yourself on his/her eye level – i.e., kneel down and look at him/her when talking or listening.
- Use a natural but enthusiastic voice; avoid singsong speech or baby talk.
- Speak slowly and distinctly.
- Avoid long sentences especially with the younger children – use a few well-chosen words or directions.
 - Short example: “You are squeezing the rabbit. That hurts. Hold it gently.” (Demonstrate)
 - Long example: “It looks to me that you are holding the rabbit really tight. I think the rabbit won't like that because it hurts him. I'll show you how to hold it right by loosening hands around its belly.” (Demonstrate)
- Instead of loudly expressing a command, go over to the child or children and use a whisper or a low voice to give a direction.
- Avoid saying “don't do that” – instead, direct children in what they can do. “Walk” rather than “Don't run.”
- Address children by name. Avoid using “you guys.”
- Acknowledge what children do but avoid labels such as “good girl.” Never tell a child he/she is bad or that something he/she did was not nice. “Bad” and “not nice” are not acceptable adult vocabulary.

Additional Parent and Family Participation Activities

We believe every family has a rich fund of knowledge that they can share with us. We invite parents and adult family members to assist with class projects or special events. We encourage all parents to become as active in the program as they would like and are able to do.

Past parent activities have included:

Bringing a baby to class, washing, and feeding it in front of the children.

Telling African folk tales

Playing a guitar

Teaching children to knit

Reading to children

Showing children how to do origami

Teaching children the dreidel game

Showing children how to make egg rolls

Showing children how to use hammers, wrenches, and pliers

Your child's teacher is eager to know if you have any special interests you would like to share.

Family Observation

- You are welcome to observe your child's or any other CDL classroom at any time.
- We ask you to observe quietly so children in the classroom are not distracted or disturbed.
- We request that you respect the confidentiality of what you see in the classroom and avoid carrying tales about children or their parents to others inside or outside the classroom. You are welcome to discuss any concerns you might have with the Head Teacher or the Director.
- To protect the privacy of all participants, you may NOT record your child's classroom, using either your own or school equipment.
- Please respect the privacy rights of all families by not discussing any child behaviors or other family matters that come to your attention at school.

School to Home Communications

The CDL staff members are very interested in providing you with information about your child's development and progress during the program year. The limitations of the drop off and pick up times, along with Head Teacher schedules, make it difficult for teachers to talk with parents daily. Therefore, teachers make a special effort to have contact with parents in other ways.

Home Visits

Our goal is that before children attend school, teachers visit children in their homes. Children enjoy getting to know teachers. Home visits provide early opportunities for teachers and families to discuss goals for children and specific details about the program. It is the beginning of a collaboration in support of your child.

Classroom Newsletter

Group information is provided via weekly newsletters and overviews. Classroom newsletters describe the past week as well as upcoming events. The classroom overview is a day by day listing of activities offered to children each week. These written materials indicate the Michigan Early Childhood Standards of Quality that are met with each classroom activity.

School Newsletter

Every month or two a newsletter sponsored by the Parent Council or Director is distributed to every enrolled family. The school newsletter includes articles, upcoming events and other information useful to CDL families.

Home/School Consultations

At various times during the school year, teachers will communicate individually with you. This is generally done once at the beginning of the year (home visits) and conferences in the Fall and Spring. In addition, teachers try to make personal, telephone, and/or email contacts at various times throughout the year. Each teacher is available to talk to you at any point when you feel this would be valuable. We would like to emphasize that all teachers welcome your calls and visits. Because of class times, it is frequently easier for you to reach the teacher after 4 p.m. Monday through Thursday or on Fridays. Your questions, concerns and suggestions are always welcome and encouraged. Conferences may also be scheduled with the Director whenever you wish to discuss the CDL program or your child.

Family/Teacher Conferences

You will be invited to school twice a year to review your child's learning in her/his classroom. Student teachers join the Head Teachers in a presentation of the child's work, anecdotes about the child's activities at school, photographs and other information that will help provide you with an overview of your child's progress throughout the year.

Assessment Policy and Procedures

Staff gathers information about children's individual development through various methods of assessment.

Methods include:

- ✓ Work samples
- ✓ Time samples
- ✓ Checklists
- ✓ Anecdotal records
- ✓ Photographs

- ✓ Running records
- ✓ Observational records

The purpose of assessment is to support teachers in observing, recording, and evaluating children's individual skills and behaviors. The assessments occur on an ongoing basis. Children are familiar with the adults doing the assessments. Teachers are trained, upon hire, in the administration, scoring and use of assessment tools including ASQ-R and COR. University student teachers are trained during the first two weeks of every semester. Information that is recorded and evaluated is used by teachers to design goals and guide curriculum planning.

Teachers have access to children's screening and assessment results. The results of screening are kept confidential and shared with families. Screening instruments are used to determine a baseline in support of children's learning and development and are conducted within 30 days of your child beginning school.

The screenings are conducted by families and the CDL teachers. The following screening tool is used by the Child Development Laboratories: Ages and Stages Questionnaire (ASQ). The information gathered is filed in the child's portfolios which are kept in the teacher's offices or locked files. ASQ-R is done at the home visit, then at 9 months, 18 months, 24 months and then every year in August. Upon scoring by the Head Teacher, information is shared with families.

The results from ongoing, authentic assessment are shared with families during conferences which are held twice a year. The Child Observation Record (COR) is the assessment instrument utilized at the CDL. This is available for you to review.

All assessment information is kept locked in the Head Teacher office or in a locked cabinet in the observation booth. This information is confidential.

For children enrolled through the Great Start Readiness Program, ongoing assessment records are kept at the local and ISD level. The State collects student demographic and placement information in MSDS.

Classroom and program evaluation occurs twice a year using the Program Quality Assessment (PQA). Classroom and program improvement plans are developed and implemented based on the results of the assessment.

CDL Plan for Children with Special Needs

In accordance with the CDL Program Philosophy, the Child Development Laboratories welcomes children and families representing many languages, countries of origin, income levels, family structures, and ability levels. The CDL is open to all families in the greater Lansing area.

Screening: each child is screened using Ages and Stages Questionnaire-Revised within 30 days of their start date. Families complete the ASQ-R with head teachers who then score the screener. The ASQ-R is to be completed within 30 days of a child's start date. After the screening is completed, Head Teachers score the instrument. Families are informed of the results in writing. ASQ-R is done at the home visit, then at 9 months, 18 months, 24 months and then every year in August. Upon scoring by the Head Teacher, information is shared with families.

A letter to families conveys one of three results:

ASQ-3 score is above the cutoff and the child's development appears to be on track at this time.

ASQ-3 score is close to the established cutoffs (within the monitoring zone). We will continue to monitor your child's progress.

ASQ-3 score is below the established cutoffs and further professional assessment may be needed.

If a child enrolls at the CDL with a current IFSP/IEP/therapy goals:

Head Teachers meet with the family to review child's IFSP/IEP/therapy goals

Head Teachers ask families to sign a *Consent to Share Information* form between agencies.

Head Teachers meet with the family and special education staff and therapists to determine strategies to meet goals in the classroom setting.

Head teachers, special education and/or therapy staff meet regularly to discuss the child in regards to their progress and any specific needs the child may have. Plans to support the child are based on those discussions and data.

Ancillary special education staff are welcomed into the classroom to support the child's development and meet with the CDL teaching staff.

Head Teachers attend all IFSP/IEP meetings, bringing assessment documentation and goals.

Administration, as needed, participates in the IFSP/IEP, provides release time for teachers and secures supportive materials.

If a family has a concern about their child, they are provided information and resources such as Project Find, <https://1800earlyon.org/about.php?ID=45>, Build Up, <http://www.buildupmi.org/>, or information to contact the Special Education Director in their school district.

CDL Parent Council

The CDL Parent Council is an organization designed and run by parents/guardians of children enrolled at the CDL. The Parent Council is made up of representatives from both sites ensuring that the interests and concerns of all CDL community members are represented.

The Parent Council, in conjunction with the CDL Administration and teachers, is responsible for the Parent Council budget, fundraising, events, and school newsletter.

Parent Council Positions include: President, Treasurer, Secretary, Fundraising Chair, and Special Events Chair.

Fundraising events have included a Family Fun Night Auction, Pizza kit sales, and CDL Spirit items

Special events typically include: Fall picnic, Ice Cream Social, Impression 5 Family Fun Night and Teacher Appreciation Luncheons

School service projects typically include: Work parties

Funds from events support classroom enrichment opportunities and large material purchases.

Parent Council Chairpersons (fundraising, special events, school services) are responsible for organizing, ensuring completion, and reporting on outcomes for the activities designated to each position. Each chair may recruit additional volunteers to coordinate and implement specific events.

Parent Council meetings are typically held each month August through May each year. All Council members are expected to attend each meeting. All members of the CDL community are encouraged to attend Council meetings.

Program Philosophy and General Objectives in the Domains

Theoretical Foundations

The CDL program makes use of a variety of theoretical perspectives: learning theory as described by Gagne, Piagetian principles, the social learning theory of Bandura and Mischel, Vygotskian and Eriksonian theory. In addition, the program encompasses many of the latest research findings in child development and early childhood education.

Drawing on the theory and research cited above, the following principles are the basis for the design and implementation of the children's program.

How Children Develop

The following principles represent our beliefs about the ways in which children develop:

- 1.1 Children develop emotionally, intellectually, physically and socially.
- 1.2 All areas of development are equally important.
- 1.3 All areas of development are interrelated and affect one another.
- 1.4 Children develop as a result of the interactions among biological and environmental influences.
- 1.5 Development is sequential: children's abilities and understandings emerge in a predictable order.
- 1.6 Rates of emotional, intellectual, physical and social development vary within each child and from child to child.
- 1.7 Each child develops at his or her own pace.
- 1.8 The early childhood years represent a critical period in children's lives for developing either a positive or negative self-concept.

- 1.9 The early childhood years present an optimal period in children’s lives during which they are most receptive to developing certain abilities and understandings.
- 1.10 Children are naturally curious and exploratory, continually striving toward competence.

Beliefs about Learning

Throughout the past two decades a substantial body of research has been generated regarding optimal learning environments for young children. It has been discovered that children learn best when:

- 2.1 They feel comfortable and secure.
- 2.2 They have opportunities to use play to translate experience into understanding.
- 2.3 The curriculum (instructional program) is designed to enhance all aspects of their development.
- 2.4.1 They have opportunities to learn those things that are important to them at the moment.
- 2.5 Activities are designed to teach children information and skills through active manipulation of objects.
- 2.4.2 Activities are designed so that information, concepts and skills are presented repeatedly and in varied ways.
- 2.7 They have opportunities to experience both challenge and success.
- 2.8 Activities are carefully and developmentally sequenced.
- 2.9 They experience individualized instruction, rather than being required to move as a group from one learning objective to the next.
- 2.10 Their progress is systematically assessed and used as a basis for future instruction.

The Tasks of Childhood

Children between the ages of two and seven are working on several complex developmental tasks. Some of these include:

- 3.1 Developing basic attitudes about the self.
- 3.2 Gaining mastery of their bodies.
- 3.3 Developing problem solving strategies.
- 3.4 Developing internal controls.
- 3.5 Learning how to communicate effectively.
- 3.6 Developing basic attitudes about others.
- 3.7 Learning how to influence others.
- 3.8 Learning the rules of society.
- 3.9 Learning about the properties and laws of the physical world.
- 3.10 Mentally organizing their world.
- 3.11 Representing or symbolizing their world.
- 3.12 Learning facts and customs valued by their culture.

We believe children’s future life success is predicated on having a firm foundation of experiences related to the above developmental tasks. Consequently the children’s curriculum is designed to address these areas.

The Children's Curriculum

All teachers in the Child Development Laboratories use the same curriculum, which draws heavily from the Developmentally Appropriate Curriculum of Kostelnik, et al. (2010), as the basis for instruction in their classrooms. This curriculum was developed here at Michigan State University, over a period of years, by teachers and faculty in the Department of Family and Child Ecology (now Human Development and Family Studies). It has achieved national recognition.

The curriculum is divided into six domains, which are:

1. Aesthetic Development
2. Affective Development
3. Cognitive Development
4. Language/Communication Development
5. Physical Development
6. Social Development

Teachers plan in the process areas of Construction and Pretend Play.

Looked at individually, the first six domains represent major facets of child development, the latter two, processes by which these facets are integrated. Taken together, the entire array represents the whole child.

Every week, teachers plan a variety of activities and experiences corresponding to all eight domains. Although we realize that no one facet of development can be isolated from the rest, we believe that purposeful planning for each domain results in a more comprehensive approach to instruction. Moreover, we can achieve a consistency in application from classroom to classroom that contributes to the positive growth of children as they move through the program. Simultaneously, classroom individuality is maintained because each teacher brings his/her own special emphasis and understanding of development to its implementation. Thus while we all share common goals, application of the curriculum is personalized and tailored to meet the needs of individual classes at the Child Development Laboratories.

The curriculum also meets or exceeds the National Association for the Education of Young Children (NAEYC) quality curricular standards and the State of Michigan Preschool and Infant/Toddler Quality Standards (2013).

The curriculum used in the Child Development Laboratories is described in more detail in the following pages. Each domain is presented individually and includes a developmental focus, a purpose, and a list of goals. The purpose defines those facets of development covered within that domain. The purpose is a global statement that refers to the long-range purpose of the domain.

Kostelnik, M., Soderman, A. and Whiren, A., (2010) Upper Saddle River, N.J.: Pearson

Curricular Domain: Aesthetic Development

Planning activities in the arts is easier when teachers consider specific goals. The National Standards for Arts Education, published by CNAEA (1994), along with the Music Education Standards from the Music Educators National Conference (MENC; 1994), provide a set of useful goals for teachers to use.

Purpose

For children to become aware of beauty in nature and art, to appreciate and participate in creative arts to achieve personally meaningful ends.

Goals

As children progress toward the goal, they will:

1. Become aware of beauty in nature.
2. Experience various art forms (music, dance, drama, and visual art.)
3. Become familiar with different types of each art form (e.g., types of dance such as ballet, tap, folk, and square.)
4. Use a variety of materials, tools, techniques, and processes in the arts (visual art, music, dance, and drama.)
5. Recognize and respond to basic elements of art (e.g., line, color, shape, texture, composition, pattern.)
6. Recognize and respond to basic elements of music (e.g., beat, pitch, melody, rhythm, dynamics, tempo, mood.)
7. Talk about aesthetic experiences.
8. Participate with others to create music, dance, and visual art as means of communication.
9. Recognize that music, dance, drama, and visual arts produce means of communication.
10. Recognize themselves as artists.
11. Participate in aesthetic criticism, describe, analyze, interpret, and judge.
12. Contribute to the aesthetic environment.
13. Begin to recognize the arts as a lifelong pursuit.
14. Begin to appreciate the arts in relation to history and culture.
15. Begin to make connections between the arts and other curriculum areas.

Curricular Domain: Affective Development

Developmental Focus

- Trust
- Autonomy
- Initiative
- Industry
- Self-concept
- Self esteem

Goals

For children to see themselves as lovable, valuable, and competent.

The following objectives give children the opportunities to:

1. Learn that school is safe, supportive, predictable, interesting and enjoyable.
2. Demonstrate that they have a feeling of belonging in the school environment.
3. Engage in affectionate relationships beyond the family.
4. Identify the characteristics and qualities that make each of them unique.
5. Identify their own emotions.
6. Explore similarities and differences among people to gain personal insight.
7. Demonstrate growing ability to care for themselves and meet their own needs.
8. Independently begin and pursue a task and control their own behavior without external reminders.
9. Make choices and experience the consequences of personal decisions.
10. Gain experience and demonstrate independence in using age-appropriate materials and tools (writing implements, cutting tools, measuring instruments, the computer, tape recorder, keyboard, etc.).
 - a. Use tools and materials safely and appropriately.
 - b. Complete a task they have begun.
11. Assume responsibility for caring for their personal belongings and classroom materials.
12. Contribute to maintenance of the classroom (e.g. caring for classroom pets, watering plants).
 - a. Demonstrate increasing awareness of and ability to evaluate their accomplishments, as well as to set new standards and goals.
 - b. Voluntarily attempt experiences they are unsure of/or that are new to them with reasonable confidence and enthusiasm.
 - c. Learn satisfying and effective strategies to express and cope with personal emotions and tensions.
 - d. Learn to accept both positive and negative emotions as a natural part of living.
 - e. Become familiar with the situational circumstances that influence personal emotions.
 - f. Learn how to act deliberately to affect their own emotions.
13. Understand the concept of possession and ownership.
14. Value their own gender, family, culture and race.
 - a. Engage in a full range of experiences, not limited to stereotypes related to gender or background.
15. Increase their knowledge, understanding and appreciation of their own cultural heritage.
16. Develop cross-gender competencies of various kinds.
17. Experience the pleasure of work.
18. Recognize factors that contribute to quality work (e.g., time, care, effort, responsibility, etc.).
19. Make reasonable attempts to master situations that are difficult for them.
20. Experience success through evaluation and describing competencies.
21. Give criticism in a constructive manner.
22. Learn how to recover from setbacks.
23. Imagine and speak of future potential for themselves.
24. Give and accept opinions.
25. Adapt to the time and routine events associated with coming to school (arrive, participate in daily schedule, and depart).

Curriculum Domain: Cognitive Development

Purpose

The aim of the cognitive domain is for children to acquire, apply, adapt, integrate, and evaluate knowledge as they construct new or expanded concepts.

Goals for Science and Other Cognitive Functions

As children progress, they will:

1. Examine the observable properties of man-made and natural objects, using their multi-sensory abilities to:
2. Determine the relations among objects
 - a. Discriminate similarities and differences among objects
 - b. Develop and refine their attending skills and their ability to ignore irrelevant information
3. Learn and apply the scientific process:
 - a. Observe attentively
 - b. Predict what they think will happen on the basis of a hypothesis
 - c. Guess why certain things happen
 - d. Carry out experiments
 - e. Formulate conclusions
4. Explore firsthand a variety of cause-and effect relationships.
5. Demonstrate an awareness of the interdependence of all things in the world.
6. Develop and refine their reporting skills:
 - a. Develop strategies for remembering
 - b. Connect and combine information in an integrative manner
 - c. Evaluate predictions
 - d. Draw conclusions
 - e. Review or summarize experiences
 - f. Generate alternative approaches to problems
 - g. Communicate findings
7. Become aware of their thought processes, building more accurate, complete, and complex concepts with time.
8. Recognize that knowledge and data come in many forms and can be organized and displayed in diverse ways.
9. Acquire knowledge related to technology:
 - a. Differentiate between natural and man-made objects
 - b. Become aware of tools and techniques that have been created to solve human problems
 - c. Understand how tools aid observation, measurement, and investigations
 - d. Become more competent in using hardware and software
10. Acquire scientific knowledge related to the life sciences:
 - a. Characteristics of living plants and animals
 - b. Life cycles and processes
 - c. Basic needs, habitats, and relations
11. Acquire scientific knowledge related to the physical sciences:

- a. Changes in matter
 - b. Forces affecting motion, direction, speed, light, heat, and sound
 - c. Physical properties and characteristics of phenomena
12. Acquire scientific knowledge related to the earth sciences:
- a. Weather
 - b. Space
 - c. Ecology
 - d. Major features of the earth
13. Explore a variety of scientific equipment, such as simple machines, magnets.
14. Use scientific equipment appropriately and safely.
15. Develop and use an accurate vocabulary related to scientific events, objects, and processes:
- a. To describe (e.g., soft or hard, high or low, smooth or rough, large and small, fast and slow, sweet or sour, symmetrical, alternating; dissolving, combining, disappearing, changing)
 - b. To name (e.g., solution, liquid or solid, larva, pupa, beetle, petal, stamen, pistil, vein)
 - c. To measure (e.g., weight, length, volume, area, time, standard and nonstandard tools)
- scientific events, objects, and processes
16. Participate in recording scientific data.

Goals for Mathematics and Other Cognitive Functions

As children progress, they will:

1. Understand number, ways of representing number, relations among numbers, and number systems:
 - a. Count with understanding and recognize “how many” in sets of objects
 - b. Use multiple models to develop initial understandings of place value and base-10 number system
 - c. Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections
 - d. Develop a sense of whole numbers and represent and use them in flexible ways
 - e. Connect number words and numerals to the quantities they represent
 - f. Understand and represent commonly used fractions, such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$
2. Understand meanings of operations and how operations relate to one another:
 - a. Understand various meanings of addition and subtraction of whole numbers and the relation between the two operations
 - b. Understand the effects of adding and subtracting whole numbers
 - c. Understand situations that entail multiplication and division, such as equal groups of objects and sharing equally
3. Compute fluently and make reasonable estimates:
 - a. Develop and use strategies for whole-number computations, with a focus on addition and subtraction
 - b. Develop fluency with basic number combinations for addition and subtraction
 - c. Use a variety of methods and tools to compute with, including objects, mental computation, estimation using paper and pencil, and calculators
4. Recognize, describe, and extend patterns:

- a. By a single property or function
 - b. Regrouping by a different criteria, creating subclasses and supraclasses
5. Sort, classify, and order objects by size, number, and other properties.
6. Represent and analyze mathematical structures, using algebraic symbols:
 - a. Illustrate operations such as commutatively, using specific numbers (e.g., $3+4=4+3=4+1+1+1$)
 - b. Use concrete, pictorial, and oral representations to develop an understanding of invented and conventional symbolic notations
7. Add and subtract whole numbers, using objects, pictures, and symbols.
8. Describe change in various contexts (e.g., qualitative change, such as a students' growing taller (or change, such as a student growing 2 inches in 1 year).
9. Analyze characteristics and properties of two- and three-dimensional geometric shapes:
 - a. Recognize, name, build, draw, compare, and sort two- and three- dimensional shapes
 - b. Describe attributes and parts of two- and three- dimensional shapes
 - c. Investigate and predict the results of putting together and taking apart two- and three- dimensional shape
10. Specify locations and describe spatial relations
 - a. Describe, name, and interpret relative positions in space
 - b. Describe, name, and interpret direction and distance
 - c. Find and make locations on maps
11. Recognize symmetrical shapes in a variety of positions.
12. Use visualization, spatial reasoning, and geometric modeling:
 - a. Create mental images of geometric shapes
 - b. Recognize and represent shapes from different perspectives
 - c. Relate ideas in geometry to ideas in number and measurement
 - d. Recognize geometric shapes and structures in the environment and specify their location
13. Understand measurable attributes of objects and the units, systems, and processes of measurement
 - a. Recognize the attributes of length, volume, weight, area, and time
 - b. Compare and order objects according to these attributes
 - c. Understand how to measure, using nonstandard and standard units
 - d. Select an appropriate unit and tool for the attribute being measured
14. Apply appropriate techniques, tools, and formulas to determine measurements:
 - a. Measure with multiple copies of units of the same size, such as paper clips laid end to end
 - b. Use repetition of a single unit to measure something larger than the unit, for instance, measuring the length of a room with a single meter stick
 - c. Use tools to measure
 - d. Develop common referents for measures so that comparisons and estimates can be made
15. Formulate and ask questions using data:
 - a. Pose questions and gather data about themselves and their surroundings
 - b. Sort and classify objects according to their attributes and organize data about the object
 - c. Represent data by using concrete objects, pictures, and graphs
16. Select and use appropriate statistical methods to analyze data.
17. Develop and evaluate inferences and predictions that are based on data.
18. Understand and apply basic concepts of probability.

Curricular Domain: Language/Communication Development

Purpose

For children to communicate their ideas and feelings and to accurately interpret the communications they receive.

Goals: Listening and Viewing

As children progress, they will:

1. Participate in experiences that help them interpret unspoken messages, including tone of voice, facial expression, and body language.
 - a. Identify sounds in their environment.
 - b. Listen for pleasure.
2. Demonstrate courteous listening behaviors by:
 - a. Looking at the speaker
 - b. Sitting relatively still
 - c. Waiting for a turn to speak
 - d. Responding to oral cues
3. Increase their receptive vocabulary.
4. Develop their understanding of contemporary media (e.g., television, videos, CDs, DVDs, and computer technology); discriminate which aspects are likely true and which are fantasy.
5. Demonstrate auditory memory by repeating in correct detail and sequence the messages they hear.
6. Demonstrate auditory comprehension and critical listening skills by:
 - a. Retelling, in their own words, the messages or stories they hear
 - b. Responding to oral language with relevant comments or questions
 - c. Orally linking personal experiences to what have heard
 - d. Responding accurately to single and multi-step directions
7. Create sounds by singing, music making, incorporating rhythm, volume, and pitch.
8. Articulate their intents, emotions, and desires.
9. Describe events from the past, present, and future.
10. Ask and answer questions.
11. Tell stories about pictures.
12. Create and describe imaginative situations.
13. Present conclusions based on the investigation of an issue or a problem.
14. Use appropriate body language (eye contact, body position, and gestures) to alert a listener to their intent and to convey emotion.
15. Increase their expressive vocabulary.
16. Use increasingly complex sentence structure:
 - a. Conditional statements (if... then
 - b. Causal statements (...because...or when...)
 - c. Prepositions, adverbs, adjectives
17. Participate in conversations with peers and adults.
18. Demonstrate self-confidence and poise during group speaking and creative dramatics activities.
19. Dictate stories.
20. Connect letter sounds to graphemes.
21. Generate graphemes.

22. Recognize that they can convey messages to others through written symbols (drawing and writing).
23. Understand that there is a system, pattern, and organization for print.
24. Put their thoughts on paper, first through simple pictures and then incorporating print into their drawings.
25. Use their own contemporary versions of writing, working gradually toward conventional spelling, punctuation, and format.
26. Expand their writing vocabulary.
27. Select topics to write about.
28. Learn to organize their ideas in a logical sequence.
29. Begin to use writing strategies such as mapping, webbing, and clustering to organize and plan writing.
30. Express their ideas in complete thoughts.
31. Improve their ability to evaluate and edit their writing, preparing rough and final drafts.
32. Use reference materials, including electronic sources, to help them improve their writing.
33. Use the writing process to create original story poems and informational pieces.
34. Use word-processing programs on the computers.
35. Recognize graphemes-the letters of the alphabet.
36. Recognize they can get meaning from print.
37. Enjoy shared reading experiences with a variety of texts.
38. Practice reading-like behavior, moving from “pretend” reading to attempting to match the flow in their language with book illustrations and with print.
39. Increase their receptive and expressive reading vocabularies.
40. Respond to written symbols in the environment (e.g., their name and others’ names, signs, advertisements, labels).
41. Predict, on the basis of the information in the story.
42. Develop an understanding of story elements and structure:
 - a. Story sequence (first, next, last, beginning, middle, end; before, after)
 - b. Main ideas both at the literal level and at the differential level
 - c. Characters and character development setting
 - d. Plot development, cause and effect, problems and solutions, and logical conclusions
43. Tell or dramatize their versions of stories to show comprehension of what they have read.
46. Create new endings for stories, drawing on logical elements of the original stories.
47. Read familiar or memorized nursery rhymes, songs, poems, and plays.
48. Distinguish between real and make-believe, fact and opinion, in written materials.
49. Read their own writing.
50. Expand their phonological awareness:
 - a. Recognize and generate rhymes and rhyming words
 - b. Segment words into sounds, syllables, or beats
 - c. Blend or stretch sounds into words
 - d. Manipulate sounds to create new words
51. Expand their alphabetic knowledge:
 - a. Identify uppercase and lowercase letters
 - b. Increase concepts about letter-sound relations
 - c. Identify vowel patterns
52. Develop a sight vocabulary.
53. Increase their word-decoding skills.

54. Read independently:
- Construct meaning from birth narrative text and expository text
 - Use decoding strategies (e.g., picture cues, context clues, phonic analysis, and syntax) to predict what makes sense
55. Interaction reading out-loud.
56. Develop general concepts of print:
- Books are read from front to back
 - Books have identifiable parts: front/back, cover, table of contents, index, chapters, dedications, and pages
 - Books are written by authors and sometimes have illustrators
 - Letters have names and sounds
 - Letters are different from words
 - We read the words, not the pictures
 - Print is organized from left to right and from top to bottom and the order of print is relevant
 - Letters are used to write words, letters stand for the sounds we say, letters can be used more than once to make words
 - Words are things that we read
 - Spaces are used between words
 - Punctuation is used to inform the reader
57. Apply, to their lives and others' lives, knowledge, ideas, and issues drawn from the texts
58. Become familiar with libraries as interesting places to find books and other materials for entertainment and information.
59. Evaluate their developing literacy skills, identifying their strengths and needs.
60. Use information gained from reading to:
- Compare and contrast
 - Analyze
 - Infer
 - Express ideas
 - Solve problems

Curricular Domain: Physical Development

Purpose

For children to develop confidence and competence in the control and movement of their bodies and to develop the attitudes, knowledge skills, and practices that lead to maintaining, respecting, and protecting their bodies.

Goals

As children progress they will:

- Gain confidence in using their bodies.
- Identify body parts by name and location.
- Develop spatial awareness (understanding of personal and general space, direction, and spatial relations).
- Develop temporal awareness (awareness of speed, timing, duration, and rhythm).
- Improve total sensory awareness and integrate sensory information to solve movement problems.
- Distinguish the foreground from the background visually and auditory.

7. Engage in a variety of activities that require static and dynamic balance.
8. Engage in a variety of activities that require coordinated movements with large- and small-muscle systems.
9. Sustain vigorous motor activity with time to develop endurance.
10. Engage in activities to develop muscular strength in all parts of the body (climbing, hanging, etc.).
11. Engage in a variety of activities that require flexibility, agility, and stretching.
12. Move the major joints of the arms, legs, and trunk through a full range of motion.
13. Use their whole bodies in appropriate activities to strengthen muscle and muscle groups.
14. Demonstrate appropriate form in the fundamental motor skills such as jumping, hopping, running, skipping, leaping, galloping, sliding, and climbing.
15. Demonstrate appropriate form in the control of objects: throwing, catching, kicking, and striking.
16. Demonstrate competence in non-locomotor skills in bending, twisting, pushing, pulling, swinging, etc.
17. Demonstrate good posture while walking, sitting, or standing.
18. Demonstrate, imitate, or create movement in the response to selected rhythms.
19. Demonstrate locomotor skills in time to rhythmic patterns using a variety of movement concepts.
20. Demonstrate control of speed, direction, and force of movement through space.
21. Coordinate wrist, hand, finger, thumb, and eye-hand movements.
22. Control the movement of their bodies in relation to objects.
23. Coordinate skillfully, including implements for eating, writing, dressing, and playing.
24. Develop a positive attitude toward their bodies; appreciate their competence and that of others.
25. Learn practices that keep their bodies and their environments clean and sanitary.
26. Acquire attitudes, knowledge, and skills about physical activity that predispose them to maintaining physically fit lifestyles.
27. Learn and practice sound nutritional habits and healthy, polite eating behaviors.
28. Demonstrate self-help skills such as nose blowing, hand washing, using the toilet independently, tooth brushing, and grooming and other behaviors that reduce health risks to themselves or others.
29. Learn and practice appropriate safety procedures for school, playgrounds, home, and the neighborhood.
30. Discriminate good and poor health, nutrition, and safety practices.
31. Learn how to apply health, nutritional, and safety knowledge when making choices in daily life.

Curricular Domain: Social Development

Purpose

For children to develop social awareness and social competence in a culturally diverse, democratic society in an interdependent world.

Goals

As children progress they will:

1. Develop play skills
 - a. Initiate play
 - b. Join a group at play
 - c. Make suggestions
 - d. Take suggestions
 - e. Recognize ways to deal with unpleasant social situations and the emotions associated with these situations

- f. Learn to play productively alone
2. Develop peer friendship relationship skills which initiate, maintain, and terminate interactions and develop relationships constructively.
3. Become aware of other people's opinions, viewpoints, and attitudes
4. Learn how to negotiate conflicts in peaceful ways by compromising, bargaining, talking, and working through difficult situations.
5. Develop empathy for others (recognize others' emotions, respect others' emotional responses).
6. Perceive adults as sources of gratification, approval, and modeling.
7. Learn how to conform to reasonable limits set on behavior, play space, use of materials, or the types of activities in which they are involved.
8. Identify the reasons for classroom rules.
 - a. Distinguish acceptable from unacceptable classroom behavior.
 - b. Use their knowledge of appropriate behavior in one circumstance to determine appropriate conduct in another.
9. Begin to develop skills related to self-control, resistance to temptation, delay of gratification, and how to carry out positive social actions.
10. Learn how to cooperate (work with others toward a common goal).
11. Learn how to be helpful (share information or materials, give physical assistance, offer emotional support).
12. Recognize their own and others' cultural values and practices.
13. Develop some understanding and respect for the similarities and differences among people.
14. Learn approved behaviors related to social and ethnic customs (e.g., manners and other respectful behaviors).
15. Acquire rudimentary ideas of how goods and services are produced, exchanged, and consumed.
16. Recognize their place in the physical environment and how they and others orient themselves.
17. Develop a sense of responsibility for the environment.
18. Develop an understanding of time, continuity, and change in relation to past and present events.
19. Understand and act on democratic principles and practices.
20. Develop awareness of and concern for the rights and well-being of others.
17. Become aware of how people live together in families, neighborhoods, and communities.
18. Develop positive attitudes about belonging to a group beyond the family.
19. Develop skills related to social studies content, such as collecting and analyzing data, mapping, and making decisions.
20. Acquire social studies vocabulary and facts.

Construction Development

Developmental Focus

- Iconic representation

Goal

For children to translate mental images into tangible products, that represent their own interpretation of an object or event.

Mediating Objectives:

The following objectives lead to the ultimate goal:

Children have opportunities to:

1. Engage in a wide range of experiences from which to draw their interpretations.
2. Interpret events and reconstruct them in tangible ways.
3. Use diverse approaches to represent objects or events.
 - a. Represent a single object or event using different materials or techniques.
 - b. Represent different objects and events using one material or technique.
 - c. Collaborate with classmates to construct a representative object.

In construction activities, children create models or pictures that represent their internal vision of an object or event. In this way, construction is a concrete way in which children symbolize the world. It is a highly cognitive process. Yet, for children to build out of real materials the models or pictures that originate in their minds, they must draw on other abilities as well—

- Creativity, imagination, aesthetic appreciation
- Fine motor, gross motor and perceptual skills
- Planning strategies, language, and often social interaction techniques.

Thus, as children construct something out of paper and paste, clay or blocks, they coordinate all aspects of the self. It is this synthesizing characteristic that explains the importance of construction within our program.

Pretend Play**Developmental Focus:**

- Imitation
- Role playing
- Symbolic play
- Dramatization

Goal:

For children to suspend the laws of reality in order to carry out a play theme over time.

Mediating Objectives:

The following objectives lead to the ultimate goal. Children have opportunities to:

1. Display in their play behaviors what they have seen or experienced.
2. Use their bodies to represent real or imaginary objects or events.
3. Assign symbolic meaning to real or imaginary objects using language or gestures.
4. Take on the role attributes of beings or objects and act out interpretations of those roles.
5. Create play themes.
6. Experiment with a variety of objects, roles, (leader, follower, mediator) and characterizations (animals, mother, astronaut, etc.).

7. React to and interact with other children in make-believe situations.
8. Dramatize familiar stories, songs and poems.
9. Integrate construction into pretend play episodes.

Children engage in many forms of pretend play and each affords them chances to talk, listen, interact socially, express emotions, explore attitudes, manipulate objects, practice creative thinking, experiment with problem solving, use their imagination and assimilate a variety of role behaviors. Moreover, pretending is one of the purest forms of symbolic thought available to young children. Its use permits them to symbolize objects and events using words, actions, situations and materials. Thus, in pretend play, children draw on all aspects of the self to create their own interpretations of the world. Because pretend play is such an integrative means for children to gain concepts and skills, it is an essential part of our program.

Educational Practices

The preceding curriculum is designed to enhance the development of individual children; to challenge them and extend their skills and levels of understanding. Because children develop at different rates we do not expect everyone in a group to be at the same developmental level either at the beginning or at the end of each semester or year. Instead, we recognize that children have individual abilities and that our job is to motivate them to progress at a stimulating pace without pressure or loss of self-esteem.

In order to achieve this goal, teachers utilize a type of planning known as developmental programming. Developmental programming involves an organized effort by teachers to identify the interests, needs and abilities of individual children and provide learning experiences that will meet those needs. The implementation of these learning experiences may take place with or without the direct involvement of an adult. However, activities always reflect planned organization and include ways to assess children's developmental progress. Five strategies for developmental programming are discussed here: age-related materials, universal materials, sequencing activities, theme planning and free choice time.

Age-Related Materials

One of the most obvious ways to implement developmental programming is to provide children with the materials and equipment best suited to their mastery of appropriate developmental tasks. For instance, one important milestone for toddlers is to begin to recognize the properties of objects. For this reason, teachers provide two-year-olds with toys that can be stacked, dumped, pushed, pulled, opened and shut. Some of these include simple wooden puzzles, large pop beads, stacking cubes and doll clothes with large snaps or Velcro fasteners. On the other hand, children four and five years of age are more involved in construction, group play and problem solving. To enhance their skills in these areas, teachers provide children with more complex materials such as parquetry blocks, pattern cards, large piece jigsaw puzzles, simple board games and dress-up clothes with zippers, buttons, hooks and ties.

Universal Materials

In conjunction with providing particular age-related materials, teachers also make available other items that have a universal appeal for all ages. Some examples include paint, blocks, pegs, clay, dolls and puppets. The importance of these materials is that children approach them with varying strategies as they mature. For instance:

- Given play dough, a two-year-old will probably focus on exploring it: pushing, pulling, pounding, smelling and even tasting it. At this age children are primarily interested in the properties of the dough itself and are not concentrating on making anything out of it.
- Three-year-olds often like to use objects such as rolling pins and cookie cutters to change the shape of the dough. They spend much of their time manipulating and forming the dough into shapes that vary in thickness, height, size and texture.
- Four and five-year-olds frequently enjoy creating a representation of something out of the dough such as an animal or person. They focus on making items that are recognizable to them and often devote

much energy to designing the dough according to their own personal standards. Children may then use these figures in pretend play with other children at the table.

It should be noted that we are not saying that two-year-olds never make play dough cookies or that fives do not enjoy the sensation of squishing play dough between their fingers. This is merely an illustration of the typical ways children differ in their approach to a given material based on age and previous experience. For this reason teachers do use many of the same materials in all groups regardless of age. However, the exact activities they plan will vary in relation to the children's level of development.

Sequencing Activities

Another way in which teachers match the curriculum to children's developmental needs is to create a sequence of activities ranging from simple to complex for the activities provided each day. They base this sequence on their knowledge of appropriate developmental expectations as well as personal observations of children in the class. Children may take days or weeks to accomplish some steps of the sequence and achieve others in minutes. Sequencing activities in this manner enables children to work at the level most suited to their individual skills, conceptual understanding and previous experience. As they proceed through the sequence teachers note children's progress and use this information to either simplify or extend to fit each child's performance. In this way children do not have to dwell on steps they have already long mastered and are not pushed to progress faster than is appropriate. Thus teachers can provide appropriate programming for a wide range of abilities within the context of a single activity.

Planning Using the MSU Curriculum

Teachers plan units around factual information based on children's interests and what teachers consider appropriate for the children in their classes. This information takes the form of terms, facts and concepts and is presented to children via hands on experiences and discussion. Children are not expected to learn all the information touched upon in any given unit. Rather, they are exposed to a wide array of interesting material from which they select that which has the most significance to them at the time.

The facts, terms and concepts in each class are sequenced to build on one another and provide increasingly sophisticated ideas for children to consider. Thus even though some units are repeated during the year or in consecutive years, terms, facts and concepts covered are likely to be quite different.

Depending on the age of the children, particular ones might be introduced at different times during the year or over a multi-year span. Teachers confer with one another throughout the year to identify and compare information covered in each class to ensure variety and a sequential presentation of materials.

Free Choice Time/Learning Centers

In all classrooms a significant portion of each session is devoted to free choice time. Essentially this is a part of the day when several activities representing a variety of curricular domains are made available for children to choose from at will. Choices are structured by organizing the materials and equipment to promote certain types of learning and are geared to match children's abilities and interests. Some activities focus on active participation by both teacher and child; others on the manipulation of materials by children on their own or in groups.

This type of environment offers several benefits. First, children's decision making is encouraged because they must select for themselves the activity in which they wish to participate and then decide the point at which they will move on to another area. Teachers arrange alternatives so children become increasingly self-directing. A second advantage is that the large block of time allocated to self-selected activities allows children to sustain their involvement in an area for a maximum length of time with minimum distraction and interference from children participating in other parts of the room. A third benefit is that children have a wide array of activities from which to sample. They become acquainted with skills and content representing a broad range of knowledge rather than focusing on a few narrow areas of interest. However, in any given day children may only become involved in one or two activity areas because of their desire to follow through on a particular project. Teachers carefully monitor their involvement and over the semester encourage children to try activities that present learning opportunities in each curricular domain. If children have difficulty sustaining their involvement in an area, teachers use a variety of strategies to help children focus on the activity and develop a greater ability to pursue a task.

Finally, free choice activities provide many opportunities for children to learn interrelated concepts. For example, a language activity may involve several stories and poems related to American folk heroes such as Johnny Appleseed. Children could then use the information gained in this activity to play out the role of Johnny Appleseed in dramatic play episodes. A related cognitive task might focus on the physical conditions necessary for a seed to sprout. This interrelationship of concepts is not always so obvious. For instance, children may take information gained about proportion from their use of unit blocks and apply that knowledge in an art activity or cooking project. The open classroom provides many such opportunities for children to extract knowledge from a particular experience and transfer that knowledge to another experience. In this way children are able to master skills in a variety of content areas at a pace that is comfortable for them.

**From MSU Youth Program
Updated Youth Program Staff and Volunteer Rules
Conduct Rules for Youth Program Staff and Volunteers**

In addition to the Child Development Laboratories abiding by State of Michigan Licensing Rules for Childcare, https://www.michigan.gov/documents/lara/BCAL_PUB_8_3_16_523999_7.pdf and the National Association for the Education of Young Children Early Learning Standards, https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_1.pdf, we meet the MSU Youth Program Rules. The following are the rules for Youth Program Staff and Volunteers. If you have any questions about these you can contact a CDL Administrator or the MSU Director of Youth Programs at protect@msu.edu.

Program staff and volunteers must abide by all University regulations and may be removed from the program for violation of such rules:

Youth program directors and coordinators must make reasonable efforts to limit one-on-one contact between adults and minors participating in youth programs.

- a. Reasonable efforts must be made to have two or more adults present during activities where single minors are present.
- b. Reasonable efforts must be made to involve more than one adult in any direct electronic contact with single minors.
- c. Adult staff/volunteers should make reasonable efforts to have another adult staff/volunteer present when addressing single participants in private areas (e.g.: restrooms, bedrooms, study lounges, and similar areas).
- d. If handling an emergency when only one minor is present, the adult responding should make reasonable efforts to contact another adult to come and assist as immediately as possible.
- e. Adult staff expected to contact single minors for official academic or programmatic recruitment may do so as directed by their supervisor by E-mail or phone call during standard business hours.

Adults may not violate the University's Anti-Discrimination Policy.

Adults may not engage in abusive conduct of any kind toward, or in the presence of, a minor.

Adults may not strike, hit, administer corporal punishment of any kind to, or touch a minor in an inappropriate or illegal manner.

Adults may not pick up minors from or drop off minors at their homes, other than the driver's child/children, or except as specifically authorized in writing by the minor's parent/legal guardian.

Adults may not provide alcohol or illegal drugs to any minor.

Adults may not provide prescription drugs or any medication to any minor except for medical professionals specifically authorized in writing by the parent or legal guardian as being required for the minor's care or emergency treatment.

Adults may not make sexual materials in any form available to minors or assist them in any way in gaining access to such materials.

Adults may not retaliate against minors, families, parents, guardians, and staff/volunteers who report allegations of inappropriate conduct including but not limited to abuse, neglect, assault, harassment, sexual assault, sexual abuse, sexual harassment, child pornography, furnishing alcohol, drugs, and/or sexual materials to a minor, and violations of the University's anti-discrimination policy.

If an allegation of inappropriate conduct including but not limited to abuse, neglect, assault, harassment, sexual assault, sexual abuse, sexual harassment, child pornography, furnishing alcohol, drugs, and/or sexual materials to a minor, and violations of the University's anti-discrimination policy is made against an adult participating in a program, including program staff/volunteers, the accused adult must be removed from any further participation in programs and activities covered by this policy until such allegation has been satisfactorily resolved.

Michigan State University Anti-Discrimination Policy

- The University Anti-Discrimination Policy (ADP) states expectations for institutional and individual conduct. A detailed description of the ADP can be found at https://hr.msu.edu/policies-procedures/university-wide/ADP_policy.html.
- The ADP User's Manual provides further discussion of the definitions of behaviors prohibited by the ADP as well as the relationship between the First Amendment and complaints of harassment/discrimination; the ADP User's Manual can be found at https://oie.msu.edu/assets/documents/ADPUserManual_updated06.01.18.pdf.
- Protocol for addressing Bias Incidents, Acts of Prohibited Discrimination/Harassment, and Hate Crimes can be found at <https://oie.msu.edu/assets/documents/bias-incident-reporting-protocols-17.08.01.pdf>.

University Reporting Protocols: Child Abuse, Sexual Assault, and Child Pornography

- The reporting protocols for incidents of child abuse, child neglect, sexual assault, and child pornography apply to all employees and volunteers who are performing services for the University. The reporting protocols can be found at https://www.hr.msu.edu/policies-procedures/university-wide/reporting_protocols.html.