

MICHIGAN STATE

U N I V E R S I T Y

Child Development Laboratories

Child Development Laboratories Family Handbook



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Child Development Laboratories

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Department of Human Development and Family Studies

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) and Ages and Stages Social Emotional:2 (ASQ:SE2) completed by their family upon entering the program. Ongoing assessment is done using the Child Observation Record Advantage (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 child care 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>

Anti-Bias Education

The Child Development Laboratories stands firm in its beliefs and efforts to deliver an anti-bias education to both children in the program and the university students who participate in their practicum experience. Our work is based on the book *Anti-bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards and Catherine Goins. The staff at the CDL participate in ongoing professional development related to anti-bias education and are committed to translating it into their daily practice. Teachers at the CDL plan intentionally to provide activities and experiences that support the goals of anti-bias education; identity, diversity, justice and action.

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. The CDL has dedicated its professional development for teachers in the area of Antibias Education.
2. Families are provided an *Importance of Home* form that collects data related to language, culture, communication style, etc. Conversations using this document are meant to initiate an ongoing, reciprocal relationship. Information from the Importance of Home form is used by the classroom teacher to create an inclusive environment.
3. 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 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.

4. Families are informed of activities and festivals in the greater Lansing area to enhance their understanding of the diversity in the area.
5. 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.
6. Families are invited to share talents, interests, hobbies and traditions in their child's classroom.
7. To connect children with their home culture, books, music, materials, instruments, pretend play materials, etc. are included in each classroom.
8. 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, participation in community events.
9. 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.
10. University students who participate in the Child Development Laboratories have lectures and assignments related to cultural and linguistic diversity and anti-bias curriculum with the expectation that they will practice these skills and dispositions during their time at the CDL.
11. 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

HDFS faculty serve as Head Teacher who are 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 program 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 and 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 program is offered for children, birth through age 5, at our East Lansing campus.

USDA Food Requirements/CACFP: Both our East Lansing and Haslett sites follow the USDA food guidelines. Both East Lansing and Haslett sites participate 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 understand that families play a primary role in a child's socialization and education. The function of the Child Development Laboratories 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.
- The content of each child's health and safety file is confidential but is immediately available upon request to: Administrators and teaching staff who have consent from a parent or legal guardian to access the record, the child's parents or legal guardians, regulatory authorities. (NAEYC 10D6)
- To maintain sensitivity to individual children, we do not discuss children with staff members or parents/guardians in the child'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 individual 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 the CDL Research Committee 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 emailed 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, https://hdfs.msu.edu/sites/default/files/public/CDL/CDL_Research_Application_9-24-15.pdf 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. Per LARA Child Care Licensing regulations, anyone alone with children will have been fingerprinted.
- 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 of the CDL 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/sites/default/files/public/CDL/MSU_CD_L_Course_Observation_Form.pdf

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/public/CDL/Required_Paperwork_List.pdf

All volunteers will be supervised by staff members at all times. They are never left alone with children. All volunteers, including volunteers who are parents of a child in care are screened using the public sex offender registry for clearance before having any contact with a child in care (Licensing Rule R400.8125 (3)). Any individual registered on the public sex offender registry (PSOR) is prohibited from having contact with any child in care (Licensing Rule R400.8125 (4)).

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.

Application and Enrollment

The Child Development Laboratories are open to all Greater Lansing area families, regardless of race, creed, ethnic or cultural background, or lifestyle, and to all children, regardless of developmental or physical abilities.

Enrollment/Waitlist Procedure:

- Children are enrolled based on availability and the following priority:
 - Currently enrolled children are allowed to re-enroll first and are placed at the top of the waitlist at all times
 - Siblings of currently enrolled children are allowed to enroll second and are placed near the top of the waitlist
 - Children from families who have previously attended the CDL are allowed to enroll third and are given priority on the waitlist
 - New families who have submitted Initial Applications with no previous history with the CDL may enroll if space is available and are offered enrollment based on the date their application was received.
- Applications are accepted year-round. When openings occur during the school year, families are notified based on their position on the waitlist.
- Children must be officially enrolled or re-enrolled each year.
- Children are assigned to their class on the basis of age alone and remain in their assigned class for the entire year. This helps children move through our program and make a smooth transition into public or private elementary schools.

Enrollment Paperwork:

- Child Information Form: The information requested is essential for the children's safe and effective participation in the program. The Child Information Form must be submitted before or no later than the first day of the school year or upon your child's start date.
- Health Appraisal Form: State of Michigan Child Care licensing regulations require that a physical examination form be filled out by your child's doctor. The Health Appraisal form must be submitted to the school office within 30 days of your child's start date at the CDL.

- Immunizations Record: 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.
- Importance of Home Form: The home visit is a time to talk with you about your goals for your child, concerns you may have and stories you'd like to share. It is a time for teachers to learn about your family, talents, hobbies, and your goals. Teachers will refer to the Importance of Home form during your home visit.
- The Child Development Laboratories strive to meet high standards. Recommended high-quality programs is screening children annually.
 - Ages & Stages Questionnaire (ASQ-3): The ASQ-3, a developmental screener that provides a quick check of your child's development in communication, gross motor, fine motor, problem-solving, and personal-social. This tool is used for children ages 1 month to 5 ½ years old.
 - Ages and Stages Questionnaire Social Emotional (ASQ-SE-2): The ASQ-SE-2 provides a quick check of your child's social-emotional strengths and areas where they may need practice or support.
- Optional participation in a school wide directory of CDL families' names, addresses, phone numbers and email are 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 Enrollment Officer at the 517-355-1900 or cdl@msu.edu

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

Children can enroll in the State of Michigan Great Start Readiness program through Ingham Intermediate Preschool, [Ingham Intermediate School District | Welcome \(michigan preschool.org\)](http://Ingham Intermediate School District | Welcome (michigan preschool.org)). On the application you can indicate the Haslett CDL as an option. Your application is forwarded to the CDL to verify eligibility, per GSRP requirements. 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.

Tuition and Fees

Tuition fees are used solely to support programs conducted at the Child Development Laboratories. Tuition fees and payment schedules can be found on the contract.

- An initial application with a non-refundable application fee is required to be added to the waitlist.

- If offered a space, a non-refundable down payment and signed contract are required to secure the space 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. 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. The CDL requires that families give a two weeks' written notice.
- A late fee of \$20 is added to accounts for balances unpaid on the 10th of the month.
- Families who are in financial distress should reach out to the Enrollment Officer to discuss alternative payment arrangements.
- MSU policy requires that any account going 90 days without payment must be sent to the University's delinquent account office. Expulsion may occur if a financial plan cannot be established.
- Scholarship opportunities are available through Ingham ISD. Ingham has a collaboration of school districts and community-based providers who offer state (GSRP) and federally (Head Start) funded preschool services, along with tuition-based options. Application can be submitted at www.inghampreschool.org
- 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 will be 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 they 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 the half day preschool session.
- 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. When you complete the initial information card, do include all persons that you anticipate picking up your child.
- 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, by mail or submit online at https://commerce.cashnet.com/msu_3964
- 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 the 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 <https://www.michigan.gov/msp/divisions/ohsp/cps>. 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

When you arrive, take your child(ren) 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 Idling 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 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 a vaccine-preventable disease occurs in the program (NAEYC 5A.14).*

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 the child can toilet independently (per developmental level).

No further problems exist, and vomiting has stopped.

If your child is not acting like themselves, 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 and insect repellent. Medications, except for Epi- pens, are kept in the program office.

Health Plan: If your child has a health condition that requires monitoring and a specific action plan, we ask that you complete the Health Plan and review it with your child’s teacher and CDL Administration. Such conditions may include diabetes, seizure disorder, asthma, or severe allergies.

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, 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. 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, <https://www.myplate.gov/life-stages/kids>

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 them up until the warning is over. We will follow our emergency shelter in place plan.

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. The Child Development Laboratories uses the CDL Listserv to inform families of any school wide emergency situation.

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 via email through the CDL listserv.

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 themselves, we ask them 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 they are 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.

General 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.
- Children may wear name tags inside and outside to aid staff members, lab students and volunteering family members in supervising 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 that 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 bean bags 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, a child is using silly names as they play in the block area by themselves. They are 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 them 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.

Challenging behaviors: some children may display challenging behaviors (Challenging behavior: "Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, *Challenging Behavior in Young Children* (2nd Ed.), Pearson Education Inc., 2007, p. 8). The staff at the Child Development Laboratories will:

- Assess the function of the behavior
- Work with families and professionals to develop an individualized plan to address the behavior
- Include positive behavior support strategies as part of the plan.

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.

The Child Development Laboratories does not support preschool expulsion. Expulsion, as an option, is not considered until all other possible interventions have been exhausted, and there is agreement by family, staff and professionals that exclusion is in the best interest of the child. If exclusionary measures must be taken, the CDL will offer assistance to the family in accessing services and an alternative placement. We will ensure our policy acknowledges that it complies with federal and state civil rights laws.

Pesticide Advisory

State of Michigan law requires that schools and day care centers that may apply pesticides on school or child 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 child 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 Engagement

The CDL values the family/teacher collaboration. In support of the diversity of families, schedules, needs, and goals, the CDL has developed, in conjunction with families, multiple avenues for family engagement. We have some opportunities included here. 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

- Family members are encouraged to participate in your child's classroom throughout the year. This provides an opportunity to live a part of your child's day, observe their interactions with peers and be a part of the classroom community.
- Participating in the classroom means becoming actively involved in the 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.

Activities families have done in the classroom in the past include:

- Read a book in your home language
- Bring your baby to class to demonstrate how to care for a baby
- Telling folk tales
- Playing a musical instrument
- Showing children how to make origami
- Gardening
- Making egg rolls with the children in the class
- Demonstrating how to use tools such as 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 start in their classroom, 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 weekly 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. In addition, the CDL has a focus on Anti-bias Education. Planned activities in support of that are indicated on the overview.

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 your child's work, anecdotes about your 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	Photographs
Time samples	Running records
Checklists	Observational records
Anecdotal 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-3, ASQ-SE2 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 tools are used by the Child Development Laboratories: Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire Social-Emotional (ASQ-SE2). The information gathered is filed in the child’s portfolios which are kept in the teacher’s offices or locked files. The ASQ-3 and ASQ-SE2 are reviewed with the family at the home visit. For infants, it is completed at 3 months, 6 months, 9 months, 18 months, 24 months and then included every year in the enrollment packet. Upon scoring by the Head Teacher, information is shared with families.

The results from ongoing, authentic assessments are shared with families during conferences which are held twice a year. The Child Observation Record Advantage (COR) is the assessment instrument utilized at the CDL. This is available for you to review. We encourage families to share questions and concerns about how the assessment methods will meet their child’s needs (NAEYC 4E.3).

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. For children enrolled through the Head Start program, ongoing assessment records are also kept with CACS.

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.

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 and the Ages and Stages Questionnaire Social/Emotional screeners within 30 days of their start date. Families complete the ASQ-3 and ASQ-SE2 and review them with their child’s head teachers at the Home Visit. After the screening is completed, Head Teachers score the instrument. Families are informed of the results in writing. For infants, it is completed at 3 months, 6 months, 9 months, 18 months, 24 months and then included every year in the enrollment packet. 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.

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.

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

To access the curriculum, go to [MSU_Children_curriculum.pdf](#).

Educational Practices

The MSU Children's 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, unit of study 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 playdough 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, on 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/lara/-/media/Project/Websites/lara/CCLB/BCAL_PUB_8_3_16.pdf?rev=f80bb8e3e63f4e39976434d1bdf57300&hash=43C7A0A4A803CBD1E213BCE26A36EB22 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_assessment_2019.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 as:

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

1. Reasonable efforts must be made to have two or more adults present during activities where single minors are present.
2. Reasonable efforts must be made to involve more than one adult in any direct electronic contact with single minors.
3. 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).
4. 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.
5. 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://civilrights.msu.edu/_assets/documents/ADP%20Users%20Manual%20-%20Updated%2020.02.171.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.