

2011-2012

Child Development Lab at the McPhaul Center

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The term “parent” is used throughout this document to indicate the primary adult(s) responsible for the care and well being of the enrolled child.

We are fortunate to serve a diverse population at the Child Development Lab at the McPhaul Center and strive to accommodate the needs of every family. If you speak English as a second language and need a translator, arrangements will be made.

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IMPORTANT NUMBERS

CDL at the McPhaul Center

<i>Director –Amy Kay</i>	542-4921
<i>Program Coordinator-Lori Maerz</i>	542-4924
<i>Administrative Assistant-Rosa Lopez</i>	542-4929
<i>Pre-Kindergarten Classroom & Office</i>	542-7273
<i>at River’s Crossing</i>	
<i>Infant Classroom</i>	583-0761
<i>Young Toddler Classroom</i>	583-0760
<i>Infant Office</i>	542-9277
<i>Young Toddler Office</i>	542-4902
<i>Older Toddler Classroom & Office</i>	542-4920
<i>Multiage (Ms. Elaine) Classroom & Office</i>	542-1225
<i>Multiage (Mr. Phillip) Classroom & Office</i>	542-4931
<i>Kitchen</i>	542-4933

Department

<i>CFD Departmental Office</i>	542-4844
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College

<i>Dean’s Office (Dr. Linda Fox)</i>	542-4879
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INTRODUCTION

Welcome to the Child Development Lab (CDL) at the McPhaul Center at the University of Georgia. We are delighted that you and your child will be participating in our program. This handbook has been prepared to help acquaint you with our program and invite you to take an active part in the CDL. Your participation is beneficial to the development of our program and to your child's experiences at the CDL. Please take advantage of the opportunity to share knowledge of your child with our teaching staff and to visit often. If you have any questions or suggestions concerning the program, please feel free to share them with us.

Mission

The mission of the CDL parallels the three-part **Teaching, Research, and Outreach** mission of the University of Georgia. As a laboratory school, we support this academic mission by:

- Facilitating a high quality educational experience for children
- Serving as a facility for pre-service teacher training and CFD internships
- Providing an environment that encourages educational research and development
- Sharing information and training others through participation at conferences

Philosophical Framework & Actions

The guiding educational philosophy of the Child Development Lab at the McPhaul Center is based on an understanding that every child is unique in personality, development, and learning style and possesses special talents. Our philosophy also reflects a commitment to nurturing the distinct needs of each child through developmentally appropriate, research-based practice. To do so, the CDL:

- Offers a play-centered curriculum that focuses on the whole child and is designed to meet the diverse social, physical, emotional, and cognitive needs of individual children.
- Provides children a safe, secure environment in which to explore new materials and establish new relationships
- Fosters a sense of self-respect, concern for others, independence, and environmental awareness through positive guidance and problem-solving techniques.

Effectively meeting the needs of young children requires teachers who act as guides on a journey of exploration and adventure and who are reflective practitioners committed to their own ongoing learning. The CDL teachers' professional growth is supported by:

- Collaborative teaching that leverages the knowledge and strengths of each teacher
- Participation in external learning experiences including conferences and seminars
- Routine CDL-based learning experiences including staff development and training

Fostering the healthy development of each child also requires active involvement of families in childrens' school lives. The CDL seeks to build connections with families by:

- Maintaining regular communication with families regarding the school experiences of their child(ren)
- Coordinating center-wide family gatherings
- Sustaining monthly parent council meetings and utilizing this resource as a two-way communication between families and administration
- Providing training and information opportunities for parents

History of McPhaul Children's Programs

In October 1927, a grant from the Rockefeller Foundation was awarded for a nursery school on the Georgia State College of Agriculture campus. In the fall of 1928, the nursery school, which was established in the Division of Home Economics began to operate. The nursery school had the distinction of being the first permanent school of its nature to be established in a southern university and the fourth established in the nation.

In 1934, the college felt it could no longer support the nursery school due to economic depression. Fortunately, funds for the nursery school program were made available through the Works Progress Administration (WPA). In 1937, the nursery school was financially taken over by the School of Home Economics. Miss Margaret McPhaul came to the University as Director of the Nursery School and remained until her retirement in 1964.

On January 2, 1940, the nursery school was opened in a new three-story red brick building built under WPA provisions.

In 1947, an infant program was opened for children between the ages of three months and two years. In 1963, a third group of children was added to provide experience with kindergarten-age children. The kindergarten program was later phased out as public schools began to offer kindergarten programs. In 1964, the Family Development Department was established and the nursery school became part of this department.

In 1967, the US Office of Education and the Georgia Education Authority allocated funds for additions to Dawson Hall and the nursery school building. In the summer of 1971, the nursery school moved into its present location that is now known as the McPhaul Center.

From 1971 to 1978, the center offered half-day programs for children ages three to five years. In 1979, the two-year-old group was added. In 1983, a full day program for children of university-affiliated individuals was established. A playgroup with children from the Georgia Retardation Center (GRC) was also begun. The following year a grant was established to support inclusion of 12 children with special needs and the playgroup for GRC was phased out. The enrollment at the McPhaul Center increased from about 45 children in the 1970's to 116 children.

Throughout the programs' existence, research has been a vital component and the concept of the school as a laboratory for research and learning has been a part of McPhaul. At the Child Development Lab (CDL) at the McPhaul Center, part of our mission is to provide a research environment that fosters research and professional inquiry. Our intent is that through research conducted at the CDL, significant contributions can be made to education and faculty, staff, and students will be supported in their research endeavors.

The CDL serves 93 children in six programs: Infants, Young Toddlers, Older Toddlers, and two Multiage Classrooms (3 and 4 year olds). These five classrooms are 12-month programs; Georgia Pre-Kindergarten (4 year olds) is a 9-month program, operating August through April. Two additional programs are offered for Pre-Kindergarten students: 1) a four week program, "Extended Pre-K" is offered at the end of the 9 month Pre-K programming year and 2) a summer camp is offered for eight weeks for children going into kindergarten and first grade. All programs are open Monday through Friday unless closed due to University acknowledged holiday or date indicated on calendar provided annually to staff and parents.

PROGRAM OVERVIEW

Goals

The goals of the CDL program address four developmental domains: Social/Emotional, Cognitive, Language, and Physical.

Social/Emotional

- Develops a sense of trust in oneself and others
- Develops independence, initiative and self-reliance in making choices, decisions and judgments
- Develops empathy and effective interpersonal relationship skills to successfully function in one's peer group

Cognitive

- Develops intellectual curiosity
- Develops skills in observing and problem solving and learning through personal efforts
- Uses skills learned in literacy, mathematics, science, social studies, and the arts to better ensure success in school

Language

- Develops skills in verbal and non-verbal communication of ideas, needs and feelings
- Follows multi-step directions and requests
- Asks, understands and answers questions

Physical

- Understands and appreciates own physical being and personal health
- Increases strength, endurance and flexibility through a variety of indoor and outdoor activities
- Develops fine motor strength, muscle control and eye-hand coordination

We recognize parents as the child's primary caregivers and the family as the main environment where individuals grow and develop. Parental support and involvement are viewed as essential components of the child's adjustment to the CDL and success in learning. A partnership between the parents and the CDL allows for optimal development and future success for the child.

Curriculum

All of the classrooms at the CDL use Creative Curriculum. This curriculum is based in research and theory and focuses on four areas of development: Social/Emotional, Physical, Cognitive, and Language. It is a thematic based curriculum with themes developed around the children's interest. Each week the lead teacher will plan a variety of activities that are tied to specific objectives in each of the four domains and incorporate the chosen theme. These lesson plans will be shared with you so that you will understand not only the activity that is occurring in your child's classroom but also the objective of the activity itself.

At the beginning of the programming year, each lead teacher will provide you with the developmental outcomes for your child's classroom. These outcomes were developed by the CDL and are horizontally aligned allowing for each classroom to build upon the skills developed by the children in the former classroom.

Formal & Informal Assessment

The CDL teaching staff uses a variety of instruments and multiple data sources to assess the developmental progress of each child across all developmental domains. The formal assessments that are utilized are the Ages and Stages Questionnaires, the Creative Curriculum Individual Child Profiles for infants, toddlers & twos and the Creative Curriculum Developmental Continuum for ages 3-5. The formal assessments are completed twice during

the programming year. The informal assessment is a child portfolio, providing on-going documentation of your child's growth and development. The formal and informal assessment methods gather data through observation and ensure that children are assessed across the full range of children's experiences.

Teachers gather information from the parents through the Ages and Stages Questionnaires, the Child Information Forms, on-going two way communication with the teaching staff, and informal and formal conferences. Formal conferences are held twice a year or more often if requested by teacher or parent. At the formal conferences, teachers share formal and informal assessment information with the parents and collaboratively create goals for the child in all areas of development. This information allows the teachers to plan developmentally appropriate activities that address all children's strengths and needs.

Child Guidance Techniques

In keeping with NAEYC guidelines, teachers do not use corporal punishment (e.g. spanking) or other negative methods of discipline that hurt, humiliate or frighten children. We recognize the right of parents to choose their methods of guiding and disciplining their children. However, we request that parents refrain from using corporal punishment or other forms of physical discipline in the classrooms and on the grounds of the CDL.

The CDL uses the following techniques to guide the children during their day:

- Structure developmentally appropriate limits to ensure safety and fairness, yet promote self-esteem, independence, social and learning skills.
- Allow for individual differences in temperament, learning style and background by encouraging choices and decision-making.
- Verbalize and enforce limits consistently in order to promote self-control.
- Be direct and respectful in asserting policies and directions to the children, explaining expected behavior in terms that are clear and understandable to children.
- Notice and acknowledge positive, appropriate behavior.
- Be accepting of emotional responses, even when they are negative, and try to help children deal appropriately with those feelings.

Inclusion Program

Inclusion occurs when children with special needs receive the services and programming they need in community settings that incorporate the best practice in early childhood education. The Child Development Lab embraces inclusive practices by enrolling children with special needs into each of our classrooms and providing them, as well as parents, children, and teachers, with necessary supports and assistance to help ensure a positive experience for everyone involved.

Confidentiality

All information pertaining to children and families will remain confidential, be kept in a secured location and discussed with teachers on a need-to-know basis. No personal information, including names, addresses or phone numbers of children and families will be given to other parents or staff members without written parental permission.

If another party requests any information regarding a child at the CDL, the parents will be notified and asked to complete permission for release of records form prior to any information being shared. Photos, videos, or other representations of children can only be posted to facebook, myspace, or other public social

media spaces by the child's parent or with the parents' consent given.

Student Participation

Students enrolled in many courses in Child and Family Development, as well as other departments, often observe CDL classrooms. Some students spend time in the classrooms, participating in activities and daily operations. These students are enrolled in a directed study or practicum and are under the supervision of a university professor. All students who spend time in classrooms at the CDL have cleared criminal background checks.

Research Participation

A primary function of the CDL is to support research on child and family development. This function is achieved, in part, by the participation of the children and the families at the CDL in research projects conducted by the faculty and students of the Child and Family Development Department and other departments at the University. Research at the CDL involves observation of children, questionnaires for staff and parents, and/or direct contact with students. When opportunities arise for children and/or families to participate in research projects, written information is provided to families. Institutional Review Board (IRB) approval, including signed parental permission forms, is required for all research studies that bring the researcher(s) into direct contact with children. Your participation is extremely important and appreciated. Questions about research should be directed to Amy Kay at (706) 542-4921.

Program Personnel

Director

The Director oversees the overall quality and functioning of the center, the staff and community relations associated with early care and learning in the community and state.

Program Coordinator

The Program Coordinator oversees regular operations regarding the program, inclusion, curriculum delivery and planning. The Program Coordinator also works closely with center staff and parents to ensure the quality of the program.

Administrative Assistant

The Administrative Assistant is responsible for coordinating and implementing administrative services, facilitating daily operations of the office, while also maintaining accurate and current records on all staff and students.

Lead Teachers

Lead Teachers have a four-year or advanced degree in child development or a related field. The Pre-Kindergarten Lead Teacher is also Georgia State Certified in Elementary Education. Lead Teachers are responsible for classroom management, supervision of the children, planning and implementing activities in their classrooms, as well as supervision of University students and assistant teachers.

Teacher Assistants

Full time Teacher Assistants are assigned to classrooms to assist the Lead Teacher in facilitating a well-run classroom. All assistants have a Child Development Associate (CDA) Credential.

Substitutes

Substitutes are hourly employees who assist the Lead Teachers and Assistant Teachers in the classroom in the absence of a regular staff member.

Cook

A full time cook is employed by the center to prepare snacks and lunches for the children.

All paid staff and students working with children have a cleared criminal background check on file.

PROGRAM POLICIES

Enrollment Policies

ENROLLMENT

Effective Date: 08/99

Updated: 05/09

PURPOSE AND PHILOSOPHY

The purpose of this policy is to ensure that enrollment is equitable among all the classrooms without bias. Pre-Kindergarten has a separate enrollment process.

PROCEDURE

Receipt of Applications

1. Applications are dated with the date received.
2. Parents/Guardians are mailed a post card confirming the receipt of their application.

Placement on Waitlist

Applicants' names are inserted on the wait list for the classroom that the child is currently eligible (see Classroom Eligibility below) using the criteria stated below:

Criteria 1: Order of priority given.

- 1st priority: Siblings of children currently enrolled in regular programming at The Child Development Lab
- 2nd priority: University of Georgia affiliates (currently enrolled students, staff or faculty)
- 3rd priority: The community at large

Criteria 2: Stamped date of receipt of application.

Special Considerations for Placement on Waitlist

Twins

- Separate applications are required.
- Listed separately on the waitlist.

Special Needs

- One space per classroom will be reserved for a child with an identified special need

Classroom Openings

- Parents/guardians are contacted by phone based on their determined priority status. Every effort is made to contact the parents/guardians for three days. At the end of this time frame, if no contact has been made the next child's parent/guardian on the list is contacted.
- Once contact is made parents/guardians are given two days to make a decision and notify the center.
- Documentation and verification of UGA affiliation is required prior to physical enrollment of the child.

Acceptance of a Classroom Opening

- Parents fill out the necessary paperwork.
- Parents provide required documentation.

- Parents and The Child Development Lab personnel determine start date of child which is documented and agreed upon in writing.

Special Considerations for Openings

Children eligible for our Infant Classroom

- Siblings enrolled
- Applications received by May 31st will be eligible for being included in a random drawing.
- Infants' names are randomly drawn to create enrollment list
 - UGA affiliates drawn first
 - Community at large drawn second
- After class is enrolled applicants names return to waitlist according to date received and criteria given above.

Children with Special Needs

- If there are no children with special needs currently enrolled in the classroom then children with special needs are prioritized from the wait list and offered enrollment.

Sharing of a space

- Sharing of a space is an option with Director approval.
- Space must be shared between children concurrently listed on the waitlist or children currently enrolled.
- Space must be shared on a full-day basis; no partial days or hourly sharing is permitted.
- Both families must agree upon and provide in writing how payment for the space will be provided.

Part Time Enrollment

- There are no part time enrollment options.

Decline of a Classroom Opening

- If a parent/guardian is offered a space and declines, their application is removed.
- If a parent/guardian declines a space "at this time," their application is stamped with the current date and moved to the end of the waitlist for the classroom that their child is currently eligible.

Withdrawal from Program

In order to withdraw a child from the Child Development Lab, parents/guardians must submit their intent in writing and provide two weeks notice and tuition.

If a child is withdrawn from the Child Development Lab and later wants to re-apply for admittance, then they are required to submit a new application and will be subjected to the procedures set forth in this policy.

Classroom Eligibility

Infant Classroom:	The child must have been born in order to submit an application.
Young Toddler Classroom:	The child must be 1 year old by September 1 st .
Older Toddler Classroom:	The child must be 2 years old by September 1 st .
Multiage Classrooms:	The child must be 3 years old by September 1 st to be eligible for one of the 3 year old spots.
	The child must be 4 years old by September 1 st to be eligible for one of the 4 year old spots.

ENROLLMENT-MULTIAGE CLASSROOMS

Effective Date: 06/11

PURPOSE AND PHILOSOPHY

The purpose of this policy is to ensure that enrollment is equitable between the Multiage Classrooms

PROCEDURE

Classroom Make-Up:

The Multiage Classrooms will have 18 children with one lead teacher and 2 assistant teachers. Nine children will be three years old by September 1st and nine children will be four years old by September 1st.

Classroom Eligibility

Multiage Classrooms:

The child must be 3 years old by September 1st to be eligible for one of the 3-year-old spots.

The child must be 4 years old by September 1st to be eligible for one of the 4 year old spots.

Enrollment Procedures

Children currently enrolled in the CDL Older Toddler program will be given the option of enrolling in one of the Multiage classrooms. In the event that more than nine 3-year olds want to enroll in either classroom, there will be a lottery drawing for the nine spots. The remaining children will then be offered enrollment in the other classroom. At the end of the programming year all three year olds (from both classrooms), who are eligible for Pre-Kindergarten will be given the opportunity to participate in the CDL Georgia Pre-Kindergarten registration process. In the event that there are more than twenty children who want to attend Pre-Kindergarten at the CDL, there will be a lottery drawing for the twenty spots. The remaining children will be placed on a waiting list in the order drawn.

Three year olds enrolled in the multiage classroom will have priority of remaining in the same classroom for a second year. ***Parents will choose to have their three year old remain in the current classroom for an additional year as a four year old or attend a Pre-K program.**

Any remaining openings for either classroom will be filled as dictated by the CDL's enrollment policy.

**This portion of the enrollment policy will be effective beginning in the 2012-2013 programming year.*

PURPOSE AND PHILOSOPHY

The purpose of this policy is to ensure that enrollment is equitable for the Georgia Lottery Funded Pre-Kindergarten Program.

PROCEDURE

Classroom Make-Up:

The Georgia Lottery Funded Pre-Kindergarten will have 22 children with one lead teacher and 2 assistant teachers. All 22 children must be four years old by September 1st.

Classroom Eligibility

Georgia Lottery Funded Pre-Kindergarten: The child must be 4 years old by Sept. 1st.

Enrollment Procedures

Children currently enrolled in the Child Development Lab (CDL) Multiage classrooms will be given the option of enrolling in the Georgia Lottery Funded Pre-Kindergarten program for the upcoming programming year. In the event that more than 22 age eligible children want to enroll in the Georgia Lottery Funded Pre-Kindergarten, there will be a lottery drawing for the 22 spots. The remaining children will be placed on the waitlist in the order drawn after the 22 spots are filled.

On a specified date in March, the community is invited to enroll in the CDL Georgia Pre-Kindergarten Program. Age eligible children will be placed in the classroom (if spots are available) or on the waitlist on a first come first served basis.

Health Policies

Parents should not bring a child to school that is ill or showing signs of illness. Any person (parent, child, staff, visitor, or student) who is ill should not enter the Center.

ILLNESS - CHILD

Effective Date: 5/02 (Updated: 06/11)

PURPOSE AND PHILOSOPHY

To protect the health of children and staff at the Child Development Lab

GENERAL POLICIES

Signs of illness will constitute a formal evaluation by center staff and/or the Director. Sick children are not to be brought to the center and shall not be allowed to remain at the center. Certain illnesses (see “Childhood Infections Illnesses” poster in your classroom) will necessitate the temporary removal of a child from the center.

PROCEDURE

◆ Child Illness

If a child exhibits symptoms of illness listed below, he/she will not be allowed to attend the center. If the child develops these symptoms during the day the child will be removed from the classroom, the parents and office notified and the child sent home. The return procedures should be followed. **Please note: a 24-hour exclusion period includes a full day of programming.** (Ex: If a child is sent home at 10:00 am on Tuesday, s/he will be able to return on Thursday.)

Elevated Temperature

- If a child has a temperature of 100.0(F) orally or 99.0(F) axillary, the parent will be notified. If there are no other signs of illness, the parent may choose whether or not to remove the child. If the child’s temperature is 101.0(F) or above orally or 100.0(F) or above axillary, the child must be removed from the center.
- If a child has a temperature of 100.0(F) orally or 99.0(F) axillary and he/she has one or more of the following symptoms of illness (diarrhea, vomiting, rash, sore throat, swollen glands, red and runny eyes, consistent coughing or sneezing) the parent will be called to take the child home.

Vomiting

- If a child vomits twice in 24 hours (with no other symptoms) or once in 24 hours when accompanied by any other symptoms, the child must leave the Center.

Diarrhea

- If the child has one loose bowel, the parents will be notified. If the child has diarrhea twice in one hour or three times in two hours, the parents will be told to come and get the child.
- If the child has diarrhea once with any other symptoms, the parents will be called to take the child home.

Sore throat and swollen glands

Red and draining eyes

Undiagnosed skin eruptions/rashes

◆ Contagious Disease Notification

- Parents will be notified of their child's exposure to any contagious disease through written notices that will be sent home and posted in the classroom and /or verbal notices.
- Notification will include information about date of exposure and disease.
- Parents should notify the center if their child contracts a contagious disease.

◆ Return Policy

- **Return policies for specific illnesses are found below.**
- Any child on antibiotics must have been on the medication for at least 24 hours before returning to the center. (24 hours = one full day of exclusion from programming)
- A child may return within the 24 hours only with a written physician's note stating that the child is not contagious and healthy enough to return to the Center.
- When a child is excluded from the center, the parent will be informed of the return policy based on the child's illness.
- Parents will be given written documentation of the symptoms observed, action taken, and resulting decision. If the child is being sent home, the specific date of return will be indicated.
- If a child is being sent home and the parents have been contacted, the child must be picked up within one hour.
- A copy of the written documentation given to parents will be placed in the child's file.
- Any child who attends the center must be well enough to participate in all program activities, both inside and outside.
- In the event that a child returns to programming with a cast or brace, a doctor's note must accompany the child with details indicating acceptable level of participation.
- If the child has a rash, the child will remain excluded until a physician has determined that it is not a communicable disease or the rash is completely gone.

◆ Exclusionary Policy

- Exclusionary policies will be followed as recommended by Children's HealthCare of Atlanta (information on "Childhood Infections Illnesses" poster)

Elevated Temperature (*addendum in italics*)

- If a child has a temperature of 100.0(F) orally or 99.0(F) axillary, the parent will be notified. If there are no other signs of illness, the parent may choose whether or not to remove the child from the center. *Fever-reducing medicine may not be administered at school in response to this notification.* If a child's temperature is 101.0(F) or above orally or 100.0(F) axillary, the child must be removed from the center *per our illness exclusion policy.*

MEDICATION ADMINISTRATION POLICY

Effective Date: 04/07

Updated: 01/08

PURPOSE AND PHILOSOPHY

To ensure that medication is administered safely

GENERAL POLICIES

Staff and administrators will follow all procedures and guidelines as outlined below in the administration of all medications to children at Child Development Lab. Prescription and over the counter medications will only be given with specific written authorization and instructions from a licensed health provider. (This includes, but is not limited to, physicians, physician assistants, nurses, and nurse practitioners.) This authorization will include the date, full name of the child, name of the medication, prescription number (if applicable), the dates to be given, the time to be dispensed, and a parent's signature. Written instructions for prescribed medications may be limited to the information included on the prescription label. All medicine must be in its original container. Medications shall be kept in a locked storage cabinet or container which is not accessible to the children and stored separate from cleaning chemicals, supplies, or poisons. Medications requiring refrigeration shall be placed in a leak proof container in a refrigerator that is not accessible to the children. Written authorization to dispense medications shall be limited to two (2) weeks unless otherwise prescribed by a physician. Medication shall only be dispensed out of its original contained which must be labeled with the child's name. A record shall be maintained of all medications dispensed to children by personnel including the date, time, and amount of medication administered.

PROCEDURE

- ◆ Medication brought into the center must be taken to the office and the procedures followed. Only medication needed to treat chronic issues, such as allergies and asthma, will be administered.
- ◆ Parents must complete and sign a permission to administer form before medication will be given. The time to be dispensed and dosage amount must be clearly indicated on the form completed and signed by the physician. (Medication will not be given on an "as needed" basis.)
- ◆ Office staff (Director, Program Coordinator, or Administrative Assistant) will administer medication. Teachers are not allowed to dispense medication. The staff member administering medication should sign or initial the form as evidence of the medicine being given at the indicated time. Any adverse reactions to the medication should be noted on this form and a parent notified immediately.
- ◆ Whenever possible, the parent/caregiver will administer medicine outside of programming hours. The following schedule will be followed: If medicine is prescribed:
 - 2 times a day: Parent/caregiver administers medicine before and after child is in programming.
 - 3 times a day: Parent/caregiver administers medicine before and after child is in programming; office staff administers middle dose.

When medicine must be given at other times, arrangements will be made on an individual basis.

- ◆ Directions for administration of prescription medications will be adhered to as indicated on the label; non-prescription medication will be administered according to label directions unless other instructions are approved in writing by the child's physician; samples of prescription medications will be given to a child when accompanied by a written note from the child's physician stating the specific directions for administering the medication to the identified child.

- ◆ Medication that does not have specific directions for administration and medicines which are no longer to be dispensed (ex: past expiration date) will not be administered and should be returned to the child's parents immediately with an explanation given.
- ◆ We do not administer cold medication to children in our programming. The FDA speaks specifically to children ages 2 and under and is gathering information for older children. The uncertainty in the safety of these medicines for children ages 2 and older has led us to eliminate the office administration of these medicines completely.

STAFF PROVIDING OUTSIDE CHILDCARE to CDL FAMILIES POLICY

Effective Date: 06/11

PURPOSE AND PHILOSOPHY

To protect the Child Development Lab and the University of Georgia from liability when staff provides outside childcare to CDL families

GENERAL POLICIES

Some CDL Families want program staff to provide care to their children outside of the CDL, on evenings or on weekends. Some individual members of the CDL program staff may be willing to provide such services to families outside of the program's daily operations. The CDL Administration can see the potential benefit to both families and staff in this type of independent service arrangement; however, neither the CDL nor the University of Georgia warrants or recommends any party for the provision of childcare. Further, neither the CDL nor the University is responsible for the care given or the conduct of the individual staff in these independent care arrangements.

PROCEDURE

- ◆ Families should not discuss personal childcare arrangements with staff during regular work hours. Parents may communicate with staff via email or through the exchange of personal phone numbers.
- ◆ Program staff may not provide services for individual children and families for financial gain during staff work hours or on CDL school grounds.
- ◆ If a CDL staff member will be picking up the child at the end of the school day, parents must add that staff person on the Emergency Authorization Form in the child's file. Children may not be released to a staff member without the parents' written authorization.
- ◆ By entering into a personal childcare arrangement outside of work, families of children attending the CDL and program staff are agreeing to release the UGA and the CDL of all liability.

PROGRAM PROCEDURES

Arrival & Departure

The following procedures have been established for arrival and departure to ensure the safety and well being of the children. Hours of operation are 7:30 am-5:30 pm.

1. All parents must enter the classroom when bringing or picking up their child. This is for the safety of the child and facilitates contact between teachers and parents. A sign in/out sheet is posted by each classroom door. It is the parents' responsibility to sign their child in and out each day. This is a very important safety precaution.
2. All parents are encouraged to have their children at the center by 9:00am. This allows the children to participate in all of the planned activities.
3. Upon arrival, the parent should help the child follow the established classroom routine.
4. When picking up a child, please inform the teacher upon arrival. Children will only be released to those adults whose names are listed on the release section of the Enrollment Form. **Please keep this list updated.** We will not release a child to an unauthorized person. Any incurred late fee will be applicable.
5. If an unauthorized person is sent to pick up a child, the parent must notify the office or teacher in writing prior to the child's release. If a parent calls to authorize release of his or her child to someone not listed on the card, we will have to verify the parent by voice, birth date or other personal information, such as mother's maiden name. Any person unknown to the staff will be asked for identifying information such as
a driver's license. This is for the protection of children and staff.

Birthdays

Birthdays are special days for children. To celebrate at school, please make plans with the Lead Teacher before the special day. Suggestions for celebration include napkins and cups for our regular snack, or muffins or cupcakes, (not too sweet is best). All food brought into the center must be pre-packaged, sealed, and contain an ingredient label. We will provide milk or juice for the celebration. Party favors are OK as children go home. Please do not bring lollipops, balloons, peanuts, grapes or popcorn as these can be dangerous to young children. ***A book contributed to the program by the child on his/her birthday is a suggested way to celebrate this special day.*** This removes the "what do I get" concept that many children have about birthdays, and is a nice way to share a special book with the classroom. If you are planning a party outside of school and wish to invite all of the children, invitations may be given out at school. If only a few children are being included, please mail the invitations.

Building Security

In an effort to make the building and environment as secure as possible for the children, the building will remain secured at all times.

Parent entrances are located at the main office door and the door adjacent to the infant/young toddler playground. Your UGA ID card or building access card will be required for use in the card entry system on the main door. The card entry system on the upstairs parent door can also be accessed by entering the first four of the last five digits of your 810 number followed by the # sign on the keypad.

All other adults who wish to enter the building will need to enter through the main office door. There they will sign in and give their reason for visiting.

Clothing

1. Children should wear clothes appropriate for active play. Activities are often messy, so washable, comfortable clothing is important for the children to participate fully in the planned program.
2. In cold weather, children should wear warm coats, hats, mittens and have their legs covered.
3. In hot weather, shorts and sandals that buckle or tie are appropriate. We suggest closed-toed shoes and socks or sturdy sandals for comfort and safety.

Emergency Medical Procedures

In the case of emergencies (illness or accident) involving a child, the Lead Teacher will contact the CDL Director, Program Coordinator and/or the Administrative Assistant. The Lead Teacher will then contact the parents, or designated emergency contact person. If parents or designated person cannot be reached and the emergency appears serious, Campus Police will determine whether the child should be taken to the Emergency Room of a hospital. Transport will be made by Campus Police or ambulance. Emergency treatment may be provided in accordance to the wishes of the parents as expressed in the Authorization for Emergency Medical Treatment found in the child's folder. If parents or designated person cannot be located, the Lead Teacher, or a person familiar to the child, will accompany the child for emergency treatment. All Teachers are certified in American Red Cross CPR and First Aid Training. In crisis situations, emergency personnel will be notified immediately.

Enrollment Forms

**All forms are available on our website at <http://www.fcs.uga.edu/cfd/cdl/>
These must be completed before the child will be allowed to enter the program.**

Required forms are:

- 1) Handbook Agreement and Family Directory Information
- 2) Certificate of Immunizations (Form 3231)
- 3) Child Information Form
- 4) Research Consent Form
- 5) Media Consent and Release Form
- 6) Emergency Medical and Pick-up Authorization
- 7) Family Involvement Form
- 8) Walking Permission Form

The following forms are required for Pre-K only:

- 1) Birth certificate
- 2) Copy of child's Social Security card
- 3) Copy of Parent/Guardian picture id
- 4) Proof of Georgia Residency
- 5) Georgia Immunization form 3231
- 6) Pre-K application
- 7) OSR Photograph/Videotape Release
- 8) Acknowledgement
- 9) Parent Agreement with Center
- 10) Ear, Eye and Dental Screening
- 11) Extended Day (if utilizing service)
- 12) Pre-K Student Information Sheet
- 13) Attendance and Punctuality Contract

Field Trip Guidelines

We believe in extending children's learning experiences outside the program. With safety being the most important consideration, teachers work to provide fun, exciting, and developmentally appropriate experiences (and when possible follow the curriculum study providing educational experiences) in the community.

Notifications of walking field trips appear in the parent newsletter and a sign is posted 24 hours in advance outside the classroom. The location of the trip and times of departure and return will be listed in these notifications. Safety guidelines are discussed with the children prior to each field trip. The attendance sheet, emergency authorization forms and first aid kit accompany the class. One adult is assigned as a leader and one adult is assigned as the last person out of the room, off the bus, at the end of the line, etc.

For field trips requiring transportation the following procedure will be followed:

- Parents will be notified of the field trip time, date and location through written and verbal communication.
- Parents will sign a field trip permission slip in order for children to attend.
- Parents are welcome to attend and participate during field trips.
- Parents will be reminded to bring child's car seat/booster chair (if needed) for transportation.

On van rides, children must ride in approved car seats. We transport children according to the American Academy of Pediatrics guidelines which states, "Children under 4'9" and/or under 80 lbs. and/or under age 8 should ride in approved child safety seats."

If a child arrives at school after his/her class has left the premises for a field trip, the parent is responsible for taking their child to meet with the class or bring them back at the designated return time. If a parent chooses for their child not to participate, they are responsible for making alternative arrangements for childcare during the duration of the field trip.

Fire & Tornado Drills

Center wide drills, both announced and unannounced, will be conducted by the Director. Fire Drills are conducted at least once a month. Tornado Drills are conducted twice a year.

Instructions for each group are posted in each room. The Lead Teacher will take attendance. The emergency medical authorization forms and first aid kit are carried on each fire or tornado drill. Children may return to the building after the "all clear" signal is given. It is the Lead Teacher's responsibility to familiarize all personnel in each classroom with emergency procedures.

Food Service

A nutritious snack is served mid-mornings and mid-afternoons. Children should not bring any food to the center unless required by special diet or food allergies. If food needs to be brought in for one of these reasons, it must be labeled with the child's name and date. Food that comes from home for sharing among the children (in the instance of celebrations) must be either whole fruits or commercially prepared packaged foods in factory-sealed containers with an ingredient label. A nutritionally balanced lunch is provided in all programs. A variety of foods are served. Liquids are fruit juice, milk or water. Infants 12 months and older and Young Toddlers are only served whole milk and water. Vegetarian alternatives are available upon request.

Inclement Weather

In case of hazardous weather conditions, the Child Development Lab will close if the University of Georgia closes. Information and up-dates can be found at www.uga.edu

Insurance

Parents are responsible for health and accident insurance that would cover any sickness or accident the child might incur while attending the Child Development Lab at the McPhaul Center.

Late Fee Policy

If parents are late in picking up their child, they will be asked to sign a form stating the pick-up time. Charge for late pick up is \$20 for the first five minutes or any portion thereof; \$1 for each additional minute. Parents will receive written notification at the time of pick up indicating the amount due. Payment should be remitted to the office the following school day or the next day the child attends the program. One late pick-up is excused. **Plan to arrive at the end of the program day in time to have exited the room by closing time at 5:30 pm.**

Necessary Items for School

1. Each child should have a complete change of clothes (underwear, shirt, pants or skirt, and socks) at school at all times. Even if a child no longer has accidents, unusual circumstances can cause an accident and clothing may be required for other reasons, such as spills. All items should be labeled with the child's name, and appropriate to the season so outdoor play will be comfortable.
2. Each class will be informed of other necessary items at orientation.

Outside Play Periods

Children in our programs spend a minimum of 1 ½ hours outdoors every day. Please dress children accordingly. In case of extremely cold or hot weather, the outside time may be shortened, but children are provided inside opportunity for gross motor development and movement. On rainy days, the children use the covered walkway outside of each classroom for their outside play.

Rest Time

All classrooms have a daily rest period for a minimum of 45 minutes. During this time they are encouraged to remain on their cots and rest or sleep. Children who do not sleep or who wake early are offered quiet activities for the remainder of rest time.

Toys from Home

Except by special request, all toys should be left at home. **Toy weapons (guns, knives, swords) are not permitted.**

Transitioning from the CDL to Kindergarten/Other School Settings

When a child leaves the CDL for another school setting, the child's portfolio is given to the family. In preparation for a child's departure from the program, teachers and administrators will work with the family to provide for a smooth transition. Opportunities for formal "good byes" are provided in the classroom with the child's friends, teachers and family present.

When children reach kindergarten age another transition begins in preparing for school. Families are provided information about registering for public school and other local private programs. The children may visit an elementary school playground or classroom to prepare for this transition.

Transportation & Parking

Parking permits allow parents to park in the marked parent spaces each year. Parents are required to escort their children to and from the classrooms, as well as any other children who may be in the vehicle at the time of pick up or drop off. No children can be left unattended in parked vehicles. Drivers must exercise patience and caution during arrival and departure times. **Cars should be parked in the parent spaces only while parents are inside the CDL.** Cars left in parent parking over 30 minutes may be ticketed or towed. The safety of the children is jeopardized when these spaces are not available during pick up and delivery.

Tuition/Fees

Monthly tuition will be assessed on the first day of programming each month. Eligible UGA employees may enroll for automatic payroll deduction (please see chart below).

PAYROLL DEDUCTION CHART

Classroom	Annual tuition	Monthly (deductions from 12 checks)	Academic (deductions from 10 checks)	Salaried (deductions from 24 checks)
Infants	\$10,200	\$850/month	\$1020/month	\$425/pay period
Young Toddlers	\$ 9,720	\$810/month	\$972/month	\$405/pay period
Older Toddlers	\$ 9,480	\$790/month	\$948/month	\$395/pay period
Multiage (Ms. Elaine)	\$ 8,520	\$710/month	\$852/month	\$355/pay period
Multiage (Mr. Phillip)	\$ 8,520	\$710/month	\$852/month	\$355/pay period

In lieu of payroll deduction, other payments can be made through checks or money orders payable to the *CDL @ McPhaul*. You may deposit payments in the box provided in your child’s classroom or at the main office. You may also mail payments to:

Child Development Lab at the McPhaul Center
University of Georgia
Athens, GA 30602 –2623

All tuition checks should have the child’s name and the weeks you are paying for written in the memo section of the check.

Please note: Tuition is based on a set amount per child (dependent on classroom) per year. As noted in the chart below, this annual amount is divided by 12 to determine a monthly tuition amount and by 50 (the number of weeks that we are open all or part of) to come up with a weekly tuition amount.

Classroom	Total amount due for year	Monthly tuition (annual tuition /12 months)	Weekly Tuition (annual tuition/50 weeks)
Infants	\$10,200	\$850	\$204.00
Young Toddlers	\$ 9,720	\$810	\$194.40
Older Toddlers	\$ 9,480	\$790	\$189.60
Multiage	\$ 8,520	\$710	\$170.40
Pre-K Lunch	\$ 675	\$75 (total/9 months)	na

* *For returning families, the \$250 annual supply fee needs to be paid in full at the beginning of the programming year. For newly enrolled children the supply fee must be submitted in full at time of enrollment. Please note: There is no annual supply fee for Pre-K students.

Additional Information for Pre-K: The Pre-K Extended Day program operates from 2:30-5:45 daily at a cost of \$80 per week. Children can be enrolled in Extended Day at the Pre-K orientation. Details will be discussed at that time. Pre-K children are also invited to participate in “Extended Pre-K” that will take place following the regular programming year. Tuition for this additional programming is optional and is available for \$175/week with hours of operation being 7:30-5:45.

There is no reduction in tuition for a child who is on vacation. Tuition must be paid, regardless of attendance, in order to reserve a child’s place in the program. Please contact the Director immediately if you are having trouble making payments or have any unusual circumstances. Tuition assistance is available through an established scholarship fund. Please contact Amy at (706) 542-4921 for more information.

Withdrawal

If a child is to be withdrawn from the Child Development Lab (CDL), parents must give written notification to the Director of the CDL as soon as possible. At minimum, a 2-week notice is required. This is required for children to be eligible for re-enrollment and for enrollment of future siblings.

PARENT INVOLVEMENT

As a child's primary caregiver, parents have essential knowledge of their child's skills, interests and needs. Thus, communication with parents is an important component of our work with the children. This parental input and involvement in center activities gives a child a strong, positive message of acceptance and support. Children enjoy parental visits and help in the classroom. Involvement opportunities are numerous and varied.

Bulletin Boards

Parent bulletin boards are provided for each group for the posting of information and announcements. Lead Teachers will orient parents to the location of the bulletin board for their class.

Center Visitation

Parents and parent-supervised siblings are always welcome to visit our programs. Those parents who are interested in observing their child may use the observation booths located in or beside each classroom. Eating, talking and/or drinking are not permitted in the booths as these activities may distract the children and other observers in the booth. Parents are also welcome to join their child at lunchtime. If you are planning a lunchtime visit, please make arrangements with the Lead Teacher.

Classroom Plans

The daily schedule of activities giving the time and type of activity (e.g., free play, small groups, story time) is posted in each classroom or observation booth. Weekly lesson plans, including the unit of study, objectives and activities are written by the Lead Teacher and shared with parents at the beginning of each week.

Daily Contact

Parents and Lead Teachers share information daily concerning the child's behavior and day. While we encourage families to speak to their child's teachers on a regular basis, extended discussions during drop-off and pick-up may not be possible due to other demands on the teachers' time. When an extended discussions in needed, please schedule a conference a parent-teacher conference. Please be mindful that the teachers' workday ends at 5:30pm; so avoid long discussions with them after this time.

Newsletters

Parent newsletters are distributed monthly in each classroom at the CDL. These letters include information regarding the child's program, special guests, field trips, notices of research studies and other announcements. Additionally, CDL Quarterly is published four times a year with highlights and center-wide information.

Parent Council

The Parent Council is made up of one representative from each classroom, the Program Coordinator, and Director. The council meets monthly to discuss CDL issues. Representatives serve as liaisons between the administration and the classroom parents. Minutes from each meeting are distributed to all parents in a timely manner.

Parent Resource Library

There are many parent resources on the bookshelf in the downstairs teacher lounge. A variety of parent materials (newsletters, books, magazines, pamphlets and articles on topics of interest) are available for check out. Donations of parenting magazines, pamphlets and articles are welcome.

Parent Suggestions & Negotiation Policy

Suggestions for program improvement are always welcome. Please feel free to share ideas with the Lead Teachers and/or the Director. There is also a box located in the main office where comments can be placed. In situations where there is a grievance, parents should define the situation carefully and speak to the appropriate staff member(s). If the parent does not feel comfortable discussing the issue, s/he should consult the Program Coordinator or Director to receive assistance and a determination made of action (meeting, conversation, etc.) to be taken. If the parent has discussed the problem with the staff member(s), taken the concern to an Administrator, and still is not satisfied, s/he would then contact the Department Head of the Department of Child and Family Development.

Parent-Teacher Conferences

Parent conferences are scheduled twice a year. During these conferences, topics of discussion may include the child's progress, developmental needs, educational program and any other concerns. Parents should feel free to request a conference at times other than those designated. Contact the Lead Teacher to make arrangements.

Parent Volunteers

Parents are encouraged to share special talents, occupations, cultural heritage and hobbies and interests with the children. Parent volunteers are also encouraged to assist with special projects, art and cooking activities and story reading. Assistance with field trips is appreciated. A parent involvement form is completed upon enrollment and updated occasionally to help us know how you would like to be involved in the class.

Thank you for sharing your child with us.
Together we can provide a fulfilling learning
environment to enrich your child's growth and
development.