

2026-2027
Family Handbook

EduCating
for a
Lifetime

Child Development Lab at the McPhaul Center

University of Georgia
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The term “family” 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-Dr. Amy Kay Powell.....</i>	<i>706-542-4921</i>
<i>Assistant Director-Lori Treff</i>	<i>706-542-4924</i>
<i>Resource Coordinator-Siobian Minish</i>	<i>706-542-4927</i>
<i>Administrative Associate-Matthew Gunter</i>	<i>706-542-4929</i>
<i>Infant Classroom (Rooms 226 & 228)</i>	<i>706-583-0761</i>
<i>Young Toddler (Room 242) Classroom & Office.....</i>	<i>706-542-4920</i>
<i>Older Toddler (Room 133) Classroom & Office</i>	<i>706-542-1225</i>
<i>Multiage Preschool (Room 123) Classroom & Office.</i>	<i>706-542-4931</i>
<i>Multiage River's Crossing (MARC) & Office.....</i>	<i>706-542-7273</i>
<i>Kitchen</i>	<i>706-542-4933</i>

Department

<i>HDFS Departmental Office</i>	<i>706-542-4844</i>
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College

<i>FACS Dean's Office.....</i>	<i>706-542-4879</i>
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INTRODUCTION

Welcome to the Child Development Lab (CDL) at the McPhaul Center a unit of the department of Human Development and Family Science (HDFS) in the College of Family and Consumer Sciences (FACS) 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.

Vision

Our vision is to provide children, in all their diversity, with knowledge and strength to interact, learn and build a better society.

Mission

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

- Connecting teaching and learning meaningfully to the outside world
- Serving as a facility for pre-service teacher training and HDFS internships
- Providing an environment that promotes educational research and development
- Sharing information and training others

Philosophy

The CDL provides a rich learning environment while offering a setting for teacher training and educational research. We emphasize educating the whole child's, emotional, social, physical, and intellectual being, while at the same time, the child's integrity as learner, teacher, and classmate is valued and reinforced. We believe learning should not be imposed on the child, rather, it should take place naturally in an environment that offers a choice of activities created with children's needs in mind and arising from the children's individual and collective interests, actions, questions, and manipulations of the environment. To do so, the CDL:

- Offers a play-based curriculum that focuses on the whole child and is designed to meet the diverse social, physical, emotional, and cognitive needs of all.
- 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, critical thinking skills, and environmental awareness through positive guidance and problem solving.

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 children's' 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 family council meetings and utilizing this resource as a two-way communication between families and administration
- Providing training and information opportunities for families

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 95 children in five programs: Infants, Young Toddlers, Older Toddlers, and two Multiage (3- and 4-year-olds) classrooms. These five classrooms are 12-month programs and all are open Monday through Friday unless closed due to a University acknowledged holiday, dates indicated on calendar provided annually to staff and families, or UGA determined closures including, but not limited to, inclement weather, health department guidelines, or emergency situations.

PROGRAM OVERVIEW

Goals

The goals of the CDL program address five developmental domains: Social & Emotional Development, Approaches to Learning, Communication, Language and Literacy, Cognitive Development, and Physical Development.

Social & Emotional Development

- 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

Approaches to Learning

- Demonstrates initiative and self-direction
- Sustains attention
- Demonstrates persistence

Communication, Language & Literacy

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

Cognitive Development

- 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

Physical Development

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

Curriculum

All of the classrooms at the CDL use the Georgia Early Learning Standards (GELDS). These standards are based in research and theory and focuses on five areas of development: Social and Emotional Development; Approaches to Play and Learning; Physical Development and Motor Skills; Communication, Language and Literacy; Cognitive Development and General Knowledge. Each week the lead teacher will plan a variety of activities that are connected to specific objectives in each of the five domains. Families will receive these lesson plans 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 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. Information gained during screenings and assessments will be used to develop curriculum, program planning, family education, and evidence for referral. These are not used for comparison purposes. The formal screenings and assessments that are utilized are the Ages and Stages Questionnaires (ASQ) and the GELDS Assessment Tool. Additional assessments may be used as necessitated by the child's developmental progress or by specifically approved research projects. The Ages and Stages Questionnaire is a developmental screening completed by families that evaluates language, cognitive, gross motor, fine motor, and social and emotional development. Lead teachers are trained and assisted continually by the Resource Coordinator in the scoring and interpreting of ASQs returned by families. ASQs are completed two times per programming year and the GELDS Assessment Tool twice per year. Additionally, teachers continually use child portfolios to informally assess each child and provide 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. Children born pre-maturely will be assessed using their adjusted age until they are 18 months old.

Teachers gather information from families through the Ages and Stages Questionnaires, 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 family. At the formal conferences, teachers share formal and informal assessment information in a written report and work with the family to collaboratively create goals for the child in all areas of development. This information allows teachers to plan developmentally appropriate activities that address all children's strengths and needs.

Referrals

The CDL staff work intentionally to provide each child with an inclusive and developmentally appropriate learning environment where they can succeed, providing behavioral and developmental supports and accommodations as needed. Families are informed of specific supports and their outcomes before and throughout implementation. When assistance is required beyond these supports or an underlying issue is suspected, a meeting will be scheduled with the family, the Lead Teacher, and the Resource Coordinator. Families will be provided, in writing, the reason(s) for recommending additional services, a summary of the classroom observations related to the referral, and efforts made by the CDL to accommodate the child's needs. A plan will be created with the family to meet the child's developmental needs both at school and at home and the Resource Coordinator will offer referrals to families for community resources and services, formal evaluations, diagnostic, and/or therapeutic services. Families are encouraged to utilize these resources, but always have the right to refuse. It is the family's responsibility to follow through on the referral recommendation, to share pertinent information with the CDL, and to request additional conferences with the teachers as they feel is needed.

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 families, 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 families or staff members without written family permission.

If another party requests any information regarding a child at the CDL, the families 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, Instagram, or other public

social media spaces by the child's family or with the families' consent given.

Child Guidance Techniques

In keeping with NAEYC guidelines, teachers do not use corporal punishment (e.g. spanking) or other negative methods of discipline, including punitive timeout, that hurt, humiliate or frighten children. We recognize the right of families to choose their methods of guiding and disciplining their children. However, we request that families refrain from using corporal punishment, other forms of physical discipline, or discipline methods that could hurt, humiliate, or frighten students while in the classrooms and on the grounds of the CDL. Mealtimes and food are not used as a means of punishment or reward and outside time is not withheld as a form of punishment.

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 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.

Student Participation

Students enrolled in many courses in Human Development and Family Science, 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 Department of Human Development and Family and other departments at the University. Research at the CDL involves observation of children, questionnaires for staff and families, 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 family permission forms, is required for all research studies that bring the researcher(s) into direct contact with children. Families will be given notification of projects that are observation only but no additional permission will be required. Your participation is extremely important and appreciated. Questions about research should be directed to Amy Kay Powell at akay@uga.edu or (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, state and country.

Assistant Director

The Assistant Director oversees regular operations regarding the program, curriculum delivery and planning. The Assistant Director also works closely with staff and families to ensure the quality of the program.

Resource Coordinator

The Resource Coordinator works with families, teaching staff, and service providers (speech-language pathologists, occupational therapists, etc.) to ensure that children with special needs are provided accommodations and modifications necessary for success within the classroom.

Administrative Associate

The Administrative Associate 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.

Lead Teachers are responsible for classroom management, supervision of the children, planning and implementing activities in their classrooms, as well as supervision of the University students and assistant teachers.

Assistant Teachers

Full time Assistant Teachers are assigned to classrooms to assist the Lead Teacher in facilitating a well-run classroom. All assistants have a minimum of an Associate's Degree.

Support Staff

The Support Staff have established schedules of going into classrooms to provide coverage for Lead Teachers' and Assistant Teachers' breaks and lunches.

Substitutes

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

Kitchen staff

Two kitchen staff members are 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: 06/25

PURPOSE AND PHILOSOPHY

The purpose of this policy is to ensure that enrollment is equitable among all the classrooms without bias.

PROCEDURE

Receipt of Applications for the Waitlist

1. Applications for the wait list are dated when the application and application fee are received.
2. Families 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: Children with special needs (when spaces are available) and families who qualify for partially reduced or reduced tuition (when spaces are available).
- 3rd priority: University of Georgia affiliates (currently enrolled students, staff or faculty)
- 4th priority: The community at large

Criteria 2: Marked date of receipt of application.

Special Considerations

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

- Families are contacted by phone or e-mail based on their determined priority status. Every effort is made to contact the families for three days. At the end of this time frame, if no contact has been made the next child's family on the list is contacted.
- Once contact is made families are given two days to decide and notify the center.
- Documentation and verification of UGA affiliation is required prior to physical enrollment of the child.

Acceptance of a Classroom Opening

- Families submit the annual supply fee.
- Families fill out the necessary paperwork.
- Families provide required documentation.

- Families 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 due between June 1 and August 31 may submit an application early to be included in the random drawing. If the infant is not enrolled from the random drawing the applicant will be placed on the waitlist by date of birth.
- Infants' names are randomly drawn to create enrollment list
 - UGA affiliates drawn first
 - Community at large drawn second
- After the infant 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 (only allowed during June and July for YT and older)

- Sharing of a space is an option with Director's approval.
- Space must be shared between 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.

Remaining in current classroom for an additional year

- Special consideration will be given to children with special needs and/or history of trauma. These decisions will be made on a case-by-case basis by the leadership team.

Decline of a Classroom Opening

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

Classroom Eligibility

Infant Classroom:	The child must be born by September 1 st .
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 .
MAMC:	The child must be 3- or 4- years old by September 1 st .
MARC:	The child must be 3- or 4- years old by September 1 st .

Withdrawal from Program

In order to withdraw a child from the Child Development Lab, families must submit their intent in writing and provide four weeks' notice and tuition. The withdrawal form is on the website.

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 follow the procedures set forth in this policy.

ENROLLMENT-MULTIAGE CLASSROOMS

Effective Date: 06/11

Updated: 06/25

PURPOSE AND PHILOSOPHY

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

PROCEDURE

Classroom Make-Up:

The Multiage Classroom Main Campus (MAMC) will have 24 children with one lead teacher and 2 assistant teachers. The Multiage Classroom River's Crossing (MARC) will have 20 children with one lead teacher and one assistant teacher. Optimally, each multiage classroom will have even numbers of 3- year olds and 4-year olds to create the classroom makeup.

Classroom Eligibility

Multiage Classroom:

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 who wish to continue as 3-year olds will be assigned placement in the MAMC or MARC classroom. Consideration and priority will be given to families who have a past relationship with a particular teacher or teaching team. For placement in MAMC, priority will be given to families who have another child in programming at the main center in our efforts to keep family members together as much as possible.

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

Health Policies

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

ILLNESS - CHILD

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. **This policy, as written, may be adjusted in case of an unexpected outbreak that constitutes actions beyond what is provided below.**

PROCEDURE

◆ Child Illness

If a child exhibits symptoms of illness listed below, s/he 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 family 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 101.0(F) orally or 100.0(F) axillary, the family will be notified. If there are no other signs of illness, the family may choose whether or not to remove the child. Fever-reducing medicine may not be administered at school in response to this notification. If the child’s temperature is 102.0(F) or above orally or 101.0(F) or above axillary, the child must be removed from the center.
- If a child has a temperature of 101.0(F) orally or 100.0(F) axillary and s/he 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 family 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 (diarrhea, vomiting, rash, sore throat, swollen glands, red and runny eyes, consistent coughing or sneezing), the child must leave the Center.

Diarrhea

- If the child has one loose bowel movement, the family will be notified. If the child has diarrhea twice in one hour or three times in two hours, the family will need to pick up their child.
- If the child has diarrhea once with any other symptoms (diarrhea, vomiting, rash, sore throat, swollen glands, red and runny eyes, consistent coughing or sneezing), the family will be called to take the child home.

Sore throat and swollen glands

Red and draining eyes

Undiagnosed skin eruptions/rashes

◆ Contagious Disease Notification

- Families will be notified of their child's exposure to any contagious disease through email including information regarding symptoms and treatment. Information will also be posted on the specific classroom door.
- Notification will include information about date of exposure and disease.
- Families should notify the center if their child contracts a contagious disease.

◆ Return Policy

- When a child is excluded from the center, the family will be informed of the return policy based on the child's illness.
- Families 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 for illness, the families will be notified by phone (leaving a message if no answer), text, and through ProCare, in that order. **The child must be picked up within 60 minutes from the first attempt of notification. Beyond 60 minutes, late fees will be assessed per the late fee policy.**
- A copy of the written documentation given to families 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 without fever/pain reducing medications.
- 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)

IMMUNIZATION RECORDS

Effective Date: 1/00 (Updated: 06/15)

PURPOSE AND PHILOSOPHY

To ensure that all children are immunized to prevent the contraction and spread of disease

GENERAL POLICIES

Immunization records of all children enrolled in the center will be maintained and kept current.

PROCEDURE

- ◆ Enrollment in the center
 - Before children can attend the center, up-to-date immunization records must be obtained.
- ◆ Families are required to keep their child's immunizations current.

- ◆ Families will be notified in writing during the month prior to their child’s immunization form expiring. If a current immunization form is not received, a second notice will be sent the month that the immunization form expires.
- ◆ Thirty days after the expiration date on the immunization form, a child will not be allowed to attend the center until a valid immunization form is received.

RESPONSIBILITY AND AUTHORITY

- ◆ Maintenance of immunization records
 - All immunizations will be filed by the Administrative Associate.
 - At the beginning of the month prior to the expiration, the Administrative Associate will send out a reminder notice to families.
 - A second notice is sent at the end of the month if proof of immunization is not provided.
 - Families have 30 days after the expiration date on the immunization form to provide an updated immunization form.
 - If a current immunization form is not provided within that timeframe, an administrator will contact the families to notify them that their child may not return to the center until an updated form is provided.
 - As current immunization forms are received, the new date will be recorded on the master list of immunizations.

REQUEST FOR EXEMPTION FROM IMMUNIZATION

- ◆ While the CDL encourages all children in programming to be immunized, we realize there are instances in which this may not be possible. Exemption from immunizations are allowed with one of the following three circumstances and with the required verification provided.
 - Temporary medical exemption as authorized by a doctor with verification from the doctor provided
 - Permanent medical exemption as authorized by a doctor with verification from the doctor provided
 - Religious exemption with verification by religious leader provided

MEDICATION ADMINISTRATION POLICY

Effective Date: 04/07

Updated: 06/18

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 family’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 at the main campus and River’s Crossing locations 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 container 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 main center must be taken to the office and the procedures followed. (Medication brought into the River's Crossing building must be given to a teacher for appropriate storage.) Only medication needed to treat chronic issues, such as allergies and asthma, will be administered on a regular basis. Fever reducing medicine may not be administered at school at any time.
- ◆ Families 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.)
- ◆ The Director, Assistant Director, or Resource Coordinator will administer medication. Teachers are not allowed to dispense medication. The individual 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 family notified immediately.
- ◆ Whenever possible, the family/caregiver will administer medicine outside of programming hours. The following schedule will be followed: If medicine is prescribed:
 - 2 times a day: Family/caregiver administers medicine before and after child is in programming.
 - 3 times a day: Family/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; 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 families immediately with an explanation given.
- ◆ No cold medicine will be given to children in programming by CDL staff.

STAFF PROVIDING OUTSIDE CHILDCARE TO CDL FAMILIES

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. Families 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, families 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 families' 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 families 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 families. Families sign in and out using the ProCare system. This is a very important safety precaution and must be done each time a child is brought into or picked up from programming.
2. Upon entering the classroom, families need to wash their child's hands and their own. This will best ensure a healthy environment, while also providing a role model and best practice for each child to begin their day.
3. All families are encouraged to have their children at the center by 9:00am. This allows the children to participate in all of the planned activities.
4. Upon arrival, the family should help the child follow the established classroom routine.
5. 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.
6. If an unauthorized person is sent to pick up a child, the family must notify the office or teacher in writing prior to the child's release. If a family calls to authorize release of his or her child to someone not listed on the card, we will have to verify the family 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. 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.

Biting

Infant/toddler biting is a typical, but unacceptable activity. Children often experiment with biting, especially those whose verbal language is still developing. CDL teachers respond to the child who bites as well as the child who is bitten. The child bitten will be comforted and the affected area assessed. The child who bites will be removed from the immediate situation and told respectfully, but firmly, that it is not ok to bite others. Families of children involved in biting incidences will be notified on the day of the occurrence. If a child begins biting on a re-occurring basis the following actions will be taken:

- a record of time of the bite and where it occurred (inside on the loft, outside in the house, etc) and a brief explanation of the circumstances (two children were trying to get on the same bike, etc) will be kept to identify patterns

- observe the child to get an idea of when they are likely to bite (frustrated, angry, excited).
- shadow the child to reduce incidents of biting
- once patterns are determined changes in supervision and/or the environment will be implemented as needed

Building Security

To make the building and environment as secure as possible for the children, the building will remain secured at all times. **All individuals entering the CDL will need to enter and exit through the main office door**, unless otherwise directed. Your UGA ID card will be required for use in the card entry system on the main door as well as the interior, hallway doors.

Cameras

Each CDL classroom is equipped with an audio/video system used for research, instruction, and internal observation for teacher evaluation and feedback. The system is solely accessible from an on-campus, UGA computer with VPN connection and with the director's authorization.

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 emergency involving a child, the Lead Teacher will contact the office. The family will then be contacted. If families or designated person cannot be reached and the emergency appears serious, the CDL administration will determine whether the child should be taken to the Emergency Room of a hospital. If needed, an ambulance will make the transport. Emergency treatment may be provided in accordance to the wishes of the families as expressed in the Authorization for Emergency Medical Treatment found in the child's folder. If families 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 Heart Association CPR and First Aid Training. In crisis situations, emergency personnel will be notified immediately.

Enrollment Forms

These must be completed before the child will be allowed to enter the program. Forms are available on our website.

Required forms are:

- 1) Family Agreement with CDL
- 2) Child Enrollment Contract/Emergency Medical & Pick-Up Authorization
- 3) Child Information
- 4) Authorization to Dispense External Preparations
- 5) Family Handbook Agreement & Family Directory Information
- 6) Family Involvement Information
- 7) Media Consent & Release Form
- 8) Research Consent Form
- 9) Transition Available
- 10) Walking Field Trip Permission
- 11) Vehicle Emergency Medical Information
- 12) Georgia Certificate of Ear, Eye and Dental Examinations form 3300 (children 3 years old and older)
- 13) Georgia Immunization form 3231
- 14) Two & Three Year Old Contract (for Older Toddlers only)
- 15) Sleep Policy (for Infants only)

16) Infant Feeding Plan (for Infants only)

17) Proof of gross annual household income (if requesting consideration for a reduced or partially reduced tuition slot).

Family Communication App (ProCare)

The family communication app is an application that can be downloaded to each family member's phone. The teaching staff in Infants, Young Toddlers, and Older Toddlers use it to communicate with families about their child's daily routine. This includes notifications about arrival/departure, diapering/toileting, naps and meals. Teaching staff may also send classroom reminders and up to 1 picture of your child engaged in an activity per day. The family communication app is not intended to replace direct, verbal communication with the CDL teaching staff.

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 will be posted in the classroom at the time of the trip. 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, at the end of the line, etc.

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

- Families will be notified of the field trip time, date and location through written and verbal communication.
- Families will sign a field trip permission slip in order for children to attend.
- Families are welcome to attend and participate during field trips.
- Families 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 their class has left the premises for a field trip, the family is responsible for taking their child to meet with the class or bring them back at the designated return time. If a family 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, & Active Threat Drills

Center wide drills, both announced and unannounced, will be conducted regularly as required by licensing and to best ensure safety of our students and staff in the event of an emergency. Fire drills are conducted at least once a month. Tornado and Active Threat 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 drill. Children may return to the building or resume normal activity after the "all clear" signal is given by CDL administration. It is the Lead Teacher's responsibility to familiarize all personnel in each classroom with emergency procedures. All families, students, and visitors in the building during any drill should participate fully.

Food Program

We are committed to providing healthy, nutritious snacks and lunches to the children we serve. This will be done by:

- Using only whole wheat or whole grain rich products
- Opting first for fresh or flash frozen vegetables and limiting the service of canned vegetables
- Serving fresh fruits or, when canned, only serving fruit that is canned in water, its own juice, or other natural fruit juice
- Reducing the amount of sugar served by avoiding high fructose corn syrup and using nutrition labels to guide choices between alternatives (i.e. yogurt and cereals).
- Reducing saturated and trans-fat by serving low fat or no fat options (salad dressings, yogurt, lean meats)
- Reducing the amount of sodium served by ensuring canned items are low sodium or no salt added, making chicken and vegetable broth with natural ingredients, or using low sodium boxed broths
- Serving milk that is certified to be hormone free

We also regularly evaluate the menus and items served based on a nutritionist's evaluation as well as input from teachers and families.

A snack is served mid-morning and mid-afternoon. 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 and with the required doctor's notification on file. 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 with a variety of foods served. Liquids are milk and water. Infants 12 months and older and Young Toddlers are only served whole milk and water. Vegetarian alternatives are available upon request.

Incident 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

Families 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 families are late picking up their child, they will be asked to sign a form stating the pick-up time. The first late pick-up each programming year is excused. The second late pick-up charge is \$30 for the first five minutes or any portion thereof; \$1 for each additional minute. Subsequent late pick-up charges will be \$30 for the first five minutes or any portion thereof; \$1 for each additional minute, multiplied by number of infractions. For example, if you are 5 minutes late for a third time then the late fee will be \$30x3 for a total of \$90. Families will receive written notification at the time of pick up indicating the amount due assessed to account. Any late fees need to be paid promptly to keep the account in good standing. **Plan to arrive at the end of the program day in time to have exited the building by closing time at 5:30 pm.**

Modified Diets

If a child requires a modified diet for medical reasons, a written statement from a medical authority must be submitted to the main office.

Necessary Items for School

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.

Each family 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, weather permitting. 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 may use the covered walkway outside of each classroom for 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. Based on their developmental needs, we discourage waking up sleeping children prior to the end of the designated rest time.

Summer Protocol

The CDL is designed to be a 12-month program, so there is not a policy around adjusted scheduling for the summer. However, situations are responded to on a case-by-case basis. When a family has a situation, such as traveling for the summer or has a family member who is able to stay at home and it is not necessary for their child to attend the CDL, this must be communicated *in writing* to an administrator. The earlier this information is shared with administration, the greater the likelihood of the request being approved. At times, it will be necessary for tuition to be paid, even if the child is not in programming, to retain the spot for the following year. Please note that the request for any changes in scheduling or enrollment may or may not be approved. Arrangements for children to share a spot or for a family not to be responsible for programming fees are determined by the ability to enroll a new student into the classroom for the vacated time and the space availability for the fall and must be coordinated through administration.

Toilet Learning Guidelines

When you feel your child is ready to begin using the toilet, begin this process at home. We will encourage your children by showing them the toilet and allowing them to sit on the toilet at diaper changing time, but children will *not* be taken on a predetermined schedule (Ex: every 30 minutes, every 2 hours, etc.). Please keep in mind that the activity level in the classroom can distract your child from responding to an urge to use the potty, more so than at your home; therefore, we will continue to use diapers or pull-ups until your child can and will announce or indicate that they must use the bathroom and can control their bladder and bowels for a few minutes beyond that announcement. A child's readiness is based on the following:

- The child shows interest in sitting on the toilet.
- The child is capable of taking “user friendly” clothes on and off without help. (Please avoid tight clothing, pants with snaps and zippers, and overalls.)
- The child verbalizes or otherwise indicates they need to sit on the toilet.
- The child remains dry for long periods of time.
- The child has regular, soft, formed bowel movements, at predictable times.
- The child imitates others' bathroom habits (watches you go to the bathroom, wants to wear underwear, etc.).
- The child makes a physical demonstration when they are having a bowel movement (grunting, squatting, telling you, etc.).
- The child can follow simple instructions ("Go get the toy," etc.).

Please note: No reward systems (stickers, candy, etc.) or incentives will be provided to children as they are learning to use the toilet. We believe that if a child is developmentally ready to learn to use the toilet these incentives are not necessary.

We are committed to creating an environment in which your child can feel and be successful as s/he makes the transition from diapers/pull-ups to underwear. Thank you for your help during this exciting developmental milestone in your child's life.

Toys from Home

Except by special request, all toys should be left at home.

Transitioning from the CDL to Kindergarten/Other School Settings

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.

Transportation & Parking

Parking permits allow individuals who are picking up or dropping off children to park in the marked family spaces each year. Families 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 of any age can be left unattended in parked vehicles. Drivers must exercise patience and caution during arrival and departure times. **Cars should be parked in the family spaces only while families are inside the CDL or the classroom at River's Crossing.** Cars left in family 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 2026-2027 Programming Year

PAYROLL DEDUCTION CHART

Full Tuition Rate

Classroom	Annual tuition	Monthly (deductions from 12 checks)	Academic (deductions from 10 checks)	Salaried (deductions from 24 checks)
Infants	\$14,700	\$1225/month	\$1470/month	\$612.50/pay period
Young Toddlers	\$14,220	\$1185/month	\$1422/month	\$592.50/pay period
Older Toddlers	\$13,860	\$1155/month	\$1386/month	\$577.50/pay period
Preschool & Multiage	\$12,720	\$1060/month	\$1272/month	\$530.00/pay period

Tuition is based on a set amount per child (dependent on classroom) per year. As noted in the chart, this annual amount is divided evenly to determine the tuition amount due. Monthly tuition will be assessed on the first day of programming each month. Tuition is due during the month services are delivered. Failure to consistently keep your account in good standing (including payment of any late fees) could result in termination of enrollment.

Tuition during closure

If the CDL is required to close temporarily, due to inclement weather or other unforeseen situations, or for extended periods of time, due to a pandemic or other health/safety emergency, full tuition will continue to be assessed. During extended closure of more than one week, teachers will telework so that children and families receive resources, virtual access to teachers and administrators, and educational instruction. If payment of tuition during a period of extended closure creates a financial hardship for a family, please contact Amy Kay Powell at akay@uga.edu or 706-542-4921 to discuss arrangements.

Eligible UGA employees may enroll for automatic payroll deduction (please see chart for amounts).

In lieu of payroll deduction, other payments can be made through checks or money orders payable to the *CDL @ McPhaul* or online with a debit or credit card.

https://estore.uga.edu/C27063_ustores/web/store_main.jsp?STOREID=420&SINGLESTORE=true

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 classroom included in the memo section, as well as the month for which tuition is being paid.

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.

FAMILY INVOLVEMENT

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

Bulletin Boards

Family bulletin boards are provided for each group for the posting of information and announcements.

CDL Council

The CDL Council is made up of one representative from each classroom, the Resource Coordinator, Assistant Director, and Director. The council meets monthly to discuss CDL issues, topics, and celebrations. Representatives serve as liaisons between the administration and the classroom families. Minutes from each meeting are distributed to all families through the CDL council representative for each classroom.

Center Visitation

Families and family-supervised siblings are welcome to visit our programs; however, we ask that no older siblings be brought into the infant classrooms or infant playground area as we try to limit unnecessary exposure to illnesses and best ensure safety. Those families 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. Families 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. Lesson plans, including activities and objectives, are created weekly, emailed to families, and posted in a shared space within the classroom.

Daily Contact

Families and 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 and supervision required of the other students in the classroom. When an extended discussions is needed, please schedule a specific time when an uninterrupted meeting can take place and full attention can be given. Please be mindful that the teachers' workday ends at 5:30pm.

Family Resource Library

There are many family resources on the bookshelf on the 2nd floor of the main center. A variety of family materials (newsletters, books, magazines, pamphlets and articles on topics of interest) are available for check out. Additional resources are available through the Resource Coordinator.

Family Suggestions & Negotiation Policy

Suggestions for program improvement are always welcome. Please feel free to share ideas with the Lead Teachers and/or the Director. In situations where there is a grievance, families should define the situation carefully and are encouraged to speak to the appropriate staff member(s) outside of the classroom first. If the issue is not resolved after direct conversation with the staff member, or the family does not feel comfortable discussing the issue, s/he should consult the Leadership Team to receive assistance and a determination made of action (meeting, conversation, etc.) to be taken. If concerns are not satisfactorily addressed or responded to within the CDL leadership, the grievance will be referred to the HDFS Faculty Advisory Council.

Family-Teacher Conferences

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. Families should feel free to request a conference at times other than those designated. Contact the Lead Teacher to make arrangements.

Families Visiting the Classroom

The CDL encourages an enhanced understanding of and respect for different cultures and beliefs of children, families, staff and community. Families are encouraged to share special talents, occupations, cultural heritage and hobbies and interests with the children. Families are also encouraged to assist with special projects, art and cooking activities and story reading. A family involvement form is completed upon enrollment 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.