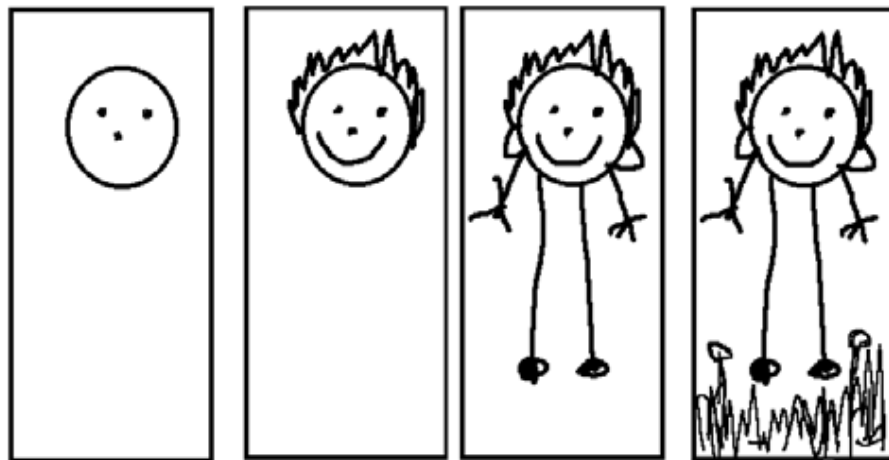


Child Development Laboratory Parent Handbook

2022-23



*T. Denny Sanford School of Social and
Family Dynamics
Arizona State University*

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Center Address:

Physical Address:

ASU Child Development Lab
851 S. Forest Mall
Tempe, AZ 85287-3701

Mailing Address and Phone Number

ASU Child Development Lab
P.O. Box 873701
Tempe, AZ 85287-3701
480-967-7257

INTRODUCTION

Arizona State University's Child Development Laboratory (CDL), is administered by the College of Liberal Arts and Sciences. As part of the T. Denny Sanford School and Family Dynamics, the CDL contributes to the University's three-fold mission of teaching, research, and service by:

- ❖ Providing training opportunities for undergraduate and graduate students pursuing careers serving young children and families.
- ❖ Serving as a research facility for the study of young children's intellectual, social, emotional, and perceptual-motor development.
- ❖ Providing both a model for developmentally appropriate childcare, education and training and technical assistance for state and local early childhood professionals.

The Child Development Laboratory was established in 1937 by the Board of Education at Arizona State Teachers College. Originally established as part of the Department of Home Economics *Home Management House*, the original building on Normal Avenue housed both a class of Home Economics undergraduates and an infant. Students and baby lived together as part of an innovative program designed to train professionals in the science of child welfare and early child care (and "homemaking").



The first CDL child: Baby Norman with Arizona State undergraduate students and faculty – 1937

Meanwhile, funding was secured through President Franklin Roosevelt's Work's Progress Administration to design and build a state-of-the-art nursery school and home management house on the Tempe campus. The unique, modern, poured-concrete structure was completed and the Nursery School opened in late 1942.

Preschool classes have been a continuous part of the University's teaching and research

laboratories since that time. In 1974, the nursery school's name was officially changed to the Child Development Laboratory. In the fall of 1984, the Child Development Laboratory began offering full-day childcare.



*The newly completed Nursery School and Home Management House in 1942.
The first Nursery School class.*

The CDL is licensed to care for children from 1 year – 5 years of age and includes two multi-age pre-school classrooms and one young preschool/toddler classroom. Enrollment for toddlers under the age of 22 months is considered on an individual basis. The center reserves the right to make the final determination regarding the developmental appropriateness of an earlier enrollment.

An experienced professional staff, under the supervision of the CDL Child Development Manager, teach the classes. All of the CDL lead teachers have, or are working towards, Master's degrees in the early childhood field. The teaching staff is assisted by both graduate and undergraduate students enrolled in the T. Denny Sanford School of Social and Family Dynamics, Psychology, and other related fields of study. All employees and volunteers are at least 18 years old, are

fingerprinted, undergo a background check and supply references. Enrollment is open to residents of the greater Phoenix metropolitan area. The CDL is licensed by the Arizona State Department of Health Services (DHS). The Department is located at 150 N. 18th Ave, Suite 400, Phoenix, AZ 85007-3244; the telephone number is (602)364-2539. All records of inspections are available, upon request.

The operation of the CDL is supported by child care fees with support from The College of Liberal Arts and Sciences and the T. Denny Sanford School of Social and Family Dynamics.

Program Description and Overall Goals for Children Attending the CDL

The CDL offers a comprehensive child care and early education program that centers on the individual differences inherent in all children.

A key feature of the CDL program philosophy is our recognition of, and sensitivity to, young children's need for a fundamental sense of security. That is, we ensure that a child knows 'for sure' that when distressed he or she will have access to a caring, supportive adult who will respond in ways that provide the comfort needed. We believe in the fundamental importance of this "secure base" for every child. We are deeply committed to ensuring that every child has this while in our care at the CDL.

We believe that the child's own natural curiosity will prompt learning. As a result, there is an emphasis on providing ample opportunity for the child-directed exploration and discovery through which learning naturally occurs. The CDL curriculum is rooted in scientific research supporting the fundamental importance of self-directed play to early cognitive, language, and social development. Play experiences include teacher-facilitated activities as well as spontaneous, child-initiated play. The physical setting and activity time blocks are arranged to provide ample opportunities for choosing from a variety of learning centers. We also value and promote outdoor play experiences as wonderful opportunities for learning. Our teachers plan for a minimum of 60 minutes of physical activity (includes teacher-led and free play) each day. There are both gross and fine motor activities indoors; teacher-directed sedentary activities are kept to a minimum and never exceed 30 minutes at a time. The CDL classrooms do not use televisions or computers. ***These policies are in keeping with AZDHS Empower Program Standard 1 (see page 13)***

Open-ended creative and sensory experiences provide opportunities to develop social and verbal skills. Music, math, science, language and literacy, gardening, and cooking, are regularly incorporated into the curriculum. The classrooms also participate in walking field trips.



The program at the CDL includes large group experiences several times each day during which the children come together to listen and attend to the teacher-led activities. This offers children an awareness of the entire group of classroom peers, as well as an opportunity for creative movement activities, musical experiences, drama, stories and classroom discussions. We also have planned small-group teacher-led learning activities throughout the week. These typically include language, math and science experiences.

Throughout the day we provide a balance between the large blocks of time for self-selected activities and more structured large and small group times that are comfortable and realistic for young children. In the older groups the curriculum gradually becomes more structured and includes the introduction of more skilled-based activities as well as opportunities for more complex games and group play. Our goal at the CDL is for each child to feel competent in their ability to deal with the world around them, to feel good about themselves and to develop a positive disposition towards learning. These dispositions are at the core of learning and school readiness.



The CDL curriculum is consistent with the accreditation standards of the with the National Association for the Education of Young Children's Position Statement on Developmentally Appropriate Practice (www.naeyc.org), and ZERO TO THREE's recommendations for Caring for Infants and Toddlers in Groups (www.zerotothree.org). The CDL also considers the Arizona Early Childhood Education Standards in the development of center curriculum.

Multi-AgePreschool Program

The CDL has two Multi-Age preschool classrooms. The adult-to-child ratio in the preschool is 1:6; the maximum group size in each classroom is 16-18 children. See **Program Philosophy, as well as Appendix B**, for information regarding the curriculum in the preschool. Each preschool classroom is led by a Lead Teacher who has, or is working towards, a master's degree. Each Lead Teacher mentors an Intern Teacher. The Intern Teacher is responsible for the classroom in the absence of the Lead Teacher. Each classroom also utilizes college student staff as classroom assistants, these students are primarily studying child development, family studies, education, psychology, or a closely related field.

Note: Children enrolled in the multi-age preschool program should be independent in toileting.

Children with special needs may be an exception to this rule.



Young Preschool/Toddler Program

The Young Preschool/toddler program is led by a Lead Teacher who has a master's degree. The Lead Teacher mentors an Intern Teacher. The Intern Teacher is responsible for the classroom in the absence of the Lead Teacher. The toddler program also utilizes college student staff as classroom assistants.

The toddler program enrolls children who are at least 22 months old through 3 – 3 1/2 years old. The classroom has a changing table and sink and does not require that children will be independent in toileting. Parents are responsible for bringing diapers and wipes for their child. The maximum ratio in the toddler room is 1:5. The program enrolls 14 full-time children.



PROGRAM PHILOSOPHY

The CDL's educational philosophy is based on and consistent with the National Association for the Education of Young Children's (NAEYC). *Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. This statement represents the consensus of hundreds of early childhood professionals, teacher-educators, and scholars, and provides the framework for adult-child interactions and curriculum planning in the CDL. A list of NAEYC's Guidelines for Developmentally Appropriate Practice is listed in Appendix A. Copies of the full statement, which includes the theoretical-empirical rationale for the guidelines, and, examples of appropriate and inappropriate practice are available in the CDL main office.

Developmental appropriateness, according to the NAEYC Position Statement (Bredekamp, 1987) has two dimensions:

1. **Age Appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children. These predictable changes occur in all domains of development- - physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
2. **Individual appropriateness.** Each child is a unique person with an individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's abilities, while also challenging the child's interest and understanding. Developmentally appropriate curriculum is based on the premise that play is the primary medium through which young children develop intellectual, social, and perceptual motor competence. Structuring the environment and planning activities for self-directed play is a fundamental part of the CDL's educational program. Curriculum activities in both the preschool and the toddler program include a variety of literacy and language experiences, mathematics and language games, "science experiments", and activities such as gardening and cooking. Each day includes time for pretend play, open-ended creative and sensory experiences (sand and water play, playdough and modeling clay), painting and drawing/writing, block construction and a variety of large and small motor activities.



Based on children's interests, teachers plan the daily learning activities and areas of learning. Teachers track each child's development, and plan learning opportunities to support the child's individual learning needs.

RESEARCH PROGRAM

The Child Development Laboratory is a research facility utilized by faculty and graduate students in child development, developmental psychology, and related disciplines. Guidelines for the conduct of research are governed by the Human Subjects Institutional Review Board and the Director of the Child Development Laboratory. All research must be approved by the University's Human Subjects Review Board and the Director of Child Development Laboratory. ***Participation in individual studies is voluntary.*** Parents receive information about each research procedure before they are asked for permission to include their child in a research study.

Research in the CDL typically involves one or a combination of two procedures: non-obtrusive observation of children's behavior, and/or brief interviews or tasks conducted by a researcher. Parents are notified in advance of all research projects, and written permission is required for children's participation in interviews or tasks (See Appendix C for a sample permission request form). Guidelines for the conduct of research guarantee children's anonymity and the confidentiality of results, and ensure that research activities are developmentally appropriate. Research staff spend time getting acquainted with individual children before beginning a project. Children typically respond enthusiastically to research projects and enjoy the activities presented. Parents are encouraged to contact individual research faculty or the Child Development Manager with questions regarding specific research projects.

PROGRAM POLICIES

Admission and Registration

The CDL enrolls children from 22 months through five years old. Families complete an online application to our waiting list prior to admission. Children are admitted to the CDL based on several factors that are related to our research component and multi-age groupings: having a balance in the older multi-age classrooms of children who are 3.5 through 5 years old, as well as a balance of males and females in each age range. Date of application is not always the first factor considered. Current and returning CDL families are given priority. The younger preschool classroom enrolls children age 22 months through 3.3 years old.

A registration fee is required to secure an enrollment slot upon enrollment and annually thereafter.

Initial requirements for registration also include:

- ❖ Application
- ❖ Child History and Information
- ❖ Emergency information (which must include at least two persons (with different day-time contact numbers) who are designated to drop off and pick up your child.
- ❖ Health History (including allergy/medical alert information)
- ❖ Permission Forms-research and photographs & field trips, sun screen etc.
- ❖ Immunization Records (All children must be up-to-date on their immunizations)

before attending the center, including **Hepatitis A**, unless a signed exemption is on file at the center.)

- ❖ Acknowledgement of Handbook
- ❖ Annual Payment Contract
- ❖ Picture and web-site permission and family confidentiality form.

Additional forms may be required as needed. Physician's Statement of Health and/or an Allergy Action Form may be requested to document the child's health needs if a severe allergy or other medical situation exists.

All paperwork must be completed and returned to the CDL no later than the child's first day. Registration information must be updated as needed. Parents are expected to notify us immediately of changes in the emergency information on file at the CDL.

Disenrollment/Dismissal and Refund

Parents are required to give **thirty-day notice in writing** when dis-enrolling their child from the CDL. Parents are responsible for paying tuition through the last day of enrollment. A refund is only given when tuition has been prepaid and the proper notification requirement has been met. See Guidance and Discipline Policies (page 11) for further information regarding termination of enrollment at the CDL. Additional grounds for termination by the center include failure to pay tuition, disruptive behavior by family members that interfere with the successful operation of the center and/or classroom, or physical or verbal abuse directed toward any child, parent or staff member.

Tuition

Fees are determined by using the total cost of the program session, divided by the number of months in the session. The Academic Session is from August 1 through May 31; the Summer Session is from June 1 through July 31. The Academic Session may be paid in 10 equal payments. The summer session is due in one payment. Families that do not enroll in the summer session, but plan to return in the fall semester will pay a holding fee for the fall enrollment.

We prefer payment by check, but we also accept cash. We are in the process of accepting credit card payments; as soon as it's available, detailed information will be sent to all families. Checks should be made to "Child Development Laboratory" or "ASU/CDL". Please include your child's name on the check. Checks are to be left in the tuition container on the sign-in shelf. Payments can be made by personal check, cashier's check, money order, or through your financial institutions automatic bill pay. **The address for bill pay is ASU Child Development Lab P.O. Box 873701 Tempe AZ 85287-3701.** Our tax identification number is 86-019-6696.

Tuition is due by the 15th day of each month. **All tuition must be paid in full by the 18th of each month or a \$20 late fee will be added to the account. Balances may not be carried forward from one month to the next. Enrollment can be canceled if tuition is not paid in full by the end of the month.** All families sign a separate Payment Contract upon enrollment and annually thereafter (See Appendix D).

NOTE: Tuition is not pro-rated for absences due to illness, family vacations, etc. Problems with and questions about fees should be directed to the Child Development Manager.

Annual Calendar

The CDL is closed for all A S U and national holidays, the first two weeks in August, for

approximately two weeks during ASU Winter Break, and one week during ASU's Spring Break. (See Appendix E; page 35 "CDL Calendar"). The CDL closes during the academic session for the staff in-service days or to attend professional conferences. These dates are typically available for the upcoming year prior to making an enrollment decision. The annual calendar is also available on the center website: <https://childandfamilysuccess.asu.edu/cdl>.

Hours of operation

The center opens each morning at 7:00 a.m. and closes at 5:30 p.m. **Parents must be in the center and ready to depart with their children by 5:30.** If, due to an emergency, you will be late picking-up your child, you are responsible for arranging for another authorized person to pick your child up. Please call the center (480 965-7257) and inform the staff of your plans to have someone else pick your child up. See the next section for more information about authorizing other individuals to pick your child up. In the event that your child is picked up past 5:35 p.m., a fee of \$10.00 /5 minutes is assessed for late departure. **Repeated late departures may result in disenrollment.**

Arrivals and departures

State law requires that children MUST be signed in and out daily. The CDL uses a software, brightwheel, and each parent is given a unique code that is used to sign the child in and out. The software documents the time of arrive and departure and parents then sign on the screen. **Your child will be released ONLY TO THOSE ADULTS AUTHORIZED BY YOU IN WRITING.** Authorization forms to release a child to persons other than those listed on your blue emergency card are located in the office. Please request this form from the Child Development Manager or your child's teacher. If you are unable to come yourself, be sure to talk to both your child and the teacher about who will be taking him/her home. If an emergency arises and pick-up plans change, call the center. If an authorized individual will be picking your child up on a regular basis, parents can provide the center with written permission allowing for pick-up without a call or note each time. The center will keep this document in your child's file. Parents may provide the CDL with a password that may be used for identification purposes when you call to authorize another person to pick up their child. This password is only used by parents and is not intended to be given out to persons who pick up your child. **All children must be walked into the classroom and given to a teacher prior to the adult leaving. See Safety and Security Procedures for information regarding custody agreements and orders of protection.**

NOTE: Memos regarding CDL policies and/or up-coming events, and notes from teachers are often placed in the parent mailboxes at the front entrance to the CDL. Each classroom has a row of mailboxes. The list with your child's mailbox is posted on the wall just past the mailboxes. **Checking them daily is recommended.**

Grievance Policy

Frequent and open communication is a priority at the Child Development Lab. Parents, teachers and administrators are all encouraged to exchange information on a regular basis. Staff hours are staggered so that we are alternately available early in the morning and at closing. Classroom and CDL Newsletters are sent to families routinely. We also recognize that there are times when parents have concerns that cannot be resolved in this manner. Below is the procedure for addressing a concern that has not been resolved. **All concerns/grievances should be put in writing and given to the Child Development Manager.** Specific Concerns related to the Classroom:

- Parents are encouraged to discuss specific concerns related to classroom issues with their child's teacher.

- If the parent and teacher are unable to reach a resolution, either may request a meeting with the teacher and Child Development Manager.

General concerns, not related to the classroom

- Concerns related to non-specific classroom issues (e.g. safety, environment, program policies, etc.) will be referred to the Child Development Manager. A meeting is scheduled as soon as possible.

Family Privacy and Confidentiality

For the privacy of other CDL families, we ask that parents not post pictures that show the faces of other children on any other electronic space (ie facebook, instagram,etc) unless the photo was first posted on the Sanford School's public page. In addition, we ask parents not post stories or personal information involving other children on any social networking sites.

Guidance/Discipline Policies/Dismissal Policy

The purpose of discipline is to help children learn developmentally appropriate and socially acceptable ways of behaving, and to help them develop the skills and dispositions necessary for satisfying and effective relationships with peers and adults. For very young children discipline includes: setting developmentally appropriate limits for their safety, the safety of others, and the safety of property. Teachers facilitate the development of children's self-control by using positive guidance strategies such as modeling and encouraging appropriate behavior, redirecting children to acceptable behavior, and explaining specific and clear limits. Adults support children as they learn these expectations and show respect for children at all times by accepting and validating children's feelings even when their behavior is unacceptable.

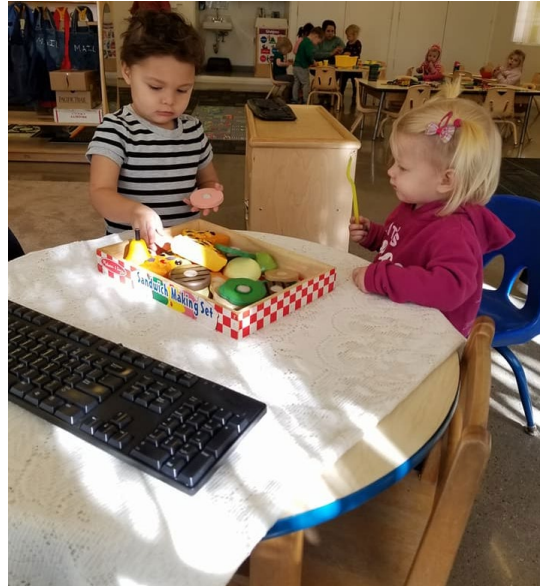
Positive guidance strategies vary according to the individual needs of each child. In all cases, teachers and parents work together, and frequent communication helps to create an alliance between home and school.

General guidance strategies include:

- We have realistic expectations for each child
- We plan an interesting schedule that meets the individual and development needs of the child.
- Teachers spend time engaging with and supporting children in order to build secure relationships.
- We use clear language to communicate which behaviors are acceptable. For example, "walk when you are inside".
- If it is difficult for her/him to stop a certain behavior and it is clearly disrupting the classroom environment, an adult will help the child to a place in the classroom where the other children and the classroom activities will not be interrupted. An adult will remain close by to help the child until s/he is ready to return to the classroom activities. This helps to keep the classroom positive and less stressful for the other children.
- Our classroom guidance plan involves using natural consequences that are age appropriate and timely. This, of course, would vary according to the child's age and developmental status.
- Throughout the day, teachers and children actively work together to resolve situations and conflicts as they occur. As children get older, they are often able to resolve certain conflicts with little to no adult support.

There are times when we may need to more carefully plan for an individual child's success in the classroom. When this situation occurs, an Individual Plan is developed for the child in concert with staff and parents. Below is listing of strategies we might we might consider when developing such a plan.

- ❑ Assigning a staff member to help support the child through specific parts of the day;
- ❑ Communicating the child's individual plan with all staff members in the classroom in order to provide consistency;
- ❑ Meeting with parents on a more formal and regular basis;
- ❑ In some situations, the child may be sent home. Parents will be consulted if this step is being considered.
- ❑ Referral to the Child Development Manager for additional observation and consultation. In some cases, additional professional consultation might be requested.
- ❑ Determining whether or not the program provided by the CDL is appropriate for the child's needs. This decision may lead to terminating enrollment at the CDL for a designated period of time or permanently.



Classroom Transitions

Children who enter the CDL in the youngest classroom will transition to the older multi-age preschool classrooms after they are independent in toileting and are over 3 years of age. Toileting independence is evident when children no longer wear a diaper or pull-up, even at naptime, and are able to stop an activity in the classroom and let an adult know that they need to go to the bathroom. More information on independence in toileting is available in Appendix C. While teachers anticipate occasional accidents, they should be minimal after the initial transition. Classroom teachers from the Young Preschool as well as the new classroom work with parents to develop a “transition plan”. Your child will spend time visiting the new classroom supported by his current teachers initially. The time in the new classroom and the support from current teachers will gradually change as the child becomes more comfortable. Parents either receive a written note or verbal communication describing the child's visit. An opportunity for parents to meet with the new teacher is arranged at the parent's convenience. **Regarding Teacher Requests for the Multiage Preschool Classrooms**, assignments to new classrooms are determined by a number of factors similar to those used in making decisions regarding new enrollments: availability of an open slot, providing a balance in the multi-age classrooms of children who are 3, 4 and 5 years old, and a balance of males and females in each age range. Families who have had a sibling with a particular teacher may be able to request their transitioning child be placed with same teacher; granting this request is subject to availability in the classroom.

DHS Empower Program

The CDL is proud to be an Arizona Department of Health Services Empower Child Care site. The Empower program is a voluntary program that we participate in to empower young children to live healthy lives. As an Empower site, we follow 10 standards supporting nutrition, physical activity, sun safety, oral health and tobacco prevention. We have several resources for families on our website: http://the_sanfordschool.asu.edu/cdl. Throughout the handbook you will see references to a CDL policy that also meets an Empower Standard. Visit their website: <http://azdhs.gov/prevention/nutrition-physical-activity/empower/index.php> or **See Appendix D for more information regarding the 10 Empower Standards.**

As a result of participating in this program, we offer children only 100% fruit juice (with no added sugars) and we limit the offering of juice to no more than 2 times per week. The American Academy of Pediatrics (AAP) recommends that children ages one to six drink no more than four to six ounces of fruit juice a day. This amount is the total for the whole day, including both time at home and time in child care. *Empower Standard #5.*

Smoke Free Environment:

Arizona State University and, thus the CDL, is a smoke-free environment. The CDL also has ASHline education materials available at all times on our website under Parent Resources.

The AZ Smoker's Helpline (ASHline) is http://www.ashline.org/contact_or_1-800-556-6222. *These apply to Empower Standards 9: Make Arizona Smokers' Hotline (ASHline) education materials available at all time and 10: Maintain a Smoke-Free Environment.*

Snacks and Lunch

All food is brought from home. Parents pack enough food for a morning snack, lunch, and afternoon snack for their child. Snacks and lunch are served in the classrooms. Teachers and classroom assistants sit with the children to assist with unpacking food, making sure items brought from home can be opened, that necessary utensils etc., are available and to provide a comfortable environment conducive to eating. We encourage all parents to provide healthy, nutritious food options. **We ask that you refrain from including sweetened drinks (i.e. soda), candy, chips etc in your child's lunch. Milk and/or water are preferred choices.** Meals are a time for children and adults to enjoy time together; staff sit with the children during lunch time, assist with opening containers, talk about the day, support healthy eating, extend child initiated topics, and sometimes read stories selected by the children. *Empower Standard #6 Family Style Eating*

We ask that parents send lunch and snack items that are equally healthy; staff will not prioritize the order in which lunch items are to be consumed i.e. "finish your sandwich before you eat your cookie". Teachers do not enforce a "clean-plate" rule. We allow children to recognize when they are full.

The CDL cannot refrigerate large insulated lunch boxes. Parents are encouraged to use ice packs or other cooling methods. The CDL cannot warm children's food. Parents are encouraged to use a thermos to keep food warm. Breakfast-food may be brought from home to eat at the morning snack table. The center may charge for substitute lunches used when families do not provide a lunch. *Empower Program Standards #6 and #7*

The CDL provides a toothbrush for each enrolled child. Parents are welcome to bring a labeled toothpaste. A staff member will assist children brushing their teeth after lunch. *Empower Standard #7 Oral Health*

Allergies and Food Preferences- *sample enrollment form at end of handbook, Appendix B*

Upon enrollment and as needed each registration period thereafter, parents complete a food allergy/food preference form for the center. **All children wash their hands before eating. The tables are also washed and sanitized before and after meals are served.** The CDL Website provides allergy information to parents including common food allergy triggers as well as web links to helpful resources. Common food allergy triggers include peanuts, tree nuts, dairy products, gluten (found in many grains including wheat, and eggs). *Empower Program Standard 6*

To accommodate children with severe allergic reactions to peanuts, tree nuts and nut butters, the CDL will not serve, or permit families, staff or student volunteers to bring in, peanuts or any kind of tree nut. This includes products like health or granola bars, breads, cookies, pastas, etc that actually contain these products on the manufacturer's label. If the product states that it has been produced in a factory that also processes any of the restricted products, it is okay to bring them. When in doubt, please check in the office before bringing a questionable item in your child's lunch.

Illness

The Arizona Department of Health Services requires an up-to-date immunization record for all children enrolled in childcare centers. The center must have a copy of the child's immunization record provided by a health care provider. Because there is no nurse at the CDL, parents are responsible for checking their children for symptoms of illness prior to their arrival at the center each day. Staff will also perform a "Quick Health Check" upon each child's arrival. Staff may send your child home if it is determined that they have a temperature over 100.4° orally, a discharge from the eyes, a rash, a gagging cough or generally appears ill and not able to participate in the center's daily activities. Your child should remain home if he/she has any one of the following:

1. **A temperature over 100.4° F orally. The center has a fever-free policy which means that your child should remain home 24 hours after disappearance of any elevated temperature without the use of a fever reducer.**
2. **An upset stomach with vomiting or diarrhea 2 or more times within last 24 hours.**
3. **Any undiagnosed rash or contagious rash.**
4. **Excess nasal discharge or excessive coughing.**
5. **Red and swollen eyes accompanied by discharge.**

If you believe that your child is not well enough to participate in the entire program, including outdoor activities, field trips, etc., we prefer that you keep him/her at home. If you are uncertain about whether or not to bring your child to school, please call. We cannot generally arrange for a child to remain indoors, or engaged in quiet activities for the entire day.

If a child becomes ill during the day, we will telephone the parent designated on the emergency card to request that the child be taken home. The ill child is made comfortable either in the classroom or in the office until the parent arrives. If your child contracts a contagious disease such as measles, chicken pox, pinkeye, etc please contact us so that other families and staff can be notified. **Whenever your child is absent please call 480-965-7257 and leave a message describing your child's symptoms.** The center reserves the right to exclude a child until written confirmation by a health care provider documents that the child is not contagious.

The list of recent exclusions or absences due to illness (as well as a description of the signs or symptoms, incubation period etc) of children or staff is posted in the reception area. A Parent Alert Form is also completed whenever there a reoccurring illness i.e., strep throat or conjunctivitis.

Medication

Medication will be administered to a child only under the following conditions:

1. **The initial dose has been given at home, this is an opportunity to watch for side effects prior to having the center dispense the medication.**
2. **An authorization form is signed by the parents stating RX number and name, the amount to be given, the time of day if is to be given, the dates on which it is to be given and possible side effects to watch for.**
3. **The medication is a new prescription and is brought to school in its original container.**

Non-prescription medication may be given only if accompanied by a note specifying medication to be given and the dosages and the reason for administering.

In order to monitor the administration of medication closely, the following procedure is used:

- ❖ One staff member is designated to oversee the dispensing of all medications.
- ❖ On the day that your child returns to the center, fill out and sign a permission to give medication form. (These are on the clipboard inside the reception area)
- ❖ Deliver this form with the medication to your child's Lead Teacher or the Child Development Manager who will lock the medication in box in medication box in the office or classroom. All medications (other than EPIPENS and other medications used for a specific chronic condition) need to go home each day. **The center cannot store medications. Leftover medications will be discarded if they are not taken home.**

Accident and Emergency Procedures

In the event of a minor injury, first aid is administered as needed: cleaning the site, bandage, ice, etc. An accident or illness report is completed by the staff member who witnessed the accident, and is placed in your mailbox. Parents receiving an accident report are encouraged to check with their child's teacher or the Child Development Manager for details about the incident. All injuries are posted on the accident/illness log located in the child's classroom.

In case of serious injury or sudden illness the 911 system is called along with the child's parent, family physician, or other designated person. Calls are responded to by officer's from ASU's Department of Public Safety and, if appropriate, paramedics from the Tempe Fire Department. If the responding paramedics decide that immediate emergency hospital treatment is necessary, the child would be transported to the emergency room at Tempe St. Luke's Hospital by Southwest Ambulance Service unless you have indicated another hospital on your enrollment information.

Relocation Plan in the Event of an Emergency

If an emergency situation warrants staff walking the children to a different location our primary plan is to go to our department building, Cowden Family Resources, room 206. Cowden is located directly southeast of our playground. Our secondary site on campus is NEEB Hall lobby, just southwest of the CDL, up the wide concrete stairs. If for some reason the predetermined location is deemed unsafe, the center will work with ASU Department of Public Safety to determine an alternate location. We are on the emergency call and text list. http://asu.edu/map/pdf/asu_map_tempe_2013.pdf

Should an incident require the campus to be evacuated, the center will work with ASU Department of Public Safety to determine an appropriate location. We are on the emergency call and text list. In the event of any emergency evacuation we will be in communication with ASU DPS and inform them of our location. All emergency information, several cell phones and a 'to go box' (with snacks, water, first aid etc) will be taken to our temporary location so that we can notify parents by phone or email whatever is most expeditious and workable given the situation.

Pesticide Application Policy

The center receives a 72 hours advance notification prior to the application of pesticides on our premises at the center. Notices will be posted on the bulletin board above the daily sign-in/out notebooks. The MSDS (Material Safety Data Sheet) is also provided by ASU Grounds Department and will be available with the notification. All MSDS labels are consistent with U.S. EPA requirements. The use of pesticides is extremely infrequent at the CDL.

Sun Safety EMPOWER STANDARD # 2

Our playground has several commercial shade structures and well as natural shade and a mister on the patio. We utilize the playground throughout the year and encourage parents to apply a layer of sun screen before bringing their child to the center, and keep a labeled bottle of sun screen at the center so that staff can add additional layers throughout the day. During the hot, summer months, we limit outdoor activities during the hours of 10 and 4 and especially on heat advisory days. The center also maintains a supply of sunscreen to serve as a back-up when needed. Parents are encouraged to bring sun hats, sunglasses, and lightweight long-sleeve shirts for children who are especially sensitive to the sun.

Clothing

Please send your child in play clothes. Creative arts activities using paint, glue, markers, etc. are an important part of early childhood curriculum and are available daily. **Paint inevitably finds its way onto children's clothes. Even the water-base, "washable" materials used at the CDL stain some fabrics.** We want the children to feel free to explore and investigate creative arts materials without being overly concerned about keeping clean. **The CDL is not responsible for any paint stains that may occur.** Clothes should be such that the children can manage themselves for toileting. Shoes must be worn to school each day. Clothes should allow for the freedom of movement and shoes should provide the traction needed for climbing, running and jumping.

***Please send a complete set of extra clothes to keep at the CDL. Be sure to label all clothes, including footwear.**

Self Toileting-Independence in Toileting

In keeping with the CDL philosophy of respect for individual differences in development, the center supports each child's unique timetable for achieving independence in toileting. We encourage families and staff to watch for a combination of the following indicators as signs of a child's readiness for self-toileting. **Please refer to Appendix C for more information**

1. **She/he is over the excitement of learning to walk and is ready to sit down. In other words, the very young toddler seems overwhelmed just with the discovery of walking! This child is on the move most of the time and is not interested in activities that involve sitting for an extended period of time.**
2. **He/she will understand words and concepts such as "this is where we go to the bathroom" (or other similar words) and can let adults know when they have to use the**

toilet. Most children get very busy with other activities while at the center. A child who is ready for toilet training, is able to stop what they are doing and let someone know that they need to toilet or will do so on their own (although at the center, an adult must accompany the child to the bathroom).

3. She/he has enough bowel and bladder control to be dry for long periods of time and is aware of the urge to go to the bathroom. Bowel and bladder control comes with maturation of the large and fine muscles (part of muscle and neurological maturation). Several areas of the body need to coordinate before self-toileting is possible. This is part of each child's unique development and varies from child to child.
4. He/she must have the physical readiness, coupled with the desire, in order to proceed successfully with self-toileting. Parents and caregivers work together when beginning toilet training at the center.

Field Trips

The CDL's location on a large university campus provides opportunities for a variety of walking field trips. In addition the CDL has an annual ride on a city bus that is reserved for our children only and takes a short ride around campus. During enrollment all parents sign a permission slip allowing their children to take part in these trips. In addition, for each field trip parents will be notified in writing (at least 24 hours in advance):

1. Where the children will be going,
2. What time they will leave for the field trip site,
3. How long they will be at the field trip site,
4. What time they are expected to return.
5. Who will accompany them on the walk

For all field trips, each child wears a nametag with the child's family name, and the CDL's name and phone number, and a bright, reflective vest. The staff carries the signed permission slips for each child, the class attendance roster (for checking attendance upon departure and arrival at the destination and back at the center) a first aid kit, the children's emergency contact information and a cell phone.

Parking and Transportation

Parking for drop-off and pick-up is available adjacent to the CDL in Lot 11. Parking in Lot 11, while convenient, is very limited. The CDL spaces are marked, and parking is limited to these spaces. The CDL current parking placard must be displayed on the dashboard of your vehicle. Vehicles displaying the placard may park in the designated CDL spaces and in University loading zones. For information about additional parking, please see the Child Development Manager or call ASU Parking Services at 480-965-6406. **The CDL does not provide transportation of any kind.**

Birthdays and Holidays

The CDL celebrates birthdays and provides popsicles for the celebration. This activity is in lieu of traditional cupcakes or birthday cake and/or ice cream.

The CDL does not celebrate any holidays as a part of the classroom curriculum. Parents are always welcome to come in and share a family tradition or custom with their child's classroom.

Babysitting

In keeping with NAEYC's Code of Ethical Conduct, CDL staff members are prohibited from caring for a currently enrolled child outside of the center. The professional relationship between the teacher, the child and the family can be compromised when the boundaries between home and school are blurred. It can also be difficult for other children in the room when peers talk about

a particular teacher or staff member coming to their house, driving them home, taking them on outings, etc.

Gift Giving

Many traditions, customs and religions involve gift giving. Sometimes during discussions about their own family traditions, children mention that they would like to give a gift to their teacher/s. While we appreciate their/your generosity; we would prefer that families not give gifts directly to CDL employees. In lieu of gift giving we have several ways families can acknowledge the CDL program and staff. Below are a few suggestions.

- **Making a card or a picture is a fun way for your child to remember someone special during this season of gift giving.**
- **We frequently have a community service project at the center which provides an opportunity to help other families who are in need.**

PARENT INVOLVEMENT AND PARTICIPATION

The Child Development Lab recognizes the primary role and influence of the parent in the child's development and seeks to support families throughout their enrollment at the center.



Parent Access to the CDL

Parents and other family member are welcome to visit the CDL at any time. Observation rooms adjacent to each classroom are available throughout the day. Parents are welcome to visit in the classroom, to join their children for lunch and snacks, and other classroom events.

Breastfeeding – Friendly Facility *Empower Standard #3*

As a part of the Empower Program, the CDL is committed to providing ongoing support to breastfeeding mothers. We have a designated location to support nursing mothers; room 121A, located on the playground, is available to use during center hours. There is a sign in the window and additional “Do not Disturb” sign to post when the room is in use

Daily Contact

Each day you should be receiving verbal information from the staff about your child's day at the center as you come and go. Teachers need to focus on their interactions with the children

throughout the day and are unable to have extended or private conversations at drop-off or pick-up unless prior arrangements have been made for the teacher to leave the classroom.

If we feel it is better to discuss a situation without the child present, teacher's may call during the day, send an email or mention at drop off or pick up that they would like to set up a time to speak when there is more time or in the absence of your child or other children. We believe this daily contact to be very important. If you feel that you are not getting the information you desire about your child's experience at the CDL, please inform your child's teacher or the Child Development Manager.

Parent Conferences-Developmental Profile for Your Child

Annual Parent-Teacher conferences are offered twice a year. This includes a check-in meeting in the Fall Semester and review of the child's Developmental Profile during Spring Semester. These are both a time for parents and teachers to discuss the child's progress, mutual objectives for his/her development, the parent's reaction to the program, and address any questions or concerns. **In addition, parents should feel comfortable to request a conference with their child's teacher at any time.** A note or phone call to your child's teacher is all that is necessary to request a conference and arrange a mutually convenient time.

CDL & Social Media

You can follow The Sanford School on Instagram and Facebook. CDL pictures and videos are often posted a couple times each week and include glimpses of the learning and engagement that take place in our classrooms every day. Only children with signed parent permission are included in these posts.

YOUR CHILD'S ADJUSTMENT TO THE CDL

It is not unusual for children (and parents) to feel wary or uncertain about the transition to a new school or childcare arrangement. While, on the first day of school, the CDL may look exciting and stimulating and the teachers seem warm and friendly, the security and reliability of the caregiving is, in the minds of many parents and children, untested. Under these circumstances some children and/or parents naturally find separation difficult. Often, the child will react by crying or clinging; parents may experience worry or ambivalence about leaving their child at the center. The intensity and duration of these responses varies among families. There is no single "right" or "normal" response to the first days/weeks at the CDL.

At the CDL we view the range of feelings and behaviors surrounding separation as a normal part of adjustment to preschool. These feelings represent the continuing development of a sense of basic trust in caregivers and, more generally, in relationships with others. During infancy and toddlerhood children have come to rely on parents as their primary caregivers, only gradually becoming autonomous and accepting of others as caregivers. When fatigued, frightened, or confronted with new experiences, even the most independent children might retreat to the "secure base" of their parents. Even when children's responses to separation are intense and seemingly interminable, with patience and care, virtually all children can be helped to adjust to preschool.

Because of children's varying responses to the task of establishing relationships with new caregivers, staff members tailor strategies for helping families with separation to the needs and styles of individual families. However, the following general guidelines might be helpful:

- 1. Parent's expressed confidence in the CDL teachers, staff and routines can help to reassure children.**
- 2. Establishing a consistent routine for arriving at the CDL that includes a review of the daily**

schedule, reminders about when the child will be picked-up, greeting the classroom teacher, and saying good-bye helps children develop a sense of trust in the new routine. Parents' sudden, unannounced departure often causes children to feel more apprehensive.

3. Although some children adjust quickly, hardly pausing to say good-bye, many children adjust best to gradual separation, in which the amount of time the parent spends out of the classroom increase each day. Your child's teacher will be glad to help you develop a plan for gradual separation.
4. If you anticipate difficulty with separation, you are welcome to discuss this ahead of time with the Child Development Manager and/or your child's teacher.

SAFETY AND SECURITY PROCEDURES

The center has a keyless entry pad. Parents will receive the current password upon enrollment and each time it is changed thereafter.

Parent Drop Off and Pick Up

Please be aware of the following policies and help us to keep in compliance with State licensing standards:

All parents must sign their child in and out of the center each day. Parents must clearly sign a minimum of their first initial and last name; initials are not acceptable according to state licensing standards.

Your child will be released ONLY TO THOSE ADULTS AUTHORIZED BY YOU IN WRITING.

Authorization forms to release a child to persons other than those listed on your blue emergency card on the front desk in the reception area. Please complete this form and leave it with your child's teacher on those days when someone else will pick up your child. If you are unable to come yourself, be sure to talk to both your child and the teacher about who will be taking him/her home. If an emergency arises and pick-up plans change, call the center. If another authorized person is picking your child up, please inform one of your child's teachers or the Child Development Manager. You may also call or email to let us know that someone else is picking up your child. If an authorized individual will be picking your child up on a regular basis, parents can provide the center with written permission allowing for pick-up without a call or note each time. The center will keep this document in your child's file

All parents must walk with their child all the way into the classroom or onto the playground. Do not say goodbye at the half door, walk your child into their room. Make sure a staff member acknowledges your child's arrival even if they appear busy or involved with another child/family.

Children may not enter the classrooms or leave the classroom area unless accompanied by an adult. Once you have informed a teacher that your child is leaving, you are assuming responsibility for your child's behavior while you are still in the center.

Please remember to keep the main classroom door closed at all times and remind your child, they must not leave the building without you. The half door into the classrooms must be locked at all times.

Staff and Volunteer Screening

The foremost concern of the center is the health and safety of each and every child. For this reason, all staff members and volunteers are carefully screened in the following manner:

- A minimum of two references from previous employers will be requested and checked, as required by DHS.

- All staff and volunteers must be fingerprinted according to the timeline required by DHS. Fingerprints are checked with the Federal Bureau of Investigation (FBI).
- A mandatory probationary period is required of all staff working with children so essential competencies for working with young children can be assessed.

ASU and Minors on Campus Policy- <https://cfo.asu.edu/minors-campus>

The CDL also adheres to ASU's Minors on Campus policy. In addition to policies noted above, this policy:

- Requires employees and volunteers to notify the Office of Human Resources within 72 hours of (1) arrest for any criminal offense or (2) conviction of any criminal offense.
- Requires employees to complete the annual [training](#) on ASU's minors on campus policy, best practices, and any program-specific requirements
- Prohibits any one-on-one interactions between an adult and a minor unless they have been authorized by a dean or vice president (or their designee). A one-on-one interaction is defined as an intentional interaction by an adult alone with a single minor. Because all of these activities take place in a well-illuminated room adjacent to classrooms with other adult staff members who can observe the one-on-one interactions, for qualified staff members, the CDL has been given approval for the included one-on-one interactions:
 - Changing preschool-age children's wet or soiled diapers and/or clothing
 - Assisting preschool-age children with toileting and hand-washing
 - Administering minor first-aid and conducting well-child checks as for fever or minor injuries
 - Collecting or retrieving educational supplies from classroom-adjacent storage
 - Educational support or instruction for individual children
 - Care and supervision of child in event of parent's late pick-up.

RELEASE POLICIES

We cannot legally refuse the release of a child to either of his/her parents without legal documentation. If you have specific custodial arrangements that effect with whom and when a particular person can arrive or depart with your child, we must have a copy of the legal agreement on file. We also need a copy of any Orders of Protection that are in force. When a conflict arises between two parents regarding who has the right to take the child home, campus security is called.

LIABILITY

The Child Development Lab's liability is provided by ASU through the State Insurance Program (State Statute #ARS-621). Questions can be directed to the Child Development Lab administration or the ASU Office of Risk Management, a part of the Purchasing Department.

Appendix A

Guidelines for Developmentally Appropriate Practice

1. Curriculum

- A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, and cognitive through an integrated approach.
- B. Appropriate curriculum planning is based on teachers' observations and recording of each child's special interests and developmental progress.
- C. Curriculum planning emphasizes learning as an interactive process. Teachers prepare the environment for children to learn through active explorative and interaction with adults, other children, and materials.
- D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.
- E. Programs provide for a wider range of developmental interests and abilities than the chronological age range of the group would suggest. Adults are prepared to meet the needs of children who exhibit unusual interests and skills outside the normal developmental range.
- F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.
- G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement. Adults facilitate children's engagement with materials and activities and extend the child's learning by asking questions or making suggestions that stimulate children's thinking.
- H. Multicultural and nonsexist experiences, materials, and equipment should be provided for children of all ages.
- I. Adults provide a balance of rest and active movement for children throughout the program day.
- J. Outdoor experiences should be provided for children of all ages.

2. Adult-Child Interaction

- A. Adults respond quickly and directly to children's needs, desires, and messages and adapt their responses to children's differing styles and abilities.
- B. Adults provide many varied opportunities for children to communicate.
- C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement. Adults recognize that children's misconception

reflect their developing thoughts.

- D. Teachers are alert to signs of undue stress in children's behavior, and aware of appropriate stress-reducing activities and techniques.
- E. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.
- F. Adults facilitate the development of self-control in children.
- G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

3. Relations between the Home and Program

- A. Parents have both the right and responsibility to share in decisions about their children's care and education. Parents should be encouraged to observe and participate. Teachers are responsible for establishing and maintaining frequent contacts with families.
- B. Teachers share child development knowledge, insights, and resources as part of regular communication and conferences with family members.
- C. Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another.

APPENDIX B

NOTICE TO PARENTS REGARDING RESEARCH STUDIES

The Child Development Laboratory is a research facility. Because of this, we have an opportunity to participate in some interesting and worthwhile projects. Below is the procedure we use to assure that all of the projects that the children are involved in are positive experiences for them. The faculty member wanting to do a project discusses it with the Director of Laboratory Programs. If a student is involved, the student is directed and supervised by a faculty member. The details of just what is to be done and the materials to be used are discussed. The project is then reviewed by the University Human Subjects Research Committee. The Director discusses the project with the Center Coordinator and the classroom teachers to make sure it will not interfere with their plans. After the project has received University and Laboratory approval, the project may begin.

At all times, parents are notified by letter about the details of the project. If the project does not involve removing the children from the room, is part of the children's everyday routine, does not involve direct interactions with adults apart from their normal routine, and the project has been approved by the director of the lab, the project may begin. In all other cases, direct parental permission is necessary for a child to participate. Parents are asked to sign up on a sign-up sheet posted near the parent board in the reception area. As much as possible, the children are not taken out of the room during lunch, snack, or group times. When the research begins, if the child decides that he/she is too busy or does not want to participate, that is okay and the matter is dropped. We also monitor the studies so a child is never asked to participate in more than three or four studies per semester. At any time, parents may request that their child not take part in a particular study. The research has always been an asset to our program and we are pleased to be a part of it.

PERMISSION FORM

We give our permission for _____ to take part in research activities as outlined above. We understand that we will be informed of the nature of the research and may request at any time for our child not to take part in a particular study. For research purposes, it is often helpful for investigators to know certain information about your child. You should know that is our policy to routinely let all observers know the names and ages of the children in the classrooms. Some parents do not mind if we provide other information about their children as well. Please indicate below if you would allow us to provide researchers with the following information:

___ Yes ___ No 1. The ages and sexes of your child's brothers and sisters.

___ Yes ___ No 2. The number and sexes of the adults in the child's place of residence

___ Yes ___ No 3. Occupation of parents.

Signature of Parent or Guardian

Date

We would also like to know if you would allow your child's picture to be taken for research or educational purposes. (These pictures will never be published or used for any other purposes.)

___ Yes ___ No

CONSENT FOR WALKING FIELD TRIPS

The CDL's location on a large university campus provides opportunities for a variety of walking field trips. During enrollment all parents sign a permission slip allowing their children to take part in these trips. In addition, for each field trip parents will be notified in writing (at least 24 hours in advance):

6. Where the children will be going,
7. What time they will leave for the field trip site,
8. How long they will be at the field trip site,
9. What time they are expected to return.
10. Who will accompany them on the walk

For all field trips, each child wears a nametag with the child's family name, and the CDL's name and phone number. The staff carries the signed permission slips for each child, the class attendance roster (for checking attendance upon departure and arrival at the destination and back at the center), a first aid kit, children's emergency contact information and a cell phone.

I have read the information above in addition, I understand that each time my child's classroom has a planned field trip, there will be a separate permission slip for me to sign. My child will not be able to attend, if I have not signed this form.

Parent's Signature

Child's name

Date

ARIZONA DEPARTMENT OF HEALTH SERVICES
Office of Child Care Licensure
MEDICATION CONSENT FORM

Re: _____
 (first and last name of child)

I, _____, give permission to _____
 (parent of guardian) (authorized staff person)

to administer _____ of _____ by _____
 (dose) (name of medication) (route of administration)

RX# _____ to my child (named above) at _____
 (time/frequency)

from _____ to _____ for _____
 (date) (date) (reason for medication)

POSSIBLE SIDE EFFECTS TO WATCH FOR WITH THIS MEDICATION

*Injections: Attach physician's written authorization.

 (signature of parent) (date)

FOR STAFF USE PRIOR TO ADMINISTERING MEDICATION:

Is the permission form complete?
 original prescription label on the medication container
 prepackaged and labeled for use by manufacturer?
 full name of the child on the container?
 prescription or over-the-counter medication current?
 Is the dose, name of drug, frequency of administration given on
 Label consistent with instructions above?

YES	NO
D	D Is the
D	D or
	D
D Is the	
D	D Is the
D	D
D	D

DATE	NAME OF MEDICATION & RX #	DOSE	TIME	FULL SIGNATURE-AUTHORIZED STAFF PERSON

Dear Parents:

It is very important the center is aware of any allergies or medical conditions that may present themselves at school. Please fill out the following information to the best of your knowledge. We are especially interested in food, insect, and environmental allergies which we might need to handle in the classroom as well as any medical condition we need to be aware of. In some situations (EpiPens, for example) you may be required to provide additional information from your child's health care provider. **Parents are responsible for keeping the CDL updated regarding any allergy/medical situations. Updates or changes must be given in writing/ request new form if needed.** If your child is allergy free we ask that you write **NONE** on this form, sign and return. Thank you for your help.

CHILD'S NAME: _____ TODAY'S DATE: _____

ALLERGY/ MEDICAL REACTION TREATMENT DOCTOR INFO

*Include the last time your child was treated for this condition

ALLERGY/ MEDICAL	REACTION	TREATMENT	DOCTOR INFO

FOOD PREFERENCES (examples- vegetarian, kosher, etc)

If you have indicated a serious peanut or tree nut allergy please supply the following additional information:

Can your child eat crackers/breads/etc that are labeled that the product is processed in a factory that also has products containing nuts or peanut butter? ___ yes ___ no

Please give us any additional information that will assist in our snack purchases. In some instances of severe food allergies we may ask that you keep alternate snacks on hand for your child.

PARENT SIGNATURE: _____ LEAD/INTERN SIGNATURE; _____

YOUNG PRESCHOOL PAYMENT CONTRACT 2022-2023

Academic year- 5 full days

I will be enrolling for:

___ Academic Year (August-May): \$11,000.00 can be paid in 10 installments of \$1,100.00 Notes:

___ Summer session (June-July): \$2,200.00 due in full by June 26, 2023. Notes:

___ I understand that although enrollment for the CDL Summer session is optional, if I choose not to enroll, but would like my child to return to the CDL in August, there is a **\$725.00** fee to hold my child's full-time enrollment spot, due in full by June 1, 2023.

I understand that I must give a 30 day written notice prior to withdrawing during the contract period. I will be responsible for completing all payments until the 30 day period is completed. All families are charged the same tuition rate. Tuition credit is not given for days missed due to illness or vacation. _____ *Initial*

Tuition is due by the 15th of each month unless other arrangements are agreed to below. **A twenty dollar late fee will be charged if tuition is not paid in full by the 18th of each month. Balances may not be carried forward from one month to the next. Enrollment may be canceled if tuition and any late fees are not paid in full by the end of the month.** _____ *Initial*

The center closes at 5:30 each day. Parents must arrive at the center in time to be ready to leave at 5:30. After a 5 minute grace period, a late pick-up fee of \$10 for every five minutes will be charged to your tuition account. Repeated late pick-up can result in the cancellation of enrollment. _____ *Initial*

Parents receive an annual calendar and parent handbook at the time of enrollment and at the beginning of each school year. The parent handbook, calendar and tuition information is also posted on the center website (<https://thesanfordschool.asu.edu/cdl>). **Parents return an acknowledgement after reviewing the parent handbook.**

I understand and accept the payment agreement and policies described above and have received a copy of this document. I have reviewed the annual calendar and am aware of the center closures.

print child's name

parent/guardian signature

date

Appendix C

Independence in Toileting at the CDL

A big part of the toddler program at the CDL is assisting young children as they make the transition from diapers to becoming independent in toileting. This is a gradual process for some children while for others; it seems to happen all at once. Recognizing the unique timetable each child and family will have is important. It is equally important, from a child development perspective, to recognize that the toddler years are also a time when children struggle with independence, “mine”, “me do it” and “No!” may sound familiar to parents of a toddler. Just when adults want to see something happen along the lines of independence in toileting, toddlers are seeking the control they can exert with words, and refusals to be cooperative 😊

The CDL is a licensed child care center and has certain health practices in place that are either required for state licensing or are recommended best practices for group care. We try to keep our environment as clean and sanitary as possible. While accidents are a part of our toddler program, we also have a responsibility to keep our surfaces and equipment (floors, furniture, toys, etc) sanitary. For this reason, we ask that you refrain from sending your child to school in cloth underwear without first conferring with your child’s teacher.

Prior to sending a child in cloth underwear, parents and teachers should be communicating on a regular basis regarding how toileting is going at home. Being independent in toileting at home is not always an indication that a child is ready to be in the classroom setting in underwear. At home children may be able to have less clothing on, sometimes only the underwear, some parents have also started with their child free of all clothing making it much easier and quicker to sit on the toilet. At home, a child can run right into the bathroom and sit down on the toilet or use a lower “potty-chair”. Parents usually only have one child or perhaps twins to consistently remind and or take to bathroom every hour (or in some cases 30 minutes) At the CDL , none of these things can happen, so the process generally takes longer. Licensed child care centers cannot use potty chairs or adaptive seats on the toilet. There can also be a chance that when the child comes into the bathroom to use the toilet that all 5 child-sized toilets are being occupied.

Here are some questions that parents have asked in the past regarding the transition from diapers to underwear.

What signs do you look for in determining whether or not a child is ready to be toilet learning? We look for 3 general areas of readiness:

1. Physically Ready- able to control sphincter muscles; the process of moving from playing in the classroom or outdoors after they recognize the urge to go to the bathroom, to letting an adult know they have to go to the bathroom is a major milestone; getting pants etc down takes control and planning. Frequently we see bladder control develop before bowel control.
2. Emotionally Ready- self-motivated and interested in the process. Able to delay gratification (stop playing a “really cool” game and go to the bathroom).
3. Able to understand directions, communicate in some way.

Over the years, we have seen wide variations in the age that children begin to display readiness in all three areas collectively. For example, a child may be physically ready long before s/he is motivated to use the toilet.

What is your procedure for toilet training at CDL?

In general, we follow the child’s and family’s lead: once a child begins to show interest, we start giving them the option of going to the bathroom or the changing table. This is a good time for staff to help them learn the routines of toileting, wiping, flushing, dressing, and washing hands. We provide lots of opportunities to practice so they are comfortable with them before they are actually ready to start using the toilet on a regular basis.

How do you decide when to take the kids to the bathroom and then, once the kids are there what do you normally do to encourage the kids to go?

We wait until the child (by verbalizing in the room and/or by parent report) shows interest in the bathroom and toileting. Once they show interest, we offer the choice of the bathroom or the changing table. In the bathroom, we help the children learn the routines needed and encourage them to try for a little while each time, sometimes counting or singing songs to help the children feel more comfortable. We realize they may not be able to go at first, but eventually will be able to, and familiarity with routines helps them relax.

How is toileting time announced? What language is used? What type of vocabulary does the CDL use?

Under most circumstances (excluding accidents and some messy diapers) we give the children a five minute warning before it is time for them to go to the bathroom (or potty). We remind them that they will be able to come back to play, and they are often given the choice of having a teacher save a particular toy or of bringing small toys to the shelf in the bathroom. For specific vocabulary, we generally try to be as direct as possible: (pee, poop) but also follow the children's lead – if a child already has a specific term we will try to use that.

How is wiping taught? Are boys encouraged to stand up or sit down? Do they usually/always go individually or in a group?

Children are taught to get toilet paper after using the toilet, and are taught to wipe front to back. Especially at the beginning, teachers may help children wipe. For boys, families may choose one position (standing vs sitting) over another. Generally, if staff are not aware that families have a preference, boys are encouraged to sit at first, until they gain more control, but to stand when they feel ready. We often have "beginners" go in small groups – it is often more comforting and interesting to go with a friend. However, we take children as they need to go, so sometimes they go individually and sometimes with a group.

What happens when kids have accidents? Is there enough staff to work individually with kids to get them to stay on the toilet to go poop?

When children have accidents, we take them to the bathroom to change clothes and get cleaned up. This also gives them the opportunity to try the toilet in case they still have to go. We let children know that accidents happen and we treat them as routine. We also remind them that they can always tell a teacher when they need to go to the bathroom. If a child is consistently having accidents, we will encourage that child to go more frequently, or if they occur at a specific time of day, we will have a routine of taking the child around that time of day. We generally have enough staff to work individually with children, and help them sit on the toilet for as long as they need to. Occasionally another child will be in the bathroom at the same time, but they are often able to wait on the chairs there, or can be walked back to the room by another teacher.

What if my child consistently refuses to use the bathroom, gets upset, or suddenly loses interest in becoming independent in toileting?

Initially, if a child refuses to use the bathroom and gets upset at the prospect on a consistent basis, we will turn the focus away from using the bathroom at school. It may be that the child is not ready in all three areas. We will continue to observe and communicate with parents. After a period of time, we may invite the child to walk with us while we take another child or two to the bathroom and see how that goes. We will not coerce a child to use to bathroom.

If a child has been comfortable and has been making progress toward toileting independently and suddenly losses interest or begins getting upset, we will communicate this to parents and together see if we can find a reason to explain the change (new baby, move, illness, etc). Sometimes it works to give the change in behavior less attention, be matter of fact, and take a short break from the process. Every family has different ideas and we will work with you as much as we can.

How do I get feedback on a daily basis?

We log all food consumption, nap times and diaper/toileting on the daily logs in our software. Parents are able to view these at all times. Due to the length of the school day, there is a change in staff between opening and closing. Staff communicate as they arrive and depart so that messages can be passed on at the end of the day. If you feel you need more communication, please don't hesitate to talk to your child's primary caregiver; we want you to have as much information as you need.

How do you communicate with other staff with regard to individual children's progress in using the toilet?

We share with staff which children are starting to use the toilet, so they can be aware of children's routines, and help them recognize their bodies' cues. When a child is in underwear for the first time we will often add a note to the diaper log so that all staff are responsible for diapering/toileting are aware and more able to help the child use the toilet more often.

Do you provide concrete rewards for children who are successful in toileting? What about if families are using a reward system at home?

Generally, we try to have the experience be rewarding with minimal pressure; we let the children know it's ok to try and not have anything happen, but that we will have them try again a little bit later. Staff will help them cope with accidents, and help also them feel proud of themselves when they master new skills: from being able to manipulate their own clothing to actually using the toilet, to washing their hands. At school, we do refrain from using reward systems that could lead to power struggles.

We try to support families as much as possible in the toileting learning process. While we will not give children candy or other food as a reward, we let them know mom/ or dad will look at the log at the end of the day.

Appendix D

Acknowledgement of Parent Handbook

In order to ensure that all families have had access to and have read the Parent Handbook, please print and complete the form below and return to the office as soon as possible. We want parents to be informed and familiar with center policies prior to enrollment or as soon after enrollment as possible. Parents will read and sign an acknowledgement of the handbook contents each year of enrollment.

I have read the current Child Development Laboratory (CDL) Handbook and understand the policies and programs described in the handbook. I agree to abide by these policies while my children are enrolled at the center. In addition, I have also reviewed the annual calendar (Appendix E) and am aware of the center closures for holidays, semester breaks, in-service and conference days.

Child's Name

Parent signature

Parent signature

Date

Date

Please sign and return to the office

Appendix E

ASU Child Development Laboratory 2022-2023 School Year Fall Session 2022

August, 2022

Aug 1- Aug 12	CDL closed for summer break and teacher prep week
Friday, Aug 12	Fall Family Orientation and visiting time 4:00 – 5:30 PM
Monday, Aug 15	CDL opens for Fall Semester
Thurs, Aug 18	ASU Fall Semester Begins

September, 2022

Monday Sept 5	CDL (and ASU) closed for Labor Day
Friday Sept 16	CDL closed for Teacher In-Service
Saturday, Sept 24	Fall Family Planting at the CDL 9:00 – 11:00 AM

October, 2022

Mon, Oct 10	CDL Closed for Teacher In-Service (Part of ASU Fall Break for classes)
Monday, Oct 31	PJ Day at the CDL

November, 2022

Friday, Nov 11	CDL (and ASU) closed for Veterans Day
Nov 24-25	CDL (and ASU) closed for Thanksgiving
Wed, Nov 30	Fall Family Festival at the CDL 4:15-5:30

December, 2022

Friday, Dec 2	Last day of ASU classes
Mon- Fri, Dec 5-9	ASU Final exams
Thursday, Dec 15	Center open; last CDL class day until we return Wednesday, January 4, 2023
Friday, Dec 16	CDL Closed Teacher Evaluation Day
Mon, Dec 19 –Tuesday Jan 3	CDL Closed for Winter Break

Spring Session 2023

January, 2023

Monday, Jan 2	ASU & CDL Closed for New Years Holiday
Tuesday, Jan 3	CDL Closed – Teacher in-service
Wednesday, Jan 4	CDL open for Spring Session
Monday, Jan 9	First day of Classes for Spring Semester at ASU
Monday Jan 16	CDL (and ASU) closed for Martin Luther King Day
Friday, Jan 27	CDL Closed- Teacher In-Service

February, 2023

Tuesday, Feb 14	Clifford's Birthday at the CDL
Monday, Feb 20	CDL closed for Teacher In-service (Presidents Day)

March, 2023

Mon – Fri Mar 6-10	CDL closed for Spring Break
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April, 2023

Friday, April 7	CDL closed for Teacher In-service
Friday, April 28	Last Day of ASU Spring Semester, CDL Open

May, 2023

Mon-Fri May 1-5	ASU Final Exams
Monday, May 8	CDL closed for Teacher Prep Day
Tuesday, May 9	CDL closed for Teacher In-service (graduation)
Monday, May 29	CDL (and ASU) Closed for Memorial Day
Wednesday, May 31	Last Day of the Academic Year

Summer Session 2023 – 2 months

June and July 2023 (must pay for both months in June)

Thursday, June 1	CDL Closed for Teacher Prep Day
Friday, June 2	First Day of Summer Session
Monday, July 3	CDL Closed – Teacher in-Service
Tuesday, July 4	CDL closed for 4th of July – ASU Holiday
Friday, July 28	Last day of Summer Session