



COLLEGE OF EDUCATION & HUMAN SERVICES

**CHILD DEVELOPMENT
& LEARNING LABORATORY**

CENTRAL MICHIGAN UNIVERSITY



CDLL Handbook

195 East Ojibway Ct.

EHS 146A

Mount Pleasant, MI 48859

(989)774-3760

Table of Contents

Contact Information	4
CDLL Vision	5
CDLL Mission Statement.....	5
Program Philosophy	5
Classroom Community.....	6
Curriculum.....	7
Creative Curriculum	7
Head Start and the Tuition Preschool.....	8
Teachers and Children	8
Images, Videos, and Audio Recording	9
Withdrawal	9
Termination Policy and Procedure	9
Tuition costs and payment schedule	9
Enrollment Paperwork	10
Program Times.....	10
Pick-up and Drop-off Times	10
Access	10
Routine	10
Calendar	11
Attendance	11
Withdrawal.....	11
Arrival.....	11
Departure	12
Family Parking	12
Release of Children	13
Field Trips.....	13
Clothing.....	13
Confidentiality	13
Adult and Volunteer Screening	13
Staff Screening.....	14
Student Positions in the CDLL.....	14
Guidance and Discipline	16
Physical Environment	18
Outdoor Play and Safety	19
Toilet Use and Tooth Brushing	20

Handwashing Policy	20
Medication	21
If Your Child Gets Sick at School.....	22
Serious Accident/Injury	23
Emergencies and Safety.....	23
Emergency & Evacuation Procedures.....	24
Environmental Health	25
Sanitation/Healthful Environment.....	26
Food and Nutrition Service Policy	26
NAEYC Accreditation	27
Michigan Licensing Status for Child Care Centers	27
Resource Material.....	27
Communication.....	27
Confidentiality	28
Family Values and Practices.....	28
Family Events	28
Child Assessment.....	28
Parent Teacher Conferences and Home Visits	29
Family Participation.....	29
Surveys	30
Non-Discrimination Statement.....	30

Contact Information

CDLL Main Office: 774-3760

Faculty Partners

Joellen Lewsader / lewsa1j@cmich.edu / 774-7609

Tracy Donohue / donoh1t@cmich.edu / 774-3957

Lab Director:

Ramona Borowicz / davis5rm@cmich.edu / 774-1987

Program Assistant: Sherry Sytek / 774-3760

Classroom Teachers:

Teresea Looman / kaupp1tl@cmich.edu

Jocelyn Prewett / prewe1j@cmich.edu

Sarah Martin / marti3sm@cmich.edu

Susan Wassman / theue1sa@cmich.edu

Kristen Squiers / squie1kl@cmich.edu

Jackie Weller / welle1jk@cmich.edu

CMU Closure / 774-7500

EightCAP, Inc. / 772-0110

Central Michigan University's Child Development and Learning Lab is sponsored by the Department of Human Development and Family Studies. As a part of the Department of Human Development and Family Studies, the Child Development and Learning Lab is a facility for training and student and faculty research.



CDLL Vision

The vision of the Child Development and Learning Laboratory (CDLL) is to provide one of Michigan's most relevant, comprehensive, and innovative educational, developmental, and professional opportunities for Central Michigan University students, children, families, and Early Childhood Professionals.

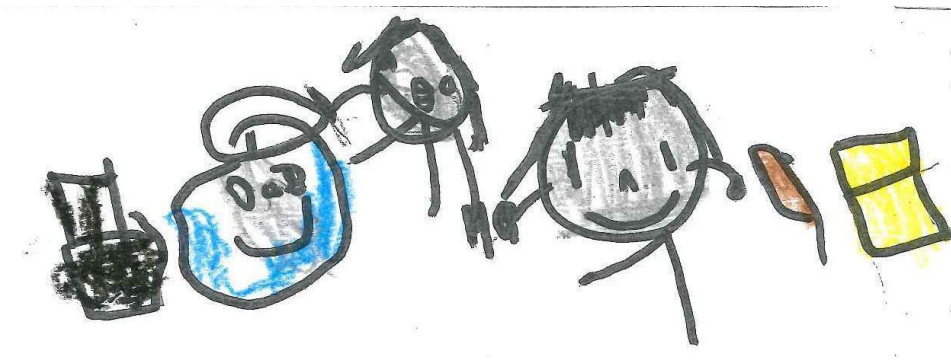
CDLL Mission Statement

The program exists to:

- Provide a laboratory in which university students observe, participate, train and study children under the supervision of trained early childhood teachers.
- Provide a facility for research in child development and family relationships at Central Michigan University.
- Provide an enriched program that meets the needs of young children in the areas of social, cognitive, emotional, physical, and language development.
- Include all enrolled children in a national model of developmentally appropriate programming.
- Promote among families a greater understanding of their child's growth and development.
- Encourage families and significant adults to be involved, in meaningful ways, in their child's educational experience.

In its work with young children, the target program's goals are to build:

- Self-confidence, initiative, and a positive self-image
- A feeling of love, respect, and belonging
- Friendliness and consideration for others
- An enthusiasm for active learning
- An inquiry-based approach to learning
- An ability to solve problems



"Giving a letter" by Hailee

Program Philosophy

In the spirit of a Reggio inspired approach to education, we believe that the participation of parents and other significant adults in the school life of a child is essential and occurs in a variety of ways. The exchange of ideas between these adults and the teachers supports an integration of different understandings, which can only serve to benefit the child who gets to thrive and grow in the kinds of environments where parents and teachers work together as partners. To that end, program staff will intentionally use a variety of strategies to learn from families about their family structure; their preferred child-rearing practices; and information that families wish to share about their socioeconomic, linguistic, racial, religions, and cultural backgrounds. They will begin this from the first contact and will maintain the learning strategies

over time. Staff will actively use this information to adapt the program environment, curriculum, and teaching methods to support the families they serve. ALL families, regardless of similarities and differences are welcome and desired to be included in all aspects of the program and it is the desire of program staff to share individual and family interests and skills with their child's classroom community. Families may visit any public or classroom area of the facility at any time during the regular hours of operations and are encouraged to so.

Specific meetings with classroom teachers, however, need to be scheduled at a time when they are not required to be in the classroom with children.

Throughout each school year, staff will use a variety of methods to communicate with families about the program philosophy and curriculum objectives, educational goals, and effective strategies that can be used to promote children's learning. Some of these strategies include home visits, parent/teacher conferences, open houses, family events, program newsletters and classroom updates, materials and announcements in each classroom's family area, community flyers, and the family handbook.

If a situation in the CDLL occurs when there are conflicts or challenges between families and CDLL educators, the following steps will take place to address the situation:

1. The parents/family member and educator(s) will meet to discuss the situation. All parties are requested to speak openly about their individual concerns or challenges in a respectful way, and brainstorm solutions that work for each party involved. When working with families, CDLL team members will use Touchpoints Family Assumptions to guide interactions with families:
 - a. The family is the expert on his/her child.
 - b. All families have strengths.
 - c. All families want to do well by their child.
 - d. All families have something critical to share at each developmental stage.
 - e. All families have ambivalent feelings.
 - f. Parenting is a process built on trial and error.
2. If additional steps to address a continuing situation are needed, the parent/family member, educator(s), and CDLL Director will meet to reflect on situation and determine productive steps moving forward. When helpful, the Early Childhood Specialist from EightCAP, Inc. will also be consulted.
3. The next steps include involving the CDLL Faculty Director and Human Development and Family Studies Chairperson, as well as the Head Start Director from EightCAP, Inc. when a child/family from Head Start is involved in the situation. A written agreement will be constructed together and signed by each party involved to ensure accountability and follow through.

Classroom Community

A priority of the Child and Development Learning Laboratory is to help the children build community with all members of the classroom. This is done in many ways, but significant efforts are made toward this purpose through the daily group meeting. This gathering of all classroom members is casual in nature and is focused on involving children in conversations designed to learn about their interests, thoughts, and ideas. Children are also involved in making decisions about their plans and activities and in establishing classroom rules.

Throughout the daily routine, teachers also support this community building by helping children talk about their own and others' emotions, and by providing opportunities for children to explore feelings and the expression of feelings. Teaching staff also model turn-taking, sharing, and caring behaviors; help children negotiate their interactions with one another and shared materials; engage children in the care of their classroom; ensure that each child has an opportunity to contribute to the group; encourage children to listen to one another; encourage and help children to provide comfort when others are sad or distressed, and use narration and description of ongoing interactions to identify pro-social behavior.

Curriculum

Inspiration from Reggio Emilia

The faculty and staff of the Child Development and Learning Laboratory and the Human Development and Family Studies area are exploring a curricular approach modeled after the schools of Reggio Emilia, Italy. There are several ideas integral to this approach that we believe contribute to building some of the highest quality environments in which young children can learn. In this approach, the child is viewed as strong, rich, and capable. Children, teachers, and parents work together to construct knowledge rather than the teacher trying to impart their own knowledge. The child collaborates actively with peers, adults, and materials in the environments that they explore the world around them.

In addition, key to this approach is the use of a beautifully designed and organized environment to support exploration. Teachers and parents are viewed as partners, nurturers, and researchers, and they work together to present the thinking of the children and adults through documentation of children's work. Within this approach, teachers encourage children by questioning, supporting their interests, engaging in conversations, investigating side by side with children, providing creative opportunities for children to document their understanding and showing appreciation for children's work. These interactions allow teachers to introduce new and varied vocabulary that occur during all parts of the daily routine and are emphasized during group meetings and within the project work that engages small groups of children during their free play. As teachers use their knowledge of children and their social relationships, interests, ideas, and skills, they can tailor the types of learning opportunities provided to individuals and to small groups who share similar interests.

As projects emerge within the classroom, teachers help children question and investigate, and they provide materials and opportunities for children to expand upon their experiences until they are satisfied with what has been learned and accomplished. Throughout this process, teachers make connections to developmental skills and record these connections on lesson plans, in newsletters, within displayed documentation, and on narrative observational records. This process varies by project and could last days, weeks and even months. Teachers also incorporate "wait time" when appropriate and help children revisit their experiences through conversations, reflections, and visits to the documentation that is on display.

Families are a crucial component of a Reggio inspired approach to early childhood education and the CDLL is dependent upon their contributions. It is the desire of the CDLL that each classroom and the activities occurring within it are reflective of the families of the program. We believe that this keeps learning connected to the greater community and that it is beneficial to each individual child as they participate in an environment that values the traditions and contributions of each family. At the time of initial enrollment in the program, families will be asked to complete a Family Survey. This tool is used to gather information about each family's traditions, culture, language and special interests and skills. The information is then used throughout the year as a tool to invite parents to share information and experiences with the children and teachers in the program so that it can become an integral part of the curriculum and of children's learning experiences. On a weekly basis, as teachers begin to plan for the upcoming week, they again question the ways in which families can be involved in the near future (a question typed right onto the CDLL lesson plan). Teachers also use newsletter updates, classroom documentation, informal conversations and both teacher and parent-initiated contact to intentionally build the strong relationships with families that are necessary to the children's success and to the success of the program.

Creative Curriculum

While we are a program that is engaged in the always evolving process of incorporating the values of the Reggio inspired approach to early childhood education, we began this process while implementing the Creative Curriculum framework, and we believe that it is the culture of our state and country to tie children's learning to standards. The Reggio inspired approach is rich in the documentation of children's learning and development and we believe that it truly is the best approach for this program to follow in its support of all children. This approach does however involve a more intense study of the enrolled children and their work to understand the extent of their learning.

To continue our close relationships with parents and with our more extended community which includes various funding agencies such as the Michigan Department of Education and the Federal Head Start Program, the CDLL is committed to additional ways of documenting classroom curricular activities and children's learning within recognized and highly

regarded frameworks. Each Friday, as classroom teaching teams review the prior week's learning experiences, they will indicate on lesson plans how the various activities supported the Creative Curriculum framework and its developmental areas, goals, and objectives (see description below in Assessment of Children). There is also a place on the lesson plan for the teaching team to indicate several standards covered within Michigan's Standards of Quality in Preschool Programs. Both the Michigan Standards and the Creative Curriculum Implementation. Checklists are also used to review and assess classroom climates.

Diversity in the Curriculum: Teaching "Traditions" at the CDLL

It is the responsibility of the teaching staff to be able to identify, and eliminate any teaching practices, curricular approaches or classroom materials that is degrading with the respect to gender, sexual orientation, age, language, ability, race, religion, family structure, background, or culture. The purpose of this classroom practice, the word "tradition" will include and may be used interchangeably with family traditions as well as family celebrations and holidays.

Head Start and the Tuition Preschool

Within the lab setting, there are two different programs. **The Tuition program** is for three- or four-year-old children from the University or the community in which parents pay for their children to attend four full days per weekly preschool session. **The Head Start Program** is also a four full day per week program that is a free federally funded program-serving children who are three or four. This program serves children whose families meet income qualifications and gives priority to parents who are full-time students. Each program is fully integrated and focuses on supporting the individual child, helping them to learn and grow. Teachers meet regularly to plan goals for all programs in the laboratory and implement those goals through high quality programming.

Teachers and Children

In order to build positive relationships between teachers and children, teaching staff will:

- Foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection
- Express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles
- Be consistent and predictable in their physical and emotional care of all children
- Encourage and recognize children's work and accomplishments
- Function as secure bases for children
- Evaluate and change their responses based on individual need
- Vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development
- Support children's competent and self-reliant exploration and use of classroom materials
- Never use physical punishment and do not engage in psychological abuse or coercion
- Never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline
- Talk frequently with children and listen to children with attention and respect
- Respond to children's questions and requests
- Use strategies to communicate effectively and build relationships with every child
- Engage regularly in meaningful and extended conversations with **each** child
- Teachers check frequently on children and supervise children by sight, and by keeping a global view of the classroom

Images, Videos, and Audio Recording

Due to the research and training orientation of the CDLL, video, audio, and photo devices are used with regularity. These may be used to document research, promote the program, document university student work, and prepare for professional presentations.

Withdrawal

Children enrolled in the program are expected to attend the entire academic year. If a child is absent for three consecutive days without contact, the child's teacher will call. After five consecutive absences, the CDLL will send a letter reminding families of the withdrawal policy. If an absence remains unexplained for a period of 10 consecutive school days, the child will be withdrawn from the program. Re-admission to any CDLL programs is at the discretion of CDLL administrators.

Termination Policy and Procedure

The Center may terminate your child's enrollment under the following circumstances:

- ▶ Non-payment for childcare services and/or lack of adherence to tuition payment policies.
- ▶ Parents falsify information on enrollment forms or otherwise knowingly falsify information.
- ▶ Parents do not agree or do not follow and comply with the policies set forth in this Handbook.

PROCEDURES FOR TERMINATION OF ENROLLMENT

Step 1: The CDLL Director will provide the parents with verbal warning notifying them of the circumstance above that warrants termination and providing them an opportunity to correct the situation.

Step 2: If the parent fails to correct the situation in a timely manner or the circumstances warrant immediate termination, the CDLL Director will notify the parents in writing, as well as provide the opportunity for a face-to-face meeting, that the child's enrollment will be terminated.

Under most circumstances, the CDLL will provide two weeks written notice of enrollment termination. However, where the circumstances warrant, the CDLL reserves the right to terminate enrollment immediately or less than two weeks' notice.

- ▶ Lack of parental cooperation with the CDLL's efforts to resolve differences and/or to meet the child's needs through parent/staff meetings or conferences.
- ▶ Inappropriate or abusive behavior and/or verbal abuse or threats by parents, relatives, guardians or other parties toward the CDLL staff, other parents, or children.
- ▶ Inability of parents to deal in a professional manner with CDLL personnel or other parents and children at the center.

Tuition Costs and Payment Schedule

2024-2025 (This applies to the tuition program only) \$100 non-refundable payment upon registration.

August 25	\$550.00	January 25	\$550.00
September 25	\$550.00	February 25	\$550.00
October 25	\$550.00	March 25	\$550.00

To make a payment please click on the *Current Families* box on the CDLL home page (www.cmich.edu/cdll). You may also submit a payment by check to the front desk at the CDLL, unfortunately, we may not accept cash.

Enrollment Paperwork

- Child Information Record: This information is required to assure the health and safety of all children.
- Health Appraisal Form: State of Michigan Child Care licensing regulations require that a physical examination form be filled out by your child's doctor. The Health Appraisal form must be submitted to the CDLL within 30 days of your child's start date at the CDLL.
 - Immunizations Record: Prior to entering school, families must provide proof of immunizations. At the time of initial attendance, 1 of the following shall be obtained and kept on file
 - A certificate of immunization showing a minimum of 1 dose of each immunizing agent specified by the Department of Community Health
 - A copy of a waiver addressed to the Department of Community Health and signed by the parent stating immunizations are not being administered due to religious, medical, or other reasons. In this case, staff exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.
- Ages & Stages Questionnaire (ASQ-3): The ASQ-3 is a developmental screener that provides a quick check of your child's development in communication, gross motor, fine motor, problem-solving, and personal-social.
- Devereux Early Childhood Assessment (DECA): The DECA Preschool Program promotes resilience, the ability to bounce back from difficulty, in children ages 3–5. Through the program, teachers and families learn specific ways to support young children's social and emotional development. Having both the parent and teacher complete the assessment will provide valuable information about how your child behaves both at home and in the classroom. We will use this information to better plan for all children in the program, building on individual children's strengths.
- Other forms requested for licensing and accreditation.
 - All children receive hearing and vision screening through head start and the Central Michigan District Health Department. Parents will receive notification as to when these screenings are taking place.

All questions about enrollment or these policies should be directed to the Director at (989)774-1987.

Program Times

Monday through Thursday 8:45am-3:15pm

Child drop-off times are between 8:45am-9:15am.

Child pick-up times are between 2:45pm-3:15pm.

Breakfast, lunch, and afternoon snacks are provided every day. For holiday schedule, please see calendar.

Pick-up and Drop-off Times

The CMU CDLL is a self-transport early childhood center. It is the responsibility of the family to safely drop-off and pick-up your child daily. CMU staff will no longer be able to take children off or put children on the I-Ride bus. If a family chooses to use I-Ride for transportation, an adult/family member must accompany the child off the bus at the CDLL and back on the I-Ride bus at the CDLL at the end of the day. Families are welcome inside the CDLL at any time, and a family member who has passed the PSOR background check is welcome to stay through the day if using ICTC transportation. All I-Ride communication is the responsibility of the child's family.

All CDLL children and their families are required to have exited the building/playground by 3:15pm.

You must pick up your child promptly at the scheduled time. We have built-in 15 minutes before and after each session for your convenience. Children cannot be picked up late or dropped off early. The doors to the classroom will not open until the designated time. Children who are picked up late will be charged a fee. All families arriving late will be charged a \$5.00 fee for every five minutes they are late according to the EHS building clock in the lobby. The charge will be applied to your account and payment will be due immediately

Access

At the CDLL, our number one priority is ensuring a safe and welcoming environment for all children, families, and staff. To support this priority the doors to enter the CDLL remain locked while children are present. To access the CDLL, we ask that visitors press the call button and indicate on the intercom the purpose for which they are visiting. Use of playground areas and equipment are also accessible with the support of caring adults. In addition, teachers and administrators will make immediate changes to any CDLL classroom environment that requires further accessibility based upon individual needs of those staff, college students, children and families enrolled. Any modifications requiring changes to the physical space will be reviewed by the university's Center for Student

Routine

Every classroom within the CDLL has a carefully planned routine that allows the children to anticipate normal daily activities. The daily routine is posted in the classroom and is meant to guide classroom activities but is flexible based on the needs of the children each day. While each classroom's routine may vary depending on the personality of the group, every routine will include the following:

- Outdoor play
- Group meeting and planning
- Time for children to work in small groups
- Breakfast, lunch and snack
- Rest time
- Free choice/Centers
- Recall
- Ample time and support during transitions

Calendar

You must pick up your child promptly at the scheduled time. We have built-in 15 minutes before and after each session for your convenience. Children cannot be picked up late or dropped off early. The doors to the classroom will not open until the designated time. Children who are picked up late will be charged a fee. All families arriving late will be charged a \$5.00 fee for every five minutes they are late according to the EHS building clock in the lobby. The charge will be applied to your account and payment will be due immediately.

Attendance

Your child's attendance is important for your child's development and the university classes utilizing the laboratory school. Children are expected to come unless they are ill, out of town, or receiving other services during that time. If a child is absent, families should call the Child Development and Learning Lab (774- 3760) or email (cdll@cmich.edu) and report the reason for the absence within one hour of the school opening. Attendance is monitored through a google sheets system. If your child is transported by IRIDE, you must also call 772-9441 and let them know of the absence.

Withdrawal

Children enrolled in the program are expected to attend the entire academic year. If a child is absent for three consecutive days without contact, the child's teacher will call. After five consecutive absences, the CDLL will send a letter reminding families of the withdrawal policy. If an absence remains unexplained for a period of 10 consecutive school days, the child will be withdrawn from the program. Re-admission to any CDLL programs is at the discretion of CDLL administrators. To withdraw, families must provide a written statement giving the reason for withdrawing and the last date the child will be attending. The CDLL requires that families give a two weeks' written notice.

Arrival

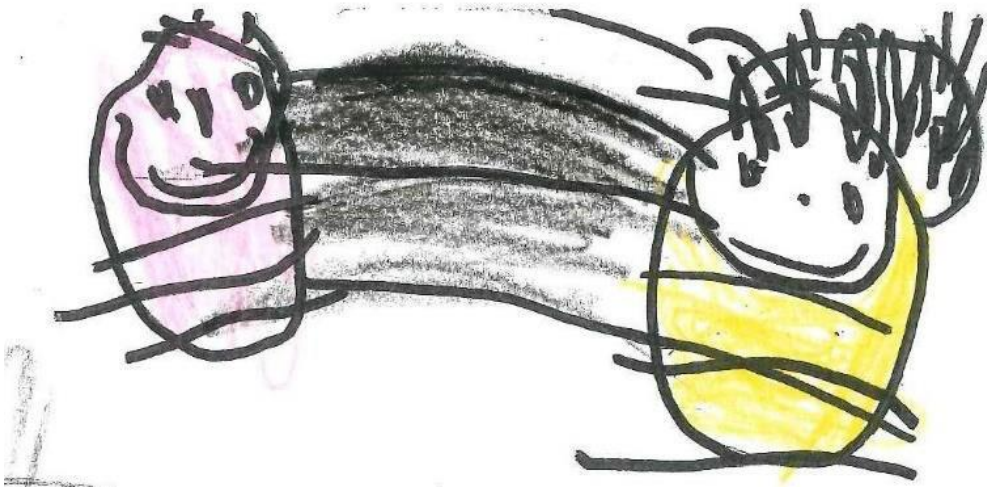
Upon arrival at school, families are encouraged to check the dry erase boards at the entrance of your child's classroom that will explain the activities scheduled for the day. For safety reasons, the parent or adult authorized to transport the child must remain with the child until the child has been welcomed by the teacher or person designated by the teacher to welcome the child to the classroom. Licensing requires that children be signed in and out every day by the persons transporting the child.

Departure

Please pick your child up promptly at/or before closing time (3:15 pm). After the children depart, staff continues to work with university students and have a very short time to accomplish a large amount of work. At the end of each day, families are encouraged to arrive early to check your child's mailbox and take a moment to chat with the teaching staff regarding your child's day. We welcome your questions and feedback. If you find that the necessary briefness of the end-of-the-day exchange leaves you with unanswered questions and/or unaddressed concerns, a conference may be scheduled with the lead teacher.

Family Parking

The CDLL has worked with the campus Department of Public Safety to create "free" parking for the families of our preschool children. Free campus parking is valid only for parking lot 56 and the parking spaces in front of the playground between 8:45am-9:15am and 2:45pm-3:15pm. If you have a meeting or would like to observe outside of these times, please call (989)774-3760 to have a parking pass processed for you. While in the parking lot, please refrain from leaving your vehicle idling while unattended, except in the case of extreme weather conditions.



"Hugging" by Dekyn

Release of Children

Children will be released only to persons authorized by the parent on the Child Information Record form. There must be at least one person that lives nearby, other than families listed on the form in the event that you are unable to pick up your child. If you intend for one of the backup persons to drive your child to or from school, it is the parent's responsibility to notify the preschool of your change in plans. Children **will not** be released to anyone under the age of 16.

Field Trips

Field trips are scheduled in accordance with the curriculum plans. IRIDE will be used to transport children to a field trip that is not within walking distance. Families will be notified of any field trips in advance and will need to fill out a permission slip if a bus is needed. Families are always welcome to attend field trips as well. If there is a sign-up sheet available for field trip participation, it will be located in the CDLL Hallway on the family information board.

Clothing

Clothing needs to be comfortable, washable, and suitable for a daily routine that often includes messy and/or active projects. Even when smocks are used, children often get paint and other messy things on their clothing. Since toilet accidents and spills occasionally occur, a change of clothing should be brought to school or kept in your child's cubby.

Outdoor activities are an integral part of the program. Families are encouraged to help their child dress accordingly to varying weather conditions. Mittens, hats, jackets, snow pants, and boots are important items of apparel on winter days.

***Please be sure to label ALL of your child's items that come to school (including shoes/boots).**

Confidentiality

Confidentiality is very important at the CDLL. All of our students are instructed on the importance of keeping information about children and families confidential. They are also expected to sign a form stating that they understand this policy. We ask that families who volunteer in the classrooms understand that they may become privy to certain confidentialities and that this information is not be shared.

Adult and Volunteer Screening

Public Sex Offender Registry (PSOR) Clearance

Child Day Care Licensing R400.8125(3) requires all supervised volunteers, including parents, foster parents, and legal guardians, that wish to volunteer at the CMU CDLL to receive a public sex offender registry clearance before having contact with a child in care. The CMU CDLL will also require the PSOR to be completed for ANY individual that would have contact with a child during drop-off and pick-up at the CMU CDLL. Any individual registered on the Public Sex Offender Registry (PSOR) is prohibited from having contact with any child in care or be on the property of the CMU CDLL at any time.

SCHOOL CLOSURE

The university sometimes closes for severe weather. Please keep the following policy posted where you can find it to know if your child has school during bad weather.

The CDLL will remain open if the public schools are canceled but CMU is still open.

If Central Michigan University closes or delays operations for any amount of time due to severe weather conditions, CDLL will be closed the entire day. When CMU closes or delays, the staff does not report to work, but will make every effort to update the voicemail to reflect the cancelation.

University closures are announced on local radio, TV stations, or you can call 989-774-7500 for the latest updates.

Convicted sex offenders should also be aware of the Michigan Sex Offender Registry Act of 1994, as amended (“SORA”). In particular, the sections of SORA pertaining to the entry of convicted sex offenders around and on school premises for those Head Start centers located on property owned by a school district.

Child Abuse/Neglect Statement

In accordance with Child Day Care Licensing R400.8125(s), all volunteers are required to sign the *Volunteer Child Abuse/Neglect Statement* prior to volunteering. By signing this statement, volunteers certify that they are aware that child abuse and neglect of children is against the law, that they have been informed of the Agency’s policies on child abuse and neglect, and that they understand that they are mandated by law to immediately report abuse and neglect to Children’s Protective Services. The Michigan Child Protection Law requires certain people to report their suspicions of child abuse or neglect to Children’s Protective Services. Report suspected child abuse and neglect online: [Michigan Online Reporting System](#).

TB Test

All volunteers (including parents, legal guardians, and foster parents) who have contact with children for four or more hours per week for more than two consecutive weeks must provide a copy of a current TB test verified within one year prior to volunteering. This is a requirement of Licensing Regulation R400.8128.

Staff Screening

- ▶ Prior to having contact with children, CDLL staff and HDF 402/409 students must provide documentation from the Department of Human Services (DHS) that they have not been placed on the central registry for substance abuse or neglect (DHS Clearance)
- ▶ The students and staff must have a background check through ICHAT
- ▶ Complete a fingerprint check through the Michigan State Police
- ▶ Prior to having contact with children, CDLL staff and HDF 402/409 students must read and sign the Screening Form and Policy on Abuse and Neglect
- ▶ If a CMU student suspects that a child has been abused or neglected, they must immediately report their suspicions to the Lead Teacher
- ▶ Any suspicion of abuse or neglect by the Lead Teacher or staff person or reported to the Lead Teacher or staff person must be immediately reported to Child Protective Services or reported to the Family Services Coordinator who will contact Child Protective Services

The CDLL does not tolerate severe punishment including hitting, spanking, shaking, biting, pinching, binding, or tying children, humiliating, shaming, threatening, depriving a child of food, rest, and toileting, or confining a child to an enclosed area such as a closet, locked room, box, etc. Any such incidence must be reported to the Associate Director immediately.

Staff, CMU students, and volunteers (with exception of those parents who are supervised by others) shall not have contact with children in the CDLL if they have ever been convicted of child abuse or neglect or been convicted of a felony involving harm or threatened harm.

Student Positions in the CDLL

As a laboratory preschool, there are several CMU courses that have lab requirements including placement within the CDLL. These include (but are not limited to) HDF 303, 402 and 409. A brief description of the role of each student is found below. While HDF 303 students do not engage with children during their lab placement, HDF 402 and 409 students have extensive contact with the children. Because of that contact, they are required to complete several stages of orientation prior to working with the children. These orientations include an online orientation, which is required prior to registering for the course, and an on-site orientation during the first week of classes each semester. Information covered during

these orientations includes (but is not limited to):

- Documents required for student files
- Health policies
- Emergency procedures
- Child abuse and neglect policy and screening statement
- Child abuse reporting procedures for students/volunteers
- Criminal History Screenings
- Michigan licensing regulations and requirements
- Safety policies
- Confidentiality
- Guidance and classroom management techniques applicable to their role
- Staff/student handbook review
- Program materials inventory and tour of program
- Readings on guidance and curricular philosophy
- Ongoing training on these and other topics occurs on a weekly basis within the lecture component of each course.

HDF 303

- HDF 303 students focus on observing the development of the young child. They choose a child at the beginning of the semester, complete a variety of developmental checklists, and practice recording.
- anecdotal records. We will post an updated class list with the child's first names and birth dates in each booth for the students to use. At the beginning of each semester, the students receive a tour of the
- lab. HDF 303 students also observe on the playground and will be instructed to use the benches, picnic tables or steps for observing. HDF 303 students are discouraged from engaging in conversation and
- play with the children or parents and are to concentrate on observation only.

HDF 402

- HDF 402 students participate in the Lab once per week during the regular semester. These students begin the semester with a basic knowledge of child development and guidance, and then learn and practice positive guidance techniques as the semester progresses. This is done under the watchful and supportive eye of the CDLL teachers. These techniques include positive body language and placement, reflections, offering choices, appropriate consequences, and follow through. Throughout the semester, the students practice these skills and complete lab reports that help them build upon and internalize those skills. Staff and families are reminded that the CDLL is a training facility, and that students should not be expected to have all the skills taught in this guidance course until well into the semester, and even then, they are still beginners. While in the classroom, HDF 402 students also support the ongoing activities of the classroom, as much as someone in a paraprofessional or assistant teacher role would do. The Personal Message and Complete Guidance Sequence taught in this course and used by these students, the HDF 409 students and the CDLL teaching staff include the following steps:

- Reflection
- A. Reaction B. Cause of the Reaction C. Reason
- Rule
- Pause
- Warning
- Pause
- Follow Through

HDF 409

- HDF 409 students are completing their student teaching practicum and are in the classrooms each day of the week. Students in this course are required to plan significant amounts of teaching activities and have a variety of classroom management responsibilities. These student teachers have access to all supplies, materials, and resources of the CDLL. HDF 409 students are also responsible for cleaning and helping with community areas such as the kitchen and getting out/putting away materials in an organized fashion.

Pre and post sessions

- ▶ In each classroom, pre and post session are important parts of the day for students and staff working in the Lab. The classroom team briefly share observations of the days' activities and children's emerging interests during this time. Using this assessment of the children's interests and activities, plans are made for the next day and the lesson plan is completed. The front doors will be locked until the beginning of school and parents are encouraged to pick up their children promptly to allow these important sessions to take place. CDLL teaching staff should facilitate these sessions as they are designed as a learning tool for students and demonstrate the immediate usefulness of ongoing child observation and assessment in planning appropriate classroom activities.

Guidance and Discipline

- ▶ CDLL staff use developmentally appropriate, positive methods of guidance and discipline which encourage self-control, self-direction, self-esteem, and cooperation.
- ▶ In the CDLL, educators are committed to anticipating and eliminating potential problems, redirecting children to more acceptable behavior or activity.
- ▶ Educators use children's mistakes as learning opportunities, describing the situation, and encouraging children's evaluation of the problem, rather than imposing the solution.
- ▶ Educators listen and acknowledge children's feelings and frustrations and respond with respect.
- ▶ Educators guide children to resolve conflicts, and model skills that help children to solve their own problems.
- ▶ Educators encourage appropriate behavior, patiently reminding children of rules and their rationale as needed.
- ▶ CDLL staff encourage and recognize children's accomplishments throughout the day.
- ▶ CDLL staff respond promptly and developmentally appropriately by providing comfort, support, and assistance to children.
- ▶ Educators encourage children to express their emotions both positive and negative.
- ▶ CDLL staff treat all children with respect and consideration, initiate activities and discussions that build positive self-identity and teach values, intervene when children tease or reject others, provide positive models, and avoid stereotypes in language references.
- ▶ For children with continuous behavioral problems, CDLL staff, families and other professionals work collaboratively to develop an individualized plan.
- ▶ CDLL staff will also review many factors within the classroom that may contribute to challenging behaviors and make alterations as needed to create an enriched learning environment.
- ▶ Educators use problem solving techniques to help manage behaviors along with guiding and supporting children when they are frustrated.
- ▶ Cooperative play and language are encouraged and modeled.
- ▶ Guidance utilized in the CDLL is consistent with the child's development level.
- ▶ The CDLL does not tolerate severe punishment or frightening discipline techniques including hitting, spanking, shaking, biting, pinching, binding, or tying children, humiliating, coercing, shaming, threatening, depriving a child of food, rest, toileting, and outdoor play, or confining a child to an enclosed area such as a closet, locked room, box, etc. Any such incidence must be reported to the Director immediately.
- ▶ Non-severe and developmentally appropriate guidance and discipline may be used when reasonably necessary to prevent a child from harming him/herself or to prevent a child from harming other persons or property. This approach may include re-directing a child to a new area of play, offering choices, setting, and maintaining limits, giving appropriate consequences, active problem solving, modeling, and ignoring inappropriate behavior.
- ▶ Sometimes children show challenging behaviors that are not easily addressed within the classroom setting. In such situations, staff (CDLL Educators and Director) will work with the child(ren) and their family to address the behavioral concerns. In such situations, staff (CDLL Educators and Director) will collaborate with the family and set goals that are developmentally appropriate (includes individualized child-based needs) for each individual child. Additionally, educators will:

- Assess the function of the behavior. This will be done by completing observation of a child’s behavior in the classroom. Observing and noting the behavior the child is exhibiting from the observation booth as to uphold the natural environment. Families are invited to observe from the observation booth as well.
- After development of the individual plan, connect with families consistently about any updates from home or school settings.
- The CDLL is committed to utilizing positive behavior support strategies and following guidelines with the goal of:
 - Reductions in child challenging behavior
 - Increases in children’s social skills
 - Increased satisfaction of program staff and families
 - Reduced turnover in the program
 - Increases in teachers’ competence and confidence in the support of children
 - Changes in classroom and program climate
 - Sustained commitment to positive behavior supports
 - Predictable daily visual schedule
 - Individual schedule modifications
 - Individual breaks for children
 - First/Then guidance
 - Picture Exchange Communication system cards and strips
- Developmentally appropriate strategies described above are utilized in the CDLL. Upon situations those approaches are not successful, we collaborate with the family and other professionals including EightCAP, Inc. and/or the Gratiot-Isabella Regional Education Service District to schedule evaluation and additional services upon agreement with the family. Additional community resources needed will be identified and provided based on individual child and family needs.
- The CDLL Guidance and Discipline policy complies with federal and state civil rights laws. Utilizing the Civil Rights Principles for Early Care and Education - <https://civilrights.org/resource/civil-rights-principles-for-early-care-and-education-ece/>, the CDLL rejects the criminalization and exclusion of young children (Principle #8).
- The CDLL does not use suspension, expulsion, and other exclusionary measures. Since the CDLL was founded in 1969, no children have been suspended, expelled, or secluded. If an extreme situation was to determine suspension as the only option, it would be based on extreme physical harm to a child’s self, another child, educator, or other adult in the CDLL setting. This would not be considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child and family.
- The CDLL follows the nondiscrimination policy of Central Michigan University: *“CMU does not discriminate against persons based on age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight.”*

The Personal Message & Guidance Sequence

Reflect	Behavior, paraphrase, or affective
React/Reason	Your emotion and the child’s behavior
Rule	Redirection Safety, right of self, others, and property, Positive statement of what to do
Pause	
Warning	Reminder of rule plus statement of the consequence
Pause	
Follow-through	Reflect plus statement that consequence will now happen

Celebrating Holidays

To respect all families, holiday celebrations at the CDLL are kept minimal. We may incorporate elements of traditional holidays throughout the year. For example, there may be pumpkin cookies made by children for snack time as an activity or Valentine's cards available in the writing centers around Valentine's Day. Activities may vary from year to year.

While we welcome families to share any special components of holidays that they incorporate into their own family traditions at any time of the year, **we ask that families do not send in food, candy, cards, or costumes.**

For children's birthdays, CDLL teachers will incorporate their own classroom birthday traditions by making the day memorable for each child. There is no need for families to send in an additional snack. We have many children with allergies each year and when children cannot eat the special cake or cookies brought in it causes bad feelings and can be dangerous in some situations if a child was to eat something they are not supposed to have by accident.

Please do not bring birthday treats to school.

Please Do Not Bring Birthday Treats to School

For children's birthdays, CDLL teachers will incorporate their own classroom birthday traditions by making the day memorable for each child. Each child will receive a book signed by the CDLL Team. Summer birthdays included! There is no need for families to send in an additional snack. We have many children with allergies each year and to ensure their safety we do not allow outside food to be brought into the preschool.

Physical Environment

Furnishings

- Individual space is provided for each child's belongings
- Hand washing sinks are provided in each classroom and in all bathrooms
- Child size tables and chairs are in every classroom
- Each child is provided with its own mat in the classrooms.
- Provisions are made to allow children with special needs to fully participate in the classroom

Equipment

All equipment should be in good repair. Within each classroom, there is a variety of developmentally appropriate materials such as a variety of dramatic play items, sand and water play, blocks, sensory items, puzzles, books, manipulatives, play dough and clay, paints, markers, crayons. All supporting the different developmental areas. Gross motor equipment should also be available daily.

The required amount of surface is provided under the outdoor equipment. This is checked throughout the year to keep children safe.

Materials

- Staff organizes and groups materials on low shelves so children can work independently
- Materials are extended or rotated weekly
- Quantities are checked regularly to ensure that there are sufficient materials for groups of children to play
- Each room provides ample room for children to move freely from area to area

Room Arrangement/Space

The space in each classroom is arranged so that adults can always supervise children by sight and sound. The staff planning form is updated daily to ensure the children are always monitored by an adult. Spaces in the classroom encourage children to work at centers individually, with friends, and in small groups, and there is at least one space where the whole group can have large group meetings. The children and adults in the classroom label all areas/centers of the classroom with names that are used. These labels include a mix of words and photos. The children organize materials within each center in a way that encourages free exploration. They are accessible to the children and the

shelves/counters are labeled to encourage easy clean up by the children. Each teacher will adapt the classroom and the room arrangement as necessary to accommodate individual special needs.

Adult space within the center is arranged to recognize the importance of each staff member. Every staff member has a desk in a shared office space where they can keep working materials as well as personal items. While this space and equipment belongs to the university, staff is encouraged to personalize the space and make it comfortable. There is also a staff workroom where individuals and small groups can meet to eat, have discussions, and work on documenting children's work. The main hallways of the building have an adult public restroom if needed.

It is the responsibility of all adults working in the CDLL (including CMU students) to observe all areas of the facility to take steps to correct and or avoid unsafe conditions. Prior to the children's arrival each day, both indoor and outdoor areas should be inspected, and any debris should be removed. Any items in disrepair should be reported to the CDLL lead teachers, office personnel or administrators so that a work order can be placed to correct the problem.

Parent Area

The CDLL welcomes parents and families in many ways and staff members are always encouraged to work towards continuous improvement in this area. The main entry to the program includes a monitor where program and community events are announced. Also located within this area, are parenting books, children's books, magazines, videos, and DVD's that families can borrow. Teachers in each classroom also display current newsletters and other classroom information in this entry area. Outside the entry to each of the four CDLL, classrooms are also areas designated for parents/parent figures. All CDLL classrooms have designated space to display the current lesson plan, daily routine, events planned for the day, photos of the teaching staff, child sign in/out forms, and updates about projects that are ongoing in the classroom. Families are always welcome to spend time with their child in the classroom environment and displays around each classroom include project photos/descriptions and photos/information about each child and their family. Families are also welcomed to observe their child interacting within the classroom environment by visiting the observation booth attached to their child's classroom. This allows parents to observe their child and the environment without influencing the behavior of their child or the classroom staff/students. We ask that parent's use the sign in and sign out sheets that are available in the observation booths.

Ambiance

We believe that the environment should support children as they pursue their interests and explore; in essence, it should work as an additional teacher in the classroom. It should invite wonder, investigation, and curiosity, should be comfortable, and should be cared for and clean. Essential to creating this kind of environment is the use of a variety of natural, low, and colored light, mirrors, prisms, fabrics, warm colors, scents, inviting sounds, and much, much more.

Outdoor Play and Safety

As required by the State of Michigan, **children go outside daily unless there are extreme weather conditions.** The CDLL also monitors the air quality daily. The CDLL has purchased raincoats, rain pants, and rain boots for every child to be able to walk & play in the rain for a short time. If you do not want your child outside on a particular day please keep them home that day.

- ▶ Children play outside daily unless EXTREME weather conditions exist.
- ▶ Teaching staff should position themselves to see as many children as possible keeping a global view of the playground.
- ▶ All children will wear weather-appropriate clothing outside. CDLL will provide items that have been forgotten at home.
- ▶ Shaded areas are provided during summer weather and sunscreen may be applied with the written permission of the parent.
- ▶ Outdoor play provides age-appropriate activities such as: running, climbing, riding, jumping, crawling, and swinging. Also, outside time will provide building, art, and dramatic play activities.

- » Children have the opportunity to explore natural materials.
- » Adaptions will be made for children with disabilities.

The playground is inspected by CMU Facilities Management yearly to make sure that it is safe for the children.



Toilet Use and Tooth Brushing

We realize that three- and 4-year-old children may have toilet accidents. Children sometimes regress a little in this area at the beginning of the year. Children who still utilize diapers or pull-ups should be familiar with the toilet before starting school. If a child is utilizing pull-ups educators will assist the child when needed in changing the pull-up.

The following is a list of CDLL policies and procedures regarding potty training and tooth brushing:

- » Soiled items will be bagged and sent home without rinsing
- » Clothes and/or underwear are changed when wet or soiled
- » Children are not changed on an elevated surface
- » Staff should follow sanitary procedures
- » Children have the opportunity to brush their teeth daily

Handwashing Policy

- » Hand washing policies are posted in all bathrooms and above all sinks (Classroom sinks)
- » Children and adults are taught hand washing policies
- » Hand washing is required by ALL as needed to reduce the transmission of diseases

Children and adults wash their hands:

- » Upon arrival daily
 - » After handling bodily fluids
 - » Before meals and snacks
 - » After tooth brushing
 - » After using the bathroom
 - » After handling pets
 - » After playing in dirt or sand
- Adults also wash hands:

- Before and after feeding children
- Before and after administering medicine
- After assisting a child in the bathroom
- After handling garbage or cleaning
- Adults wear gloves when contamination with blood may occur. Staff do not use sink for bathing children or cleaning fecal matter
- Food preparation sinks are always sanitized before using them for food prep

Medication

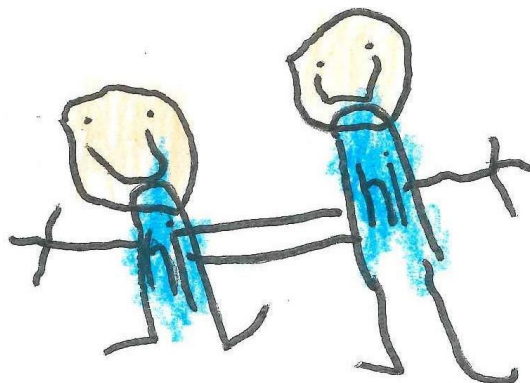
Medication or individual special medical procedures (breathing treatments), will be given or applied only with written permission on a medical permission form filled out by the parent. Prescription medication must have the pharmacy label indicating the physician’s name, child’s name, instructions, and name and strength of the medication and will only be given in accordance with those instructions. Should a physician require procedures that require special medical care there will always be an adult trained in the procedure on-site when the child is present.

- The caregiver administering the medication must maintain a record of the time and the amount of any medication given or applied. Forms that provide for parent permission, directions, and an administration log are available in EHS 146A.
- The medication must be in the original container, stored according to the instructions, and clearly labeled for the specific child. The teaching staff will keep the medication out of the reach of children in a locked container and will return the medication to the parent or destroy it when no longer needed.
- Children who become too ill to participate in the classroom activities are made comfortable in an area away from the group until they can be picked up by the family.

Health Policy

We feel it is very important for children to attend school on a regular basis, yet we have to be concerned about the spread of illness. We serve many children and when germs are brought into the classroom, they spread very quickly. No child will be permitted to attend if they are very ill and/or have a fever, severe cough, diarrhea, or rash. Some diseases will require your child to be excluded from school until a release is written by a doctor. If your child is displaying any of the following symptoms, they should not attend:

*Fever	*Earache
*Nasal mucus (yellow or green)	*Sore throat
*Diarrhea	*Persistent cough (that inhibits play)
*Unexplained rash	*Goopy/runny pink eyes
*Nausea/vomiting	
*Has an injury or illness that involved an emergency room visit. (Please consult with your child’s teacher or the Lab Director before returning to school.)	



“Friends” by Katherine

If a child is sick throughout the night, please keep him/her home to rest. We appreciate your cooperation in keeping the children, students, and staff healthy.

If Your Child Gets Sick at School

Should your child become ill at school, you will be notified to pick up your child as soon as possible. After every attempt has been made to contact a parent/guardian and we are unsuccessful at reaching you, we will then attempt to contact the person you have given us to notify in case of an emergency.

Please be sure that all phone numbers on your child’s information card are up to date including the home, cell, work, and emergency contact phone numbers.

- Teaching staff is responsible for reporting observed changes in a child’s health or child accidents to the child’s parent.
- Teaching staff must place a child that is too ill to remain with the group in a separate area where he or she may be comfortably cared for and supervised until he or she may be taken home. Any items used by the ill child must be thoroughly cleaned prior to use by any other person. Items that cannot be cleaned such as playdough must be thrown away.
- The program is to immediately contact the family or authorized pick-up person so the child can be taken home.
- All care provided before the pick-up person arrives should be documented and revealed to the person picking up.
- All medications are labeled with children’s first and last names and are in the original medication bottle.
- The expiration date is on the bottle and the medicine has not expired.
- All medications are kept in a locked container or the refrigerator as needed.
- Teachers are required to go over the procedures with families knowing the exact time, amount, and method of dosage.
- Staff administers medications only if the child’s parent/guardian completes a medical permission slip detailing instruction.
- The child’s records include instructions from the child’s licensed health care provider or they may give directions over the phone.



Serious Accident/Injury

All teaching staff of the CDLL is to maintain current First Aid and CPR certification. At least one currently certified staff member must be always on site that, children are present. First Aid kits and materials including latex gloves and biohazard bags are in the kitchen area of each classroom, and out-side in the shed.

In the event of a serious accident or injury to a child, volunteer or parent, the classroom teacher will direct an adult to call 911 if necessary and will direct another adult to move the children away from the accident area and to entertain them through play, stories, or song. When at all possible, normal classroom activity should be the goal for the uninjured children.

The teacher will administer first aid to the victim until emergency help or a parent arrives.

Due to the high number of adults in CDLL classrooms, when at all possible, an attempt should be made to immediately notify the Director of the accident.

Emergencies and Safety

Program staff will:

- Protect children and adults from hazards including electrical shock, burns or scalding, slipping, tripping, or falling
- Make sure that floor coverings are secured to keep staff and children from tripping or slipping
- Make sure that corridors are well light, with unobstructed and visible paths for entering and exiting as well as clearly marked regular and emergency exits
- Make sure that emergency lighting is available
- Keep fully equipped first-aid kits readily available for each group of children including the outdoor first aid kit located on the playground
- Ventilate areas that have been recently painted, carpeted, tiled, or otherwise renovated before they are used by children
- Keep fully working fire extinguishers available to each classroom
- The classrooms located within the main CMU building use the building wide fire alarm system, which is monitored and tested by CMU officials according to their policies and regulations

Emergency & Evacuation Procedures

Fire

Identification of fire:

- A. If a fire is suspected (ex. Smell smoke or other signs), check doors for heat if the door does not have a window.
- B. Once a fire has been identified, alert rest of building by pulling nearest fire alarm.

Signal to evacuate building:

- A. Fire alarm will sound, or a loud whistle will blow.
- B. Have children immediately stop their play.
- C. Teachers and children will move toward primary evacuation route.
- D. Primary route – All preschool classrooms (Walnut, Oak, Maple, and Pine) will exit through the nearest exit of the CDLL. A person designated by the Lead Teacher is responsible for guiding the children's exit. The Lead Teacher is responsible for checking the room and observation booths to make sure that every child and student have exited and for taking the iPad for attendance records/emergency cards out of the classroom. Have children stand or sit in the lawn directly opposite of the main entrance of the Child Development and Learning Laboratory across parking lot from building.
- E. Secondary route – If the primary route is blocked all preschool classrooms will exit through the next closest exit of the CDLL. A person designated by the Lead Teacher is responsible for guiding the children's exit. The Lead Teacher is responsible for checking the room and observation booths to make sure that every child and student have exited and for taking the iPad for attendance records/emergency cards out of the classroom. Have children stand or sit in the lawn directly opposite of the main entrance of the Child Development and Learning Laboratory across parking lot from building.
- F. Each Lead Teacher will take a head count of the children in their room.
- G. If there is a child/adult missing, the Lead Teacher(s) will notify the Fire/Police Department personnel on the scene.
- H. The groups will remain outside until the ALL-CLEAR signal is sounded, Alarm stops ringing, or the Teacher has signaled the ALL-CLEAR during practice drills.
- I. Sweeney Hall Lounge will be the meeting place for children and families if a real fire occurs or if it is too cold to stay outside for the duration of the drill.

Severe Weather/Tornado (city siren located in nearby location will sound and/or Associate Director will contact each classroom teacher)

- A. All children, teachers, CMU students and parents will get their coat and exit the classrooms with the person designated by the Lead Teacher leading the children. Each Lead Teacher will check the room, pick up the flashlight, and close the doors behind her/him.
- B. Everyone will exit the CDLL classrooms and proceed to the Storage closet or the bathrooms in the Multipurpose room.
- C. The groups will remain in a sheltered area until the ALL-CLEAR signal has sounded by alarm or by DPS.

Missing child

Your staff is notified internally, and you begin to look for the child.

After time passes (10 minutes) the Police Department is contacted and we then:

- Begin looking as we would for any missing person
- Initiate a Central Alert message to NEARBY CAMPUS BUILDINGS regarding the missing child
- use our social media to help get the word out— We have pictures of each child on file

Explosives

Immediately take cover under tables, desks, or other objects that will give you protection against glass or debris. After the explosion has subsided, 911 will be notified immediately.

Evacuate children following the procedures for a fire/tornado drill.

Emergency Evacuation

If it becomes necessary to evacuate the children from the CDLL and EHS building, the children will be taken to the residence halls directly across the street. We will call parents to inform them where the children are and that they may pick their child up at the residence hall. Under no circumstance will children be dismissed or released to families until we have reached our destination, and everyone has been accounted for.

Gas Leak/Other Toxic Odors

Vacate the building through the main entrance of the CDLL. Proceed across the parking lot. Have the children wait along the curb at the parking lot edge. Each Lead Teacher will do a head count to ensure that all children are evacuated.

Violent/Dangerous Adult Behavior

Due to the nature of the activities that take place at Central Michigan University, disturbances may occur when aggression overtakes rational judgment. An aggressive dispute can often be resolved with a few words from a person of authority. The following procedure is for disturbances which have escalated to be potentially dangerous to property or people.

- If the situation is dangerous, we will immediately call the CMU Police (911) and inform them of the location and actions of the individual(s) creating the disturbance.
- If a person(s) has or appears to have a weapon, we will immediately call the CMU Police (911).
- If a person(s) behavior appears to be drug or alcohol induced, we will immediately call CMU Police (911).
- If a person(s) has done or is doing malicious damage to property, we will immediately call CMU Police (911).
- If a person(s) is physically assaulting another, we will immediately call CMU Police (911).

Environmental Health

The Education and Human Services Building was designed to be as environmentally friendly as possible, and it received a Gold Certification from Leadership in Energy and Environmental Design (LEED). The roof of the building featured 26,500 square feet of sedum, a ground-covering vegetation that helps drain water and maintain heating and cooling levels within the building. Floor-to-ceiling windows allowed the use of natural light and reduced electricity consumption, and restrooms featured reduced water usage and alternatives to paper towels. Finally, bamboo was used extensively throughout the building to reduce the use of wood materials and all the furnishings and paint are recyclable. The CDLL is committed to being an eco-friendly facility.

According to NAEYC Accreditation Standards, the following must occur:

Documentary evidence, available on site, indicates that the building has been assessed for lead, radon, radiation, asbestos, fiberglass, or any other hazard from friable material. Evidence exists that the program has taken remedial or containment action to prevent exposure to children and adults if warranted by the assessment.

- Program staff protect children and adults from exposure to high levels of air pollution from smog or heavy traffic by limiting outdoor and physical activity as a precaution during smog or other air pollution alerts.
- The program has taken measures in all rooms occupied by children to control noise levels so normal conversation can be heard without raising one's voice.
- All rooms that children use is heated, cooled, and ventilated to maintain room temperature and humidity level. The maintenance staff or contractor certifies that facility systems are maintained in compliance with national standards for facility use by children.
- The facility and outdoor play areas are entirely smoke/vaping free (CMU has a smoke free policy). No smoking/or vaping is permitted in the presence of children.
- Areas used by staff or children who have allergies to dust mites or to components of furnishings or supplies are maintained by the program according to the recommendations of health professionals.
- The program maintains facilities, so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner, which prevents skin contact, inhalation, and other exposure to children. The program uses the techniques known as Integrated Pest Management (IPM), so the least hazardous means are used to control pests and unwanted vegetation.

- A notice will be posted in the entryway to the classrooms prior to the application of pesticides. It will include the target pest, the approximate location, and the date of application, center contact information and the toll-free number for national pesticide information.
- A notice will be sent to families through Storypark and email prior to the application of pesticides. It will include the target pest, the approximate location, and the date of application, center contact information and the toll-free number for national pesticide information. Any area that is treated with pesticides will not be used by children for at least four hours or longer if required by the directions indicated on the pesticide label. (This handbook serves as yearly notification as required by State licensing).

Sanitation/Healthful Environment

- Water in the water table is changed daily to help prevent the spread of germs and disease
- Children with open sores on their hands are not permitted to play in communal water play
- Cleaning and Sanitation Frequency Charts are posted in each classroom
- Toys are washed weekly in detergent, rinsed sanitized and air dried
- Toys are washed immediately follow the same procedure as above if they have been put in a child's mouth
- Staff use barrier techniques to minimize contact with mucus membranes, or wound openings
- After cleaning, staff sanitize nonporous surfaces by using the 3-step process
- Staff clean rugs by blotting and spot cleaning with detergent and disinfectant
- Staff dispose of contaminated materials in a plastic bag with a secure tie
- Classroom pets are always monitored by an adult when children are interacting with them
- Fish tanks are kept clean and fed

Food and Nutrition Service Policy

The CDLL participates in Child and Adult Care Food Program (CACFP) which is a federally funded program that provides the best quality snacks for each child in our program. We follow their guidelines for breakfast, lunch, and snack. To learn more about CACFP please go to <https://www.fns.usda.gov/cacfp>. Menus are prepared and provided to teachers in advance of each month. Teachers must post these menus in the classroom and kitchen and must copy and distribute them to the center parents through their mailbox and Story. Any menu changes or substitutions must be written on the posted menu, which is turned in to the Lab Director at the end of each month. The CDLL Director is the person responsible for the oversight of CACFP. The CDLL employs a Food Coordinator to monitor the menus, oversee the Book contract delivery of food, take meal attendance at point of service, sanitation procedures and provides support during meal time as needed.

- The CDLL will support any dietary needs of enrolled children as reported by parents and/or licensed physicians.
- The CDLL will not deprive a child of food or drink during a snack or meal period if the child attends at the time when the snack or meal is served.
- The CDLL participates in the Child and Adult Care Food Program. The Child Nutrition Programs are open to all eligible children and adults regardless of race, color, national origin, sex, age, or disability. Any person who believes he or she has been discriminated against in any USDA related activity should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.
- The children enrolled in the CDLL full day program receive breakfast, lunch, and snack.
- The CDLL is committed to providing healthy meals and asks that parents do not send in sweet foods. As stated in the "Diversity in the Curriculum" policy, individual classrooms may participate in special cooking activities to support family traditions, celebrations, and holidays.
- All snacks and meals are served family style.
- Teaching staff sit and eat with children and engage the children in conversation.
- Food is prepared, served, and stored according to USDA regulations. Hot foods are kept hot, and cold foods are kept cold until they are served.
- All hot liquids are kept out of the children's reach.
- Children with a physician prescribed dietary restriction may bring food from home. It must be labeled with the child's name and date.
- Food brought from home must meet USDA and CACFP guidelines and it is provided as a supplement to the food

served in the program.

- Teaching staff must document food allergies and post these allergies with the consent of parents or responsible adult.
- These foods have been eliminated from the menus due to choking hazards: Hot dogs, raw peas, hard pretzels, spoonful of peanut butter, and chunks of raw carrots or meat larger than can be swallowed completely.
- We partner with the CMU recycling center to reduce waste by composting food and other items.

NAEYC Accreditation

The CDLL is accredited through the National Association for the Education of Young Children. NAEYC is the world's largest organization working on behalf of young children with nearly 100,000 professional members. There are four steps to the accreditation process including enrollment, application candidacy, and an on-site visit. Programs provide documentation covering 400 criteria based on 10 standards of excellence in early childhood education. Programs must meet 80% of the criteria to meet these standards and are awarded a 5-year accreditation term. This term also involves the annual submission of reports. To learn more about NAEYC accreditation, you can visit www.naeyc.org.

Michigan Licensing Status for Child Care Centers

We are licensed through the Office of Children and Adult Licensing, a division of the State of Michigan Department of Human Services. A copy of the most current license and licensing rules can be found in the main CDLL entryway. Licensing information can also be obtained at www.michigan.gov/dhs. Every two years, we are required to complete procedures to become re-licensed. Currently, each staff member will be asked to assist in updating information such as personnel files, procedures, and any other details that may be necessary for our facility. Twice each year, staff will also receive reminders of the required paperwork that needs updated. Staff should keep a current copy of the licensing handbook in their office and be familiar with the standards.

Resource Material

In the effort to develop strong relationships with families, CDLL staff will attempt to provide resources, support, and information to the families of the children enrolled in the program including information about programs and services from other organizations. This will begin early in the year, when families receive the community resource book, which includes the names, and contact information for local programs that support children and families. This will also include display and distribution of flyers and newsletters provided by other service agencies in the community. This may also involve fewer formal systems such as through daily conversations. The information provided is in English unless the family indicated at enrollment that they do not speak or read English.

Staff will encourage and support families to make the primary decisions about services that their children need and encourage/help families to advocate for and/or to obtain needed services. Staff is also able to support family's efforts to negotiate health, mental health, assessment, and educational services for their children. Each year, during the spring semester, the program will also share information about local elementary schools, their kindergarten programs, and round up information. As children transition out of the CDLL and into another program (including other early childhood programs, kindergarten, and special education programs), staff will support that process by providing information, by attending meetings or making phone calls when requested, and through other means as determined helpful by the staff and family members.

Communication

The staff of the CDLL is dedicated to opening a variety of ongoing lines of communication with the families of the enrolled children. This communication takes place on a weekly basis in a variety of ways including conversations, daily informational communication boards in the classroom, parent update notes, and center letters through Storypark. This communication has many purposes including that of helping transition the child between school and home, supporting concerns of family members, sharing the child's developmental progress, sharing information about services and events in the community, sharing information about classroom rules/expectations/routines, and more. If you have a concern that you would like to share with our Director, Mona Borowicz, please call 774-1987, email davis5rm@cmich.edu.

Program staff will also share any concerns about developmental delays or other special needs with families in a sensitive, supportive, and confidential manner and will provide them with explanation for the concern, suggested next steps and information about resources for more formal assessment.

Families are also welcome and encouraged to maintain ongoing communication with the school. Valuable information would include the results of observations from home, children's accomplishments and difficulties, and information about the child's progress.

Confidentiality

Upon enrollment, parents will sign forms indicating who will have access to their child's information. These adults may include all program teaching/office/administrative staff, special services consultants/therapists, CMU student teachers, licensing/grant/accreditation auditors, and partners who provide the programming for the classroom such as EightCAP, Inc. Before sharing information about a specific child with other providers, agencies, or programs, CDLL staff will obtain written consent from the family. CDLL administration stresses the importance of confidentiality with all members who have and know information about the children enrolled in the program.

Family Values and Practices

The CDLL values and respects the ways that families define their own race, religion, home language, culture, and family structure, and will gather information from families about these definitions to support them. Whenever possible, teachers will work with families to develop and maintain each child's home language while also supporting growth in the English language. When professional values and practices differ from family values and practices, teachers will work with families to help children participate successfully. This collaborative process is intended to establish mutually satisfying solutions that staff can then incorporate into classroom practice and if English is not a language understood by the family, staff will make every effort to engage an interpreter in the conversation.

CDLL seldom, if ever, uses T.V. or movies with the children. In the case that we decide to show a movie as a special event, we will try to let parents know ahead of time. If this is not possible, the movie will be a G rated movie chosen from a list of 4-6 movies approved by the Director.

Family Events

Family meetings and activities will be planned throughout the year in the Lab. These activities range from structured family meetings and orientations to documentation work sessions and social activities. It is the intent of the CDLL that these activities not only share information about the program and its philosophy, but also provide opportunities for families to meet with one another on both a formal and informal basis. These activities consider each family's shared interests and skills, schedules, and availability, and strive to include ALL program families. When possible, parents are encouraged to help plan these events.

From time to time, students and faculty from the Human Development and Family Studies department may also plan parent meetings, parent classes and other family activities. As a laboratory preschool program, we encourage families to attend these events whenever possible to promote the learning that occurs on all levels within a multifaceted program.

Finally, CDLL staff participates in and support community projects and advocacy projects. When the opportunity arises, staff will share community information with families so that they may also participate.

Child Assessment

Each semester, all classroom adults work daily to observe the children, record that information, and then use it to learn about where each child is developmentally and what kinds of experiences can support their continued development in a way that supports the diverse family backgrounds of the enrolled children. Here is a brief outline of our activities:

- Observe children daily, recording written objective records of what children are doing and saying.
- Gather samples of children’s work (sometimes we keep the work and sometimes we photograph, copy, or scan it for our documentation).
- Utilize information provided by the family through the Ages and Stages Questionnaire (ASQ-3) and Devereux Early Childhood Assessment (DECA)
- Photograph children as they work within the program.
- Record and transcribe some pre-selected discussions.

We believe that gathering information as children engage in their normal routine is much more effective and accurate than giving them a test! As we gather all this information, we not only share it with parents through classroom documentation and newsletters, but we also record all relevant information on our secure online assessment program, TeachingStrategies.net. This program allows us to store information, track children’s growth, complete an assessment titled the “Individual Child Profile,” prepare parent reports for conferences, and coordinate the data of all the children in the classroom to help with future planning and goal setting for individuals and for the class. The report that we share at family conferences is generated through this program and is a summary of the assessment that we conduct on your child. Educators will meet with families a minimum of two times per year at family conferences and share this information with them. Our teachers have all been trained in completing this assessment and participate in annual staff development days focused on using the results of the assessment for classroom planning and goal setting. In fact, they participate in training the college students while they work in the classroom! If parents would like to view a copy of the assessment tool that is used by our program, they can ask the classroom teachers or stop by the program office (EHS 146A) to pick up a blank copy.

We believe that assessment should be painless for children (and they should be unaware that it is occurring at this young age). We also believe in the value of focusing on what children CAN do. As we meet with parents to share a summary of the results, we will share their strengths in areas including social/emotional, physical, language and cognitive development. We will also set a few goals for continued growth. It is our hope that parents will also help us in sharing some of their goals for their child so that we can support them at school.

As mentioned before, this information is stored on our secure website at CreativeCurriculum.net. The only people who have access to these online records are CDLL staff members including teachers, assistants and administrators, and the CMU students in the classroom who must record and enter observations at the website. Any paper copies of assessment information will be stored in each child’s file in the locked CDLL program office. Those adults who are here to support a child’s growth may have access to these records including CDLL staff and administrators, CMU student teachers, and collaborative partners specific to the child including any therapists and special program personnel. In addition, the information may be briefly reviewed, on occasion, by consultants from the State of Michigan, from Child Day Care Licensing, or from NAEYC Accreditation for the sole purpose of verifying that this program consistently completes and records appropriate child assessment.

Parent Teacher Conferences and Home Visits

Throughout the year, each family will receive several contacts with teaching staff – two family conferences and one or two home visits. The first home visit takes place prior to the school year beginning and allows the teacher to introduce themselves as well as a few classroom materials to the child and family as well as learn about each child’s current stages of development. This is also a great time to complete last minute paperwork. The two-family conferences are intended to share children’s developmental and classroom progress with the family. Prior to these conferences, teachers review child observations and complete the assessment tool. Information gathered throughout this process is summarized and shared with the family during the conference. Parents are encouraged to be a major part of the planning and goal setting process and are encouraged to share and record their thoughts and goals. The second home visit that occurs is designed to share activities that can occur at home to continue skill building and allows families to again community with staff on a more formal level about each child’s development. This spring visit is also a time to share information with families of four- and 5-year-olds about available kindergarten options, practices, visiting opportunities, and enrollment procedures.

Family Participation

During Home Visits, families are asked to fill out a survey sharing information about each child's family, family background, interests, traditions, etc. We gather this information so that the program can become more acquainted with each child's family with the purpose of respecting and honoring those traditions whenever possible. This information also supports teachers as they are looking for special classroom visitors, field trips, and activities that can be best shared by the family members of the children enrolled. At least once during each school year, the program will also ask families to participate in a survey designed for program evaluation and improvement. Completing these surveys helps the staff see and understand the perspectives of the families and can support growth and change in the program. Families are always either welcome to offer suggestions to classroom teachers and program staff verbally, writ-ten, or through the anonymous feedback box located in the entry to the main building. Children are provided many opportunities throughout the day to express their opinions about the activities that are provided, along with the meals. Children are encouraged to talk about their experience throughout the day through planning and recall of the day.

The PNC Community Lending Library

The CMU CDLL is very fortunate to be able to offer a lending library of materials to CDLL families and members of the community through a generous gift from PNC. The lending library is managed by the CDLL staff through a program called libib- A Library Management App-that we hope to have posted on the CDLL website very soon! In the meantime, if you are looking for materials to use at home (art supplies, books, musical instruments, coding activities, large motor activities and much more) please let the Director- Mona Borowicz- know in person or through email, and we can set up an appointment to look through the materials. davis5rm@cmich.edu

Surveys

Due to the research and training orientation of the CDLL, video, audio and photo devices are used with regularity. These pictures may be used to document research, promote the program, create children's yearbooks, document college student work, and prepare for professional presentations.

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider, employer, and lender.